

SCHOOLS FORUM MEETING**WEDNESDAY 20 MAY 2015 at 0800****VENUE: Committee Room 1, City Hall, Bradford****PLEASE NOTE**

All meetings will be held in public; the agenda, reports, decision list and minutes will be publicly available on the Council's website and in Committee Secretariat, Room 112, City Hall, Bradford.

The taking of photographs, filming and sound recording of the meeting is allowed except if the Forum Members vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Forum Clerk (asad.shah@bradford.gov.uk, 01274 432280) who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.

1. APOLOGIES FOR ABSENCE

The Business Advisor (Schools) will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

To receive disclosures of interests from Members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it only becomes apparent to the member during the meeting.

3. MINUTES OF 11 MARCH 2015 & MATTERS ARISING**Minutes****4. MATTERS RAISED BY SCHOOLS**

Members will be asked to consider any issues raised by schools.

5. STANDING ITEM – DSG GROWTH FUND ALLOCATIONS (a)

Members will be asked to consider, in **Document EL**, newly proposed allocations to schools and academies from the established DSG Growth Fund in 2015/16.

Recommended –

The Schools Forum is asked to agree the proposed Growth Fund allocations shown in Document EL.

(Andrew Redding – 01274 432678)

6. UPDATE ON DEDICATED SCHOOLS GRANT AND FUNDING MATTERS 2015/16 (a)

The Business Advisor (Schools) will present a report, **Document EM**, which provides an update on the position of Dedicated Schools Grant funding matters. Appendix 1 sets out a proposal for a commissioning framework / governance structure for targeting resources to school improvement (including the Joint Improvement Investment Fund).

Recommended –

The Forum is asked to consider and to note the information provided, and specifically to consider the outline proposal set out in Appendix 1 for the development of a commissioning framework / governance structure for targeting resources for school improvement.

(Andrew Redding – 01274 432678)

7. SCHOOLS' OUTTURN (REVENUE BALANCES) 2014/15 (i)

The Business Advisor (Schools) will present a report, **Document EQ**, which shows members the position of revenue balances held by maintained schools at 31 March 2015. The report also provides initial information on schools' reporting of surplus balances.

Recommended –

The Schools Forum is asked to consider and to note the information provided.

(Andrew Redding – 01274 432678)

8. THE IMPLEMENTATION OF A LIVING WAGE IN SCHOOLS (a)

A report will be presented, **Document EN**, which asks for the Schools Forum to provide feedback to Council on the proposal to seek to implement a living wage in schools.

Recommended –

The Forum is asked to provide feedback to Council.

(Andrew Redding – 01274 432678)

9. 2 YEAR OLD PLACES CAPITAL SCHEMES (a)

The Business Advisor (Schools) will present a report, **Document EO**, which asks the Schools Forum to consider the 2 year old places capital resources position and the allocation of the one off monies that were set aside by members in January 2015 (and a request for Secretary of State approval).

Recommended –

The Forum is asked to consider the information in the report and to make a recommendation on the proposal to approach the Secretary of State for approval to use DSG monies in 2015/16 as a revenue contribute to capital to support the further development of 2 year old places.

(Andrew Redding – 01274 432678)

10. ASD PROVISION STRATEGIC REVIEW (i)

A report will be presented, **Document EP**, which provides the Schools Forum with an update on the development of the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs. The report also asks the Forum to consider the options being developed by the working group on this matter.

Recommended –

The Forum is asked to consider the options being developed by the working group.

(Jennie Leary – 01274 385520)

11. UPDATE ON SCHOOL CATERING AND CLEANING ADM (i)

A report will be tabled, **Document ER**, which updates members on the review that is taking place with schools of the options for the re-development of the management models for the future delivery of school meals, cleaning and caretaking facilities.

Recommended –

The Schools Forum is asked to note the update provided.

(Roger Sheard – 01274 431417)

12. OTHER SCHOOLS FORUM STANDING ITEMS**(i)**

Updates on the following Forum standing items will be provided verbally where these have not been covered within other agenda items:

- Update on Single Status
- Update from the Schools Financial Performance Group (SFPG)
- Update from the Early Years Working Group (EYWG)
- Update from the Formula Funding Working Group (FFWG)
- Update on Primary School Places
- Update on Academies & Free Schools

Recommended –

The Forum is asked to note the information provided.

(Andrew Redding – 01274 432678)

13. ANY OTHER BUSINESS

Members will be asked for any additional items of business, for consideration at a future meeting.

14. DATE OF NEXT MEETING

Please see the published schedule of meetings – Wednesday 8 July 2015.

(a) Denotes an item for action

(i) Denotes an item for information

**MINUTES OF THE MEETING OF THE SCHOOLS FORUM HELD ON
WEDNESDAY 11 MARCH 2015 AT CITY HALL, BRADFORD**

Commenced 0800

Concluded 1010

PRESENT

School Members:

Bev George, Brent Fitzpatrick, Dianne Rowbotham, Dwayne Saxton, Emma Ockerby, Gareth Dawkins, Kevin Holland, Michele Robinson, Phil Travis, Nick Weller, Nigel Cooper, Paul Burluraux, Sami Harzallah, Sara Rawnsley, Sue Haithwaite, Tahir Jamil and Wendy Anderson

Non School Members:

Ian Murch, Donna Willoughby and Michael Walsh

Nominated Sub:

Irene Docherty

Local Authority Officers:

Andrew Redding	Senior School Finance Officer
Cindy Peek	Deputy Director, Children's Services
Dawn Haigh	Principal Finance Officer - Schools
Raj Singh	Business Advisor
Stuart McKinnon-Evans	Director of Finance

Observers:

Lynn Murphy Business Manager, Feversham College

Apologies:

Councillor Berry, Chris Quinn, Ian Morrel and Vivienne Robinson

PAUL BURLURAUX IN THE CHAIR

45. DISCLOSURES OF INTEREST

There were no disclosures of interest for matters under consideration.



46. **MINUTES OF THE FORUM MEETINGS ON 7 JANUARY 2015 AND MATTERS ARISING**

Report on progress made on “Action” items. The Senior School Finance Officer reported that:

- **DSG recommendations 2015/16 (item 42 page 34):**
 - The Forum’s recommendations have either been actioned or are in the process of being actioned in the delivery of 2015/16 budgets. The Forum’s recommendations have been agreed unchanged by the Executive and by Council on 26 February. The Forum will be asked to consider some specific updates and additional items under item 9 of the agenda of this meeting.
 - The Secretary of State has approved the £500,000 revenue contribution to capital relating to the re-development of the outdoor education centres.
 - A request has been made to the Secretary of State regarding the establishment of the Joint Improvement Investment Fund and a response has still to be received.
 - Alongside the 2015/16 recommendations, the Council’s Executive has also approved the amendment to the calculation of the Intended Use of Excess Balances Threshold for High Needs Providers. This amendment gives these providers more flexibility to protect their service delivery against significant immediate reductions in funding that might come from monthly re-calculations.
- **As part of its budget setting for 2015/16, the Council has:**
 - Allocated £700,000 in support of capital for basic-need provision. This effectively ‘match funds’ the DfE’s 2015/16 allocation to the District. It was reported that significant concern has been expressed about the sufficiency of the DfE’s allocation. It was explained that the Authority will need to have on-going conversations with the Forum about the resources available for meeting basic-need and about the potential for further direct lobbying of Government on this issue.
 - Allocated £660,000 over 3 years to support the recruitment and retention of outstanding school leaders.
 - Agreed, subject to appropriate consultation, to implement the living wage for Council employed staff, and to engage in appropriate discussion and consultation with the Schools Forum and with schools to seek to implement a similar measure in schools. The Senior Schools Finance Officer explained that this proposal would be initially considered under item 7 of the agenda of this meeting.
- **Other Matters Arising – for members’ information:** It was reported that the Chair of the Scrutiny Committee has asked that Forum Members and schools be reminded of the Joseph Nutter Foundation, which is a registered charity that provided assistance to children and young people in need when a parent had died. Support included the allocation of grants for essential items. The contact details for this charity are available online.

Resolved –

That the minutes of the meeting held on 7 January 2015 be signed as a correct record, subject to the following amendments:

- **Sami Harzallah, Maintained Primary Governor Representative, be recorded as attended; and,**
- **Irene Docherty, Non School Member be recorded as a nominated sub as opposed to full member.**

ACTION: Assistant City Solicitor

47. MATTERS RAISED BY SCHOOLS

There were no matters raised by schools to report.

48. STANDING ITEM – DSG GROWTH FUNDING ALLOCATIONS

There were no new allocations for consideration.

49. SCHOOLS FORUM MEMBERS – VICE CHAIR

Members were asked to approve the proposed approach by email for the election of the Vice Chair of the Schools Forum for 2015.

Resolved –

That the established approach (email) be followed for the collection of nominations and for the election of the Vice Chair of the Schools Forum for 2015.

Action: Senior School Finance Officer

50. COST PRESSURES WITHIN SCHOOL & ACADEMY BUDGETS 2015-17

The Senior School Finance Officer presented a report, **Document EH**, to inform the Schools Forum of the expenditure pressures that are forecasted to affect school and academy delegated budget shares over the next 2 financial years and to ask Members for a steer on the nature of support to school leaders in managing tighter financial times and the extent to which funds held within the DSG should support schools facing financial difficulty.

In presenting the key headlines, the Senior School Finance Officer clarified that the figures shown in the report have been calculated before the cost of implementing the living wage during 2015. It is estimated at this stage that the living wage would cost maintained schools £1.06m in a full year.

Following the initial presentation of the paper:

- It was agreed that the key messages should be published for all schools and academies by letter.
- A Member reported that academies are facing additional cost pressures in 2015/16 as a result of the profiling of EFA budgets and because of the reduction in Education Services Grant allocations.

- The representative of Further Education Providers added that the FE sector will see a further 24% reduction in the adult skills budget, which will impact on opportunities available for additional learning and re-training.
- It was asked whether analysis has been carried out on the possibly different implications of the different stances that the main political parties are taking on education funding. It was reported that this hasn't yet been analysed but is something that would be looked at.
- It was strongly suggested that a redeployment / pooling / retention strategy should be developed. The Partnerships would have a central co-ordination role in this. Members also recognised the importance of ensuring that any curriculum restructuring processes are carried out fairly and correctly.
- It was also suggested that schools, the Partnerships and the Authority should work towards a greater level of collaborative procurement, which will be essential in enabling schools and academies to make necessary efficiency savings. The Forum recognised that this is an important area to develop.
- In considering, at DSG level, how to meet basic-needs pressures, it was identified that the Authority needs to be 'canny' about how basic need is met, recognising that new free schools currently are established without capital cost to the Authority.
- It was suggested that many school leaders will not have previously managed tighter financial times and, as such, may require support in understanding how to go about a full curriculum / budget review. It was identified that external ICT tools are currently available. A Member asked that opportunities also be made available more generally for headteachers to access training to raise their financial awareness.
- Members suggested that the existing licensed deficit mechanism could be used to support schools in managing cost pressures in a planned and balanced way (so as to not detract from the acceleration in the improvement in standards).
- Members recognised that it will not be possible for the DSG to provide wholesale additional financial support for schools or for the DSG to help schools that have incurred additional curriculum restructure costs. Members identified that there would also be perverse incentives in doing so. It is expected that the vast majority of schools and academies will initiate considered processes of curriculum review and will effectively manage their vacancies and staff movements, over time, to help avoid the need to incur additional costs. Members did acknowledge however, that there may be some schools that may require finance support due to the exceptional nature of the circumstances they face. Members understood that mechanisms are already in place (the DSG's schools in financial difficulties fund) to enable such support to be given.

Members then expressed some initial thoughts on the Executive's proposal on the implementation of a living wage, prior to more formal consultation. Members recognised the moral imperative (child poverty imperative) behind this policy. Members also asked initial questions about implications and knock on costs e.g. for the differentials in the pay of other staff currently above a living wage. It was recognised that the knock-on implications will need to be thought through carefully. A Member also asked what the implications would be for the new pay structure that has just been implemented and expressed a concern about how complicated these matters have become. It was explained that further details about the Executive's living wage proposal will be provided for the Forum to consider.

Resolved –

- (1) **That the information in Document EH be noted.**
- (2) **That a letter is sent to schools and academies, which communicates the key messages and other important information (as recorded in the minutes).**
- (3) **That the Forum, the Partnerships and the Local Authority engage in further discussions about key matters on this issue including: the recruitment and retention of staffing and the development of a 'pooling' strategy, more effective procurement, deficit budget management and work to identify where schools and academies may need support (initial areas recorded in the minutes) e.g. around curriculum costs planning and managing restructure processes.**
- (4) **That no financial support to individual schools or academies should be provided from the DSG to support restructure costs, other than the exceptional circumstances / schools in financial difficulty de-delegated provision and criteria that are already in place.**

Action: *Senior School Finance Officer*

51. **ASD PROVISION STRATEGIC REVIEW**

The SEN Planning and Project Manager presented a report, **Document EI**, which provides the Schools Forum with further information on the development of the District's strategy in response to the growth in children presenting with ASD needs. Members were reminded that this item follows from the discussions in the meeting of 22 October 2014 and in the context of the Authority's current forecasting data, which strongly indicates the need for the creation of c. 84 additional high needs places for children with ASD needs by September 2018 and therefore, possibly the establishment a new special school. It was explained that this would have revenue and capital cost implications for both the DSG and for the Authority, which need to be considered as early as possible.

Members were reminded that a specific multi-agency group has been established to explore options and to make recommendations on the delivery model for how this additional growing need will be most effectively met. This review is currently taking place and it is expected that initial recommendations will be presented to the Schools Forum in May.

Following the initial presentation of the report:

- A Member raised concerns that the forecast of growth may be too low, suggesting that more than an additional 84 places may be needed.
- It was clarified that any new school, under current Regulations, would need either to be an academy or a free school. It is important for Forum Members and the Authority to be aware / to recognise in planning that a new free school would be established without capital cost to the Authority. Because of this, the options around a free school should be seriously explored.
- It was requested that the May report provides further information on how the ASD need is growing / forecasted to grow, including detail on the differential of growth across areas and populations of the District. It was also requested that more specific detail on the cost implications, both revenue and capital, of the different

options be provided.

The Chair welcomed Document EI and that the Forum is being given the opportunity to consider this matter at the planning stage.

Resolved –

- (1) **That the report (Document EI) be welcomed.**
- (2) **That the next report to be presented to the Schools Forum on 20 May incorporates the additional information requested by members on the nature of the growth of ASD needs, the distribution of this growth and on the cost implications of the different strategic options for meeting need.**

Action: SEN Planning and Project Manager

52. UPDATE ON DSG MATTERS FROM 7 JANUARY 2015 MEETING

The Senior School Finance Officer present the report, **Document EJ**, which provides an update on matters relating to the School Forum's recommendations on the 2015/16 Schools Budget made on 7 January 2015. The matters that require a further decision or recommendation from the Schools Forum were highlighted and explained.

From this, Forum Members made the following comments:

- That the review of the Primary Behaviour Strategy (and the use of the £105,000) should be referred to the Bradford Primary Improvement Partnership for awareness and consideration (to be done through the Vice Chair of the Schools Forum).
- That a more detailed action plan should be provided on how and when the £600,000 for secondary behaviour support / District PRU places will be spent in 2015.
- That a representative of Central PRU should be included in discussions about how the £600,000 is to be spent.

Resolved –

- (1) **That the safeguarded salary arrangement (relating to the Forum's agreement to reduce the Trades Union Health and Safety Facilities Time from April 2015), as proposed in Document EJ, be agreed.**
- (2) **That the £105,000 of one off monies, originally committed in 2014/15 to primary behaviour support places, be retained for use as outlined in Document EJ (in the implementation of the determined behaviour strategy).**
- (3) **That the £600,000 of one off monies originally committed in 2014/15 for secondary behaviour support / District PRU places be retained at this stage for use as outlined in Document EJ Appendix 1. That an action plan is presented to the Forum at the next meeting, which provides more detail on how the £600,000 is to be used across the 6 priority areas and the timeline of this expenditure.**
- (4) **That £200,000 of the £500,000 of one off monies originally committed in**

2014/15 is retained at this stage in support of further additional capital projects for the development of 2 year old places. The remaining £300,000 be released back to the DSG for re-allocation (to be agreed by the Forum).

- (5) **That the proposed allocations from the High Needs Block to support the establishment of 2 new resourced provisions, as outlined in Document EJ, be agreed, at a one off cost of £141,070.**

Action: *Senior School Finance Officer*

53. **UPDATE ON THE BRADFORD LEARNING NETWORK (BLN)**

The Headteacher of Green Lane Primary School (Primary Headteacher member of the Schools Forum) presented **Document EK**, which provides Members with an update on the development and re-procurement of the Bradford Learning Network. The Forum was asked to give its endorsement to the collaborative procurement approach outlined in the report. It was also explained that the Reference Group is currently investigating and progressing developments aimed at further reducing costs and improving services, including joining up services with health and social care and reducing accommodation costs.

The Chair stated, with reference to the discussions under item 7 around cost pressures, that this is a very good example of effective collaborative procurement. The Chair offered his thanks to the Headteacher of Green Lane and to everyone else who has been involved.

Resolved –

- (1) **That the Schools Forum fully endorses the collaborative approach to the procurement of fast, filtered and safe internet provision for schools, enabling equity of access for all students across the District regardless of location or size of school be endorsed.**
- (2) **That all who have been involved in the development and procurement of the BLN be thanked for their work.**

Action: *Project Manager, Curriculum Innovation Unit/Team*

54. **OTHER SCHOOLS FORUM STANDING ITEMS**

There were no further updates on the Forum standing items.

55. **ANY OTHER BUSINESS**

No additional items of business for consideration were tabled.

56. **DATE OF NEXT MEETING**

Please see the published schedule of meetings – Wednesday 20 May 2015.

11 March 2015

Note: These minutes are subject to approval as a correct record at the next meeting of the Forum.

minutes\SF11Mar Draft Version

THESE MINUTES HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



Education
Funding
Agency

Schools forum

Operational and good practice guide

March 2015

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Introduction

1. This guide is designed to provide local authority officers and school forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It is organised in two sections:
 - Section 1 provides information on the constitutional and organisational requirements for schools forums; and
 - Section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums.
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one schools forum may not be appropriate in another, given the diverse circumstances of local areas. However, it is hoped the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The Department hopes that schools forums and local authorities find this guide useful. It has been the subject of consultation with a wide variety of external partners. In particular, members of the Department's Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The Department is grateful for their assistance.
5. The Department's website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact [schools forum team](#) at the Education Funding Agency

The postal address is:

Education Funding Agency
Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

Section 1 – schools forum regulations: constitution and procedural issues

Regulations

8. National regulations¹ govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of these regulations or alternatively they can be accessed at:

9. A short guide to the schools forum for schools and academies is also available to provide a wider understanding of the work of schools forums.

Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in schools forum powers and responsibilities. The overarching areas on which schools forums make decisions on local authority proposals are:

- De-delegation from mainstream schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally.
- To create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund.
- To create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
- Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
- Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2013/14 are permitted unless agreed by the Secretary of State.
- Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals.

¹ Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.
- In each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal.

11. Local Authorities should be aware that the provisions of the Local Government Act 2000 restrict the delegation of local authority decisions to Cabinet, a member of Cabinet, a Committee of Cabinet or an officer of the Council, which would not include schools forums. As a result the local authority cannot delegate its decision making powers to schools forum, e.g. decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It is a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG,
- use exceptional factors
- vary pupil numbers
- allow additional categories of, or spending on, central budgets

- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies

Proposals will then need to be approved by the Secretary of State.

Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the structure of the schools forums is available.

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed, e.g. annually. Academies members must represent mainstream academies and, if there are any in the LA area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in school forum powers and responsibilities) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicate decisions, and the reasons behind them, effectively.

Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single

point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- Holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time
- Increasing the size of the schools forum temporarily to appoint additional academy members, then delete schools member posts at the end of a term of office or when a vacancy arises
- Consider continuity of service – where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member?

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the Schools Forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example, a secondary schools member must stand down if their school converts to an academy. A schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group. Other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents.

Schools members

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the LA. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group;
- governors in each group;
- headteachers or headteachers representatives and governors in each group;
- representatives of a particular school category, e.g. voluntary aided.

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.

Election and nomination of schools members

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. It is good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, e.g. community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question – a headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It is not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, i.e. if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee/democratic services of a local authority. This may just include the provision of

advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we would recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the Chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it is perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or Chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

38. We would recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election;
- the timescale for notifying all constituents of the election and those standing;
- the arrangements for dispatching and receiving ballots;
- the arrangements for counting and publicising the results;
- any arrangements for unusual circumstances such as only one candidate standing in an election; and
- whether existing members can stand for re-election.

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

Election and nomination of academies members

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored, non-recoupment and converter academies.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it is for the proprietors of academies within each of these sub-groups to elect their representatives. It is not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. It is possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

Non-schools members

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers – see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPNs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and

four year olds and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate – schools-based such as a headteacher or governor, or someone linked more generally with the diocese, e.g. a member of the education board.

48. It is also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at-risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b)),
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c)).

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers is not a requirement. Many schools forums do not have such members on them and it is for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

The role of executive elected members

55. A schools forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the schools forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant Cabinet meetings as members of the public, e.g. when the funding formula is decided.

Recording the composition of schools forums

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It

would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- Any person invited by the schools forum to provide financial or technical advice
- Any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting.

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible.

Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- **Quorum:** A meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it is 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (e.g. election of a Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it is not legally obliged to do so. In practice, the arrangements for meetings should be made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions;

- **Election of a Chair:** Under the Regulations, if the position of Chair falls vacant the schools forum must decide how long the term of office of the next Chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as Chair has a term of office as a member which comes to an end before their term of office as Chair ends. The schools forum must elect a Chair from amongst its own members, so it is not possible to elect an independent Chair. In addition any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of Chair. Schools forums can also appoint to a position of vice Chair to provide cover if the Chair is absent or the post vacant;
- **Voting procedures:** The Regulations provide that a schools forum may determine its own voting procedures save that voting on:
 - the funding formula is limited to schools members, academies members and PVI representatives
 - de-delegation will be limited to the specific primary and secondary phase of maintained schools members.
- **The powers which schools forums** have to take decisions on a range of funding matters increase the importance of clear procedures, e.g. decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum – for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken;
- **Substitutes:** The local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members.
- **Defects and vacancies:** The Regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum).
- **Timing:** schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It is for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the schools forum to set its own rules so far as possible.

Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result schools forums are required to be open to the public. Furthermore papers, agendas and minutes must be publicly available well in advance of each meeting. It is good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

Working groups

65. It is open to a schools forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the schools forum itself to consider. The groups can also include wider representation - for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the schools forum. The schools forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view.

Urgent business

66. It is good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security is not compromised.

67. It is not legal for the Chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question; but a schools forum may wish to put in place a procedure for the Chair to give the local authority a view on an urgent issue.

Resources of the schools forum

68. The costs of a schools forum fall in the centrally retained budget portion of the Schools Block of local authorities.

69. It is legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports. The 2014 School and Early Years Finance Regulations provide that the level of resource devoted to running schools forums in 2015-16 is limited to 2014-15 levels unless the Secretary of State agrees an increase.

Section 2 – effective schools forums

Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it is able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- Partnership: Having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority.
- Effective Support: The business of the schools forum is supported by the local authority in an efficient and professional manner.
- Openness: It is important that a schools forum feels it is receiving open, honest and objective advice from its local authority.
- Responsiveness: Local authorities should as far as possible be responsive to requests from their schools forums and their members. Schools forums themselves should also be aware of the resource implications of their requests.
- Strategic view: Members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests.
- Challenge and Scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area. The extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness.

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically they might comprise:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding.

Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. In drawing up this cycle of meetings, in

consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision-making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it is recognised that from time to time items of a confidential nature will need to be discussed. It is recommended that authorities apply the same principles that they apply to Council/Cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, e.g. placing them together at the end of the agenda.

Preparation for a schools forum meeting

82. It is vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It is therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It is also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It is good practice for the schools forum and local authority to agree a standard for papers. It is usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An Executive Summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the

schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it is inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

87. Schools forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

Chairing the schools forum

88. The Chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the Chair and the local authority is therefore vital. The Chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of School Forum business. It is good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the Chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the Chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they do not have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the Chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of Chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the Chair undertakes significant work for the LA in another capacity, e.g. as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum Chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

Clerking the schools forum

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools

forum, the Chair and the local authority. It is a role often undertaken by an employee of the local authority though we would recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle;
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves;
- be responsible for ensuring contact details of all members are up to date;
- maintain the list of members on the schools forum and advise on membership issues in general;
- assist with the co-ordination of nomination/election processes run by the constituent groups;
- keep the schools forum website up to date: e.g. by posting latest minutes and papers etc;
- monitor, on a regular basis, the schools forum and general Schools Funding section of the Department for Education (DfE) website or the gov.uk website; and arrange for the distribution of any relevant DfE information to schools forum members;
- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution; and
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution.

96. Not all of these tasks may be able to be undertaken by the schools forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

Good practice for schools forum meetings

97. Schools forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, schools forums

should consider that the level of debate held at the schools forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

99. Consultations with the schools forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:

- Plan and consult early
- Allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- An open and honest approach
- Fully inclusive
- Allow for ongoing dialogue
- Provide feedback
- Clear communications.

Meeting notes and recording of decisions

100. A vital part of the effective operation of a schools forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, schools forums must be clearly set out.

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions/votes. It is good practice to formally agree the accuracy of the note/minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result.

102. In order to provide clarity about representation at each meeting, it is good practice for the minutes to record the group and/or subgroup that each member represents against their name.

Communication

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the

schools forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the schools forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example ensuring effective communications across the PVI sector may be more difficult than with schools, who are more likely to have existing channels of communication e.g. headteacher meetings.

104. Each schools forum should therefore be clear what its channels of communication are. It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents);
- an annual report on the proceedings of the schools forum;
- attendance by the Chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the Children's Services Department; or
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members.

News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and DfE. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties.



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Reference: EFA-00134-2015



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SCHOOLS FORUM AGENDA ITEM

For Action



For Information

**Brief Description of Item**

Members are asked to consider and agree newly proposed allocations to schools and academies from the established DSG Growth Fund in 2015/16.

Date (s) of any Previous Discussion at the Forum

The criteria for funding expanding schools and bulge classes in 2015/16 were included as part of the consultation on Primary and Secondary funding in 2015/16, and were agreed by members prior to submission of our final pro-forma to the EFA in January 2015. Individual allocations from the 2015/16 Growth contingency fund for new bulge classes and expansions have not yet been discussed by Forum members.

Background / Context

As was the case in 2014/15, the School and Early Years Finance (England) Regulations 2014 allow for a Growth fund to be held and managed centrally within the DSG. The regulations require that this fund is:

- ringfenced i.e. cannot be spent on any other purpose and must be released back to the DSG to school budgets in the following year if not spent
- available to be accessed by both maintained schools and recoupment academies across the District (with both maintained school and recoupment academy budgets contributing to the cost of this fund prior to new delegation).

The Regulations also require that local authorities consult their Schools Forum before incurring any expenditure due to a significant growth in pupil numbers as a result of the local authority's duty under section 13(1) of the 1996 Act to secure that efficient primary education and secondary education are available to meet the needs of the population of their area.

Other than these main restrictions, how the Growth fund operates is for local determination.

The criteria for allocating funding from the Growth fund were agreed by Forum members following the consultation process in October 2014, and were part of our final funding pro-forma submitted to the EFA in January 2015. Funding has already been allocated for existing expansions and bulge classes; this funding is included in 2015/16 Section 251 Budget statements (and in Authority payments to academies).

The agreed criteria and mechanism for allocating funding are as follows:

- Where a school / academy is expanding or admitting a bulge class for the first time in September 2015, the school / academy is allocated 80% of the value of the base amount per pupil for the additional planned intake number, for the remaining proportion of the year. i.e. $80\% \times \text{£Base APP} \times \text{additional planned intake number} \times 7/12$.
- In the following financial year, funding is then allocated as follows:
 - A permanently expanding school / academy would receive funding calculated on the difference between the October Census pupil numbers and a calculation of the composite 5/12 + 7/12 numbers, based on an estimate of the following year September intake. The school / academy will then be allocated 80% of the value of the additional base amount per pupil, for the additional number of calculated pupils.
 - No additional funding is necessary or allocated for a school / academy that has a bulge class of 30 pupils from the previous year; this additional class is automatically funded within the normal budget as the full class will be included in the October Census.
 - Additional funding is allocated, however, for a school / academy that has a half bulge class in each year for the lifetime that half class is at the school / academy. An additional sum is allocated based on 80% of the value of the base amount per pupil for the difference between 30 and the actual number of children in the half class. E.g. For an existing half class of 15 pupils the funding would be calculated as $(30-15) \times \text{£Base APP} \times 80\%$.

Details of the Item for Consideration

This paper asks members to consider allocations from the Growth fund to 3 primary schools that are expanding for the first time from September 2015; the funding will support an increase in provision as follows:

- **Wycliffe CE Primary School** will increase in admission number from 45 to 60 pupils from September 2015, resulting in an allocation of **£20,116** in 2015/16
- **Idle CE Primary School** will increase in admission number from 30 to 60 in September 2015, resulting in an allocation of **£40,233** in 2015/16
- **Stocks Lane Primary School** will admit a half bulge class of 15 in September 2015, prior to its permanent expansion from 15 to 30 from September 2016, resulting in an allocation of **£20,116** in 2015/16.

In addition, a correction is needed as follows to an allocation for an existing expansion; the original allocation for 2015/16 was agreed by the Forum in January 2015:

- **Menston Primary School** – a correction so its half bulge class allocation is adjusted from £34,485 to £48,279, + **£13,794**, in line with the actual numbers in this class recorded in October 2014.

Implications for the Dedicated Schools Grant (DSG) (if any)

These allocations - £94,259 in total - if agreed, will be funded from the Growth fund set aside as a contingency for 2015/16; a sum of £350,000 is set aside for growth in Primary. £255,741 will remain after these new expansions have been funded. Any unspent funding from the Growth contingency at the end of the year would be released back into the DSG in 2016/17.

How does this item support the achievement of the District's Education Priorities

The Bradford District has one of the fastest growing populations in the country leading to an increased demand on the available places. This increase in demand is being addressed through a phased expansion of a number of primary schools and academies across the district. The Local Authority has a duty to ensure that sufficient high-quality provision is available to meet the needs of all Bradford District children.

Allocations of funding from the Growth Fund are necessary to support schools and academies throughout their expansion in order that the District meets the demands of the local population.

Recommendations

Primary Forum members are asked to agree to allocate a total of £94,259 from the Primary Growth fund to the following schools in 2015/16:

- **Wycliffe CE Primary School £20,116**
- **Idle CE Primary School £40,233**
- **Stocks Lane Primary School £20,116**
- **Menston Primary School £13,794**

List of Supporting Appendices / Papers

None

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SCHOOLS FORUM AGENDA ITEM

For Action



For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report provides an update on the position of the Dedicated Schools Grant and other funding matters.

Date (s) of any Previous Discussion at the Forum

The Forum set the 2015/16 DSG allocation on 7 January 2015 and made further recommendations (on one off monies) on 11 March 2015.

Background / Context

These matters relate to the Forum's recommendations on the 2015/16 DSG made in January and March 2015. Please refer to the minutes of these meetings.

Details of the Item for Consideration

The Joint Improvement Investment Fund

Within its 2015/16 DSG recommendations the Schools Forum agreed, on 7 January 2015,

To retain the remaining £1.246m of unallocated one-off monies to establish a Joint Improvement Investment Fund. The key purpose of this fund will be to provide a budget that can be used for new strategies, for engineering changes in policies and infrastructures (including co-commissioning), and for interventions, that will have a demonstrable whole systems impact on improving education outcomes for children and young people and on the delivery of the targets set out in the District's Education Improvement Strategy. Agreed that further discussions now take place with relevant parties (including the Chair of the Schools Forum), to be led by the Strategic Director, Children's Services, on governance and decision making processes for the allocation of this fund. The use of DSG monies in this way is subject to Secretary of State approval.

We have now received Secretary of State approval.

Please see Appendix 1, which sets out the proposed governance arrangements for the development of a commissioning framework for targeting resources to need for school improvement. It is proposed that the Joint Improvement Investment Fund is included within this framework.

Members are asked specifically to consider the outline proposal set out in Appendix 1 for the development of a commissioning framework / governance structure for targeting resources for school improvement.

Action Plan for the Allocation of the £600,000 one off monies for Secondary Behaviour Support

At the last meeting the Schools Forum agreed that the £600,000 of one off monies originally committed in 2014/15 for secondary behaviour support / District PRU places be retained at this stage for use as outlined in Document EJ Appendix 1 and that the power to take decisions on the use of this sum be delegated to the 3 headteacher strategic leads, working in partnership with the Authority and the headteacher of District PRU.

Members asked that an action plan is presented to the Forum, at the next meeting, which provides more detail on how the £600,000 is to be used across the 6 priority areas and the timeline of this expenditure. This plan is set out in Appendix 2.

As recommended at the last meeting, a report will be presented to the Forum in the autumn term on the progress and impact of the spending of this one off monies against this plan.

Details of the Item for Consideration (continued)

Primary Behaviour Strategy Review

At the last meeting it was reported that the Primary Behaviour Review Group is working to develop options for the future model for delivery of behaviour support services. The Schools Forum has agreed that the £105,000 of one off monies, originally committed in 2014/15 to primary behaviour support places, be retained for use in the implementation of a future delivery model.

Work to develop a future delivery and funding model is in progress and a further update will be provided to the Forum in July. The 4 Primary Behaviour Centres currently continue to be funded on the agreed Place-Plus methodology, including cash budget protection (which is being funded from the £105,000 of one off monies).

Development of Early Years SEND Provision and the Flexibility of DSG Resources

The minutes of the 7 January 2015 meeting record:

Agreed, in setting the DSG's High Needs Block planned budget for 2015/16, to initially ring-fence spending on specific Early Years SEND budgets at £2.793m. The outcomes of the current review work in this area (to enable budgets to be deployed flexibly between different provisions in response to need) will be presented to the Forum in March for further consideration.

An update on this review work was provided to the Forum at the last meeting. This review is continuing and further updates will be provided to future Forum meetings. The Authority's task group (Early Years Children's Centre Plus Managers Group) is meeting to re-shape service delivery and to consider the re-alignment of the of the DSG's resources from this. This Group has decided the appropriate funding model for settings for the summer term 2015, with the expectation that any revised model for Children Centre Plus provisions will be implemented from the start of the new academic year. This is likely to be based on a formula whereby Children's Centre Plus settings can be funded on a number of planned places, more reflective of actual occupancy, with an additional sum to recognise the costs these settings have. The other DSG resources (e.g. for Early Years Portage) then will be more flexibly allocated based on the distribution of need. Alongside, discussions are currently taking place on proposals for the restructure of SEN Early Intervention and Children's Centre Teams, to establish a new 0-7 SEND Service for the delivery of the 0-7 SEND Pathway.

New Arrivals Strategic Work

The New Arrivals Strategy Group and the EU Migrant Strategy Group have progressed, in line with the Forum's strategic feedback, the establishment on hub schools through which support services for new to English new arrivals in schools and academies can be delivered. This review work also involves realigning the DSG's EAL de-delegated budgets. A model / agreement for commissioning is now being drafted, to be used both to establish individual centres of excellence and to assess their impact.

Implications for the Dedicated Schools Grant (DSG) (if any)

This is an item for information, reporting on review work aimed especially at using and re-aligning DSG resources and one off monies to new strategies to more effectively meet pupil-need. This review work is taken place within the planned DSG budgets for 2015/16 and the allocation of one off monies set by the Forum in January 2015.

How does this item support the achievement of the District's Education Priorities

Ensuring appropriate resources are available, in the right places, to support the most vulnerable children across the District, must be a key focus for the Forum, building on current good practices. It is also vitally important that, alongside managing increasing cost pressures, that sufficient resources are available to the Local Authority and to schools to meet statutory responsibilities around SEN and meeting pupil need.

Recommendations

The Forum is asked to consider and to note the information provided, and specifically to consider the outline proposal set out in Appendix 1 for the development of a commissioning framework / governance structure for targeting resources for school improvement.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Proposed commissioning framework / governance structure for targeting resources for school improvement

Appendix 2 – Report on the £600,000 District PRU places one off monies

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SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

- Developing a Governance structure in moving to a school-led system for school improvement;
- Developing a commissioning framework for the targeting of resources to need for school improvement.

Date (s) of any Previous Discussion at the Forum

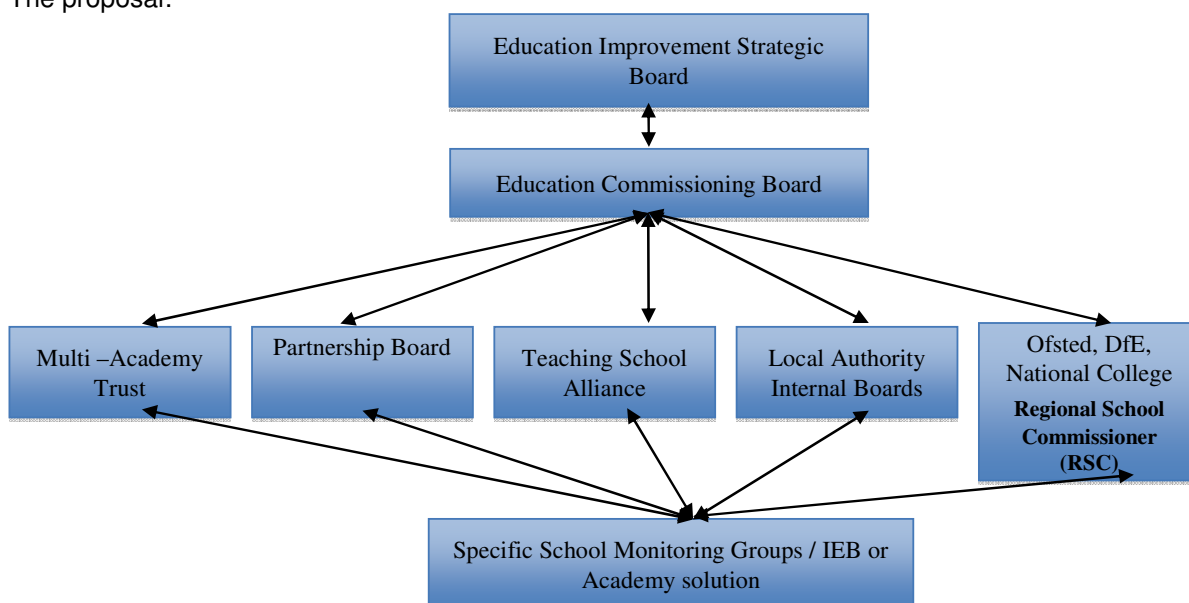
The Joint Improvement Investment Fund of £1.246m was established by the Schools Forum in January 2015

Background / Context

- In recent years, both Labour and Coalition Governments have created a school-led, self-improving education system and a national infrastructure to support this has been established, including more than 500 Teaching Schools and the appointment of National Leaders of Education (NLE) and National Leaders of Governance (NLG).
- The Council role in school improvement has changed considerably in recent years. There are increasing numbers of academies and free schools, directly funded and overseen by the Department for Education (DfE) and increasing autonomy for all schools. The majority of secondary schools across the UK are now academies.
- The Local Authority (LA) role has become more strategic and schools are expected to take responsibility for their own improvement and help other schools that are struggling. Councils are making use of this infrastructure and a variety of models are developing. In Bradford we need to move from a traditional model of school improvement to one where we are utilising and promoting a school led autonomous system.
- Through discussions with the teaching schools and the partnerships a way forward has been agreed in order to move to a school-led system.
- Part of the next steps is to establish a Governance structure.

Details of the Item for Consideration

The proposal:



Detail of the Item for Consideration (continued)

The Education and Commissioning Board would become the vehicle where targeted resources for areas of need were agreed and allocated. The primary function and priority of the Board would be to support the raising of standards in all key stages.

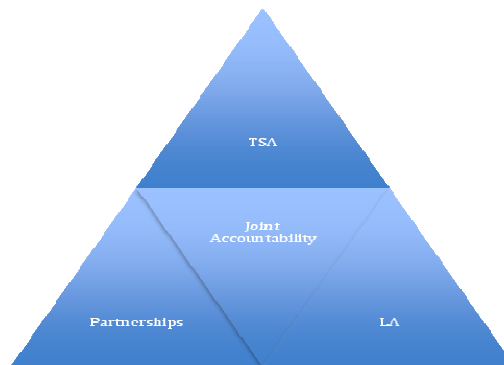
At present the Terms of Reference are being drafted in preparation for the July Schools Forum.

It is proposed that through a commissioning framework the Board would be the decision making body to allocate resources to areas which would support the raising of standards. Any funding released for work undertaken would have clear outcomes and measurable milestones. The responsibility for monitoring and challenging any work undertaken would be through the Commissioning Board. By taking this approach a clear and transparent framework for spend would be embedded. The Commissioning Board would include membership from Schools Forum, school partnerships, teaching schools and the Local Authority. It is proposed that the Board would meet every half term.

The outcomes of work undertaken would be reported into the Education Improvement Strategic Board.

The funding for the commissioning in the first instance would include the £1.246 million Joint Improvement Investment Fund and the £220,000 Council funding for leadership development.

The accountability for the raising of standards through the Board would be 3 ways:



Implications for the Dedicated Schools Grant (DSG) (if any)

None

How does this item support the achievement of the District's Education Priorities

This proposal directly addresses the priority outcome focus 'Good Schools and a Great Start For All Our Children':

- Ensuring that children are school ready
- Accelerating educational attainment and achievement
- Ensuring young people are life and work ready

Recommendations

1. **Agree the setting up of the Education and Commissioning Board with the first meeting in July 2015.**
2. **At the July Schools Forum agree the Terms of Reference**
3. **At the July Schools Forum agree the membership of the Commissioning Board**

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SCHOOLS FORUM AGENDA ITEM

For Action For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

The Schools Forum is asked to provide feedback to Council on the proposal to seek to implement a living wage in schools.

Date (s) of any Previous Discussion at the Forum

Council's proposal was initially briefly considered by Members at the last meeting 11 March 2015.

Background / Context

The Living Wage Campaign was launched in 2001. The current standard rate stands at £7.85* per hour and is based on an estimate of the costs of a socially acceptable minimum standard for a range of households.

Nationally, 115 local authorities have implemented a living wage with a further 13 having made a firm commitment. Regionally, Barnsley, Doncaster, North East Lincolnshire, Rotherham, Scarborough and Sheffield pay a living wage. The West Yorkshire Combined Authority Lower Paid Workers Group has produced a Living Wage Charter to which the 5 West Yorkshire Councils (Bradford, Calderdale, Kirklees, Leeds, Wakefield) and York Council have given their backing. Plans are being made for the implementation of the charter entitled "No Silver Bullet – Doing more to support our lower paid workers." The charter contains 10 recommendations, one of which is the introduction of the current living wage hourly rate.

The implementation of a living wage forms part of the Council's strategy to boost the local economy in a sustainable way.

The Council has committed to the implementation of a living wage hourly rate of £7.85 for non-schools Council staff from mid 2015/16, allowing time for consultation with staff and trade unions about implementation. Adopting this rate will benefit 2,160 of the Council's lowest paid staff, most of whom work part-time. Please note that implementation of this does not commit the Council to pay any future increases in living wage rate; such decisions will be considered in the annual budget consultation and setting processes. The Council also resolved on 26 February to engage in appropriate discussion and consultation with schools about the implications for schools staff with a view to the implementation of a similar measure. The Council anticipates that schools will also wish to implement this policy.

The benefits for employers have been clearly identified. Research from the Living Wage Foundation reports the following (average) benefits:-

- Staff absences dropped by 25%
- Better customer service, fewer complaints and enhanced loyalty
- 80% of the workforce believe it has improved their performance
- Staff turnover dropping to 1% from 4%
- 80% of employees feel their staff delivered better quality of work
- Improved awareness of customers viewing the organisation as an ethical one

Other research routinely mentions improved morale due to improved work life balance from not having to take on additional work to enjoy a basic standard of living. It has also been argued that lower paid workers tend to spend a greater proportion of their income in local shops and on local services than wealthier people, thus providing an important stimulus to the local economy.

A report will be taken to the Executive in June, which will set out the more detailed costs, report feedback from the initial Schools Forum and trade union consultations and outline the main implications that need to be considered prior to implementation.

*£7.85 per hour is close to the current NJC scale point 11, which is £7.88 per hour.

Details of the Item for Consideration

Key details regarding the potential implementation of a living wage £7.85 hourly rate in schools:

- Based on analysis, using February payroll data, it is estimated that the full year cost of implementing the £7.85 per hour rate in maintained schools only (excluding academies) is £1.06m. It must be stressed that this is an estimate; Bradford Council does not have access to detailed payroll data for all schools (as a number use external payroll providers or manage their own payroll). Therefore, an element of the £1.06m estimated cost has been calculated using median averages. It must also be stressed that this estimate does not take account of any knock-on implications e.g. in possible pressure to maintain pay differentials for staff with supervisory responsibilities (as identified for consideration below).
- The broad categories of types of employees that would be affected are: administrative staff, catering staff, cleaning staff, premises staff, lunchtime supervisors, teaching assistants, other support staff. Casual workers should also receive this living wage.
- The implications for individual schools vary according to the numbers of these staff employed and also whether they directly employ catering / cleaning staffing or outsource these services to Bradford Council FM Contract Services or to external providers. Using the estimated analysis, it appears that the cost will generally be greater in larger primary and secondary schools, as these are more likely to employ their own cleaning and catering staffing. For illustrative purposes, the median averages by phase for the maintained schools we do have detailed payroll information for are:
 - Nursery schools £3,046
 - PRUs £1,364
 - Special schools £5,771
 - Primary schools £5,420
 - Secondary schools £8,610
- Many of the employees of the Council's Catering and Cleaning Services will be eligible for a living wage. It is not envisaged that service prices will increase in year.
- The single status hierarchy of job evaluations is not affected. It is only the starting salaries for some jobs that would be affected.

At the last meeting the Forum briefly considered this proposal. The minutes record:

Members then expressed some initial thoughts on the Executive's proposal on the implementation of a living wage, prior to more formal consultation. Members recognised the moral imperative (child poverty imperative) behind this policy. Members also asked initial questions about implications and knock on costs e.g. for the differentials in the pay of other staff currently above a living wage. It was recognised that the knock-on implications will need to be thought through carefully. A Member also asked what the implications would be for the new pay structure that has just been implemented and expressed a concern about how complicated these matters have become. It was explained that further details about the Executive's living wage proposal will be provided for the Forum to consider.

Key parameters for the Forum to consider in providing feedback to the Council on the proposal then are:

- This policy would be implemented within existing values of delegated budgets. School Funding Team, in its initial discussions with individual schools about budgets, has found that a number of schools are making provision for a living wage (using a simple estimate of scale point 11 within their HCSS Software).
- There will be a knock on cost to pay enhancements such as overtime and shift allowances. Schools will need clear guidance on the implications and implementation.
- For pay equality reasons, where the Council implements a £7.85 per hour living wage rate for non-school staff, community and voluntary controlled schools would be required to implement this. This is because, for these schools, the Council is the employer.
- All other types of maintained school (voluntary aided, trust and foundation) and academies, and other providers (including Further Education settings) would not be required per se to implement this, as Bradford Council is not the employer. However, there potentially would be a 'moral' pressure to do so, and also 'market forces' may necessitate this.

Details of the Item for Consideration

- There potentially will also be knock-on implications to maintain the differential in pay for staff with supervisory responsibilities who are currently paid below, or slightly more than, the £7.85 per hour rate. This would need to be carefully considered, especially in community and voluntary controlled schools, where individual schools must not, for pay equality reasons, vary from the Council's agreed pay and grading structure. This is likely to be something that will need to be considered and managed corporately across the whole Council, including schools. Again, schools will need clear guidance and support in implementing this correctly.

The Schools Forum is asked to consider the proposal to implement a living wage in schools, as described in this paper, and to provide feedback to Council. This feedback will be considered by the Executive in June. Feedback should include whether the Forum supports the proposal and what specific matters should be considered.

Forum Members are also asked to consider whether wider consultation with schools and academies should take place, and if so, how this is best delivered, accepting that time for such consultation prior to the Executive's meeting in June is limited e.g. through the Partnerships, a letter / questionnaire to schools.

Forum Members may also wish to provide feedback on what support and guidance the Council should provide to schools, academies and other providers to ensure correct implementation.

Implications for the Dedicated Schools Grant (DSG) (if any)

The implementation of a £7.85 living wage rate will have implications for individual delegated budgets (estimated direct full year cost of £1.06m for maintained schools only). This would be funded within existing resources available to schools and academies.

How does this item support the achievement of the District's Education Priorities

Linking very strongly with the Council's child poverty and economic development strategies. Research evidences work-force benefits, including lower absence, lower mobility and higher morale, to the benefit of educational outputs in schools.

Recommendations

The Schools Forum is asked to provide feedback to Council on the proposal to seek to implement a living wage in schools.

List of Supporting Appendices / Papers (where applicable)

None

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SCHOOLS FORUM AGENDA ITEM

For Action



For Information

**Brief Description of Item** (including the purpose / reason for presenting this for consideration by the Forum)

The Forum is asked to consider the information in the report and to make a recommendation on the proposal to approach the Secretary of State for approval to use DSG monies in 2015/16 as a revenue contribute to capital to support the further development of 2 year old places.

Date (s) of any Previous Discussion at the Forum

The development of 2 year old places has been discussed by the Schools Forum on a number of occasions, most recently in March. The Forum most recently approved a request to the Secretary of State May 2014.

Background / Context

In January 2015, the Schools Forum agreed to retain £2.65m of the under spending in the DSG of earmarked 2 year old funding in support of further development of additional places (both revenue and capital spending). £0.2m of the £2.65m is being used in 2015/16 to support 2 year old children with SEND (allocated through the Early Years Inclusion Panel). In addition, the unspent balance of £500,000 of one off monies earmarked in 2014/15 for 2 year old places capital developments was held, pending further considerations. At the last meeting in March 2015, the Schools Forum recommended that,

“£200,000 of the £500,000 of one off monies originally committed in 2014/15 is retained at this stage in support of further additional capital projects for the development of 2 year old places. The remaining £300,000 be released back to the DSG for re-allocation (to be agreed by the Forum).”

The Finance Regulations do not permit local authorities to exceed their 2012/13 levels of capital spending within the DSG, or to enter into new capital commitments from the DSG, without the approval of the Secretary of State. We must therefore, receive this approval to allocate further DSG sums to capital works.

We have previously approached the Secretary of State on 4 occasions requesting for the DSG to make revenue contributions to capital in support of the development of 2 year old places. These approaches, totalling £2.5m, have been supported by the Schools Forum and have also been approved by the Secretary of State:

- January 2013 – a sum of £500,000 to be spent in 2013/14
- July 2013 – a further sum of £500,000 to be spent in 2013/14
- January 2014 – to reimburse the Council’s Budget for a sum of £1m that has been spent in the 2013/14 financial year
- May 2014 – a sum of £500,000 to be spent in 2014/15

We have been identified by the DfE as one of the leading local authorities that have been most successful in the development of 2 year old places so far, also having one of the largest projects to manage.

Details of the Item for Consideration

The current available capital budget of £3.77m is committed (save £38,000). This budget has delivered an additional 1,214 places. At this point, there are no further capital resources available to support the development of additional places.

The aim of the Two Year Old Capital Plan is to ensure that at least 80% of eligible children are able to access provision across the District. A total of 20 capital projects are now complete and a further 11 projects are progressing. These projects, together with around 30 non-capital developments have remedied the deficit of places in most areas.

Using the Department for Education eligible children data, the early education place capacity figures from the Spring 2015 census and the additional places due to open in Summer and Autumn 2015, the following 4 children’s centre reach areas are projected to have a deficit of over 20 places relative to the level needed to accommodate 80% of eligible children:

Details of the Item for Consideration

- Bierley 29 places
- Heaton 45 places
- Owlet 27 places
- Strong Close 22 places

A potential development is currently being considered in the Owlet reach area that will remove this shortfall and that will not require capital funding. However, additional places in the remaining 3 areas are only likely to be developed through the creation of additional physical space, which will require capital spend. In the report that was presented to the Forum in March 2015, it was stated that the average cost of recent projects has been approximately £250,000. However, initial work with a setting in Keighley has suggested a cost of £100,000 for this scheme.

The Authority has now identified 3 developments, which it is seeking to progress. The total estimated cost of these developments is £468,000. This will require £430,000 of additional revenue contribution to capital from the DSG.

The Schools Forum is therefore, asked to agree the submission of a request to the Secretary of State for approval to allocate £430,000 of DSG monies in 2015/16 to a revenue contribution to capital to fund these developments.

Implications for the Dedicated Schools Grant (DSG) (if any)

£200,000 of this will be financed from the £200,000 of one off monies set aside (see the Forum's March 2015 decision) and £230,000 from the £2.65m earmarked unspent budget carried over into 2015/16.

How does this item support the achievement of the District's Education Priorities

Improving the school readiness of children and early years outcomes and raising the attainment of vulnerable groups and narrowing the attainment gap are key strategic aims. The successful delivery of 2 year old places, and the take up these, across all areas of the District, will contribute significantly to these aims.

Recommendations

The Schools Forum is asked to agree the submission of a request to the Secretary of State for approval to allocate £430,000 of DSG monies in 2015/16 to revenue contribution to capital to fund the 2 year old places capital developments.

List of Supporting Appendices / Papers (where applicable)

None

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SCHOOLS FORUM AGENDA ITEM

For Action

For Information



Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This report provides the Schools Forum with an update on the development of the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs. This item follows from the record of the minutes of the Forum's meeting held on 11 March 2015.

Date (s) of any Previous Discussion at the Forum

22 October 2014. 11 March 2015

Background / Context

Document DN presented to the Forum on 22 October explained that the incidence of children presenting with ASD needs has steadily increased in recent years and the forecast is for further significant annual increase (a lower estimate of 188 new children each year needing support). This level of continued increase will have a significant effect on the capacity of ASD provision and other services and will also require additional resourced places, either within DSPs attached to mainstream settings or in special schools. This is likely to have significant financial implications, for the DSG, including the possibility of the establishment of a new ASD special school by (or at) September 2018.

The minutes of the Forum's meeting held on 22 October 2014 record,

"The Forum's discussion around cost pressures on the High Needs Block focused, in particular, on two specific funding issues.

Firstly, the Authority's strategic response to the growth in the numbers of children presenting with autism (ASD). Members were referred to Appendix 4, which recommends that the SEND Strategic Partnership establishes a multi-agency group to examine the impact of the increase in diagnosis of autism spectrum conditions on services and settings and to make recommendations back to the SEND on the development of provisions, for the Schools Forum also to consider. Appendix 4 alerts Members that a new Special school may be required by September 2018, which will have financial implications. Members agreed that this Group must be established and this review work progressed as priority, and asked for an update to be provided at the next meeting. Primary members also requested that this Group includes representation from the primary phase.

That, as recommended in Appendix 4 to Document DN, a multi-agency group is established as a matter of priority, to develop the District's strategy in response to the current and forecasted future growth in children presenting with ASD needs and to make recommendations to the Schools Forum on the financial implications."

In its recommendations on the allocation of the 2015/16 DSG, the Forum agreed to increase the budget for ASD early years support services by £68,000. An update on the review work was provided to the Forum on 11 March. The minutes of this meeting record:

Members were reminded that a specific multi-agency group has been established to explore options and to make recommendations on the delivery model for how this additional growing need will be most effectively met. This review is currently taking place and it is expected that initial recommendations will be presented to the Schools Forum in May. Following the initial presentation of the report:

- *A Member raised concerns that the forecast of growth may be too low, suggesting that more than an additional 84 places may be needed.*
- *It was clarified that any new school, under current Regulations, would need either to be an academy or a free school. It is important for Forum Members and the Authority to be aware / to recognise in planning that a new free school would be established without capital cost to the Authority. Because of this, the options around a free school should be seriously explored.*
- *It was requested that the May report provides further information on how the ASD need is growing / forecasted to grow, including detail on the differential of growth across areas and populations of the District. It was also requested that more specific detail on the cost implications, both revenue and capital, of the different options be provided.*

Details of the Item for Consideration

Please see Appendix 1, which provides an update on the progress on the Authority's development of the response to the growth in children presenting with ASD needs.

The report also highlights the options available and the next steps.

Implications for the Dedicated Schools Grant (DSG) (if any)

The implications for the DSG (High Needs Block) are likely to be significant, as set out in Appendix 1. For illustrative purposes, the annual revenue cost of Place-Plus funding for an 80 place special school would be approximately £2.00m (roughly £25,000 per placement). We would expect to receive more HNB funding as part of our DSG settlement to help meet this cost, but we are not yet certain of the future direction of SEND funding. This is subject to review during 2015.

The Schools Forum and the Authority will also likely need to consider costs associated with the establishment of a new school or other new resourced provisions, pre-opening budgets but also capital development costs. Capital costs to the Authority would be determined by the route chosen to increase places capacity. As set out in Appendix 1, the capital cost of the establishment of a free school under current rules would be met by the EFA, whereas the capital cost of a basic-need academy or resourced provisions would be met by the Authority.

How does this item support the achievement of the District's Education Priorities

Ensuring appropriate resources are available, in the right places, to support the most vulnerable children across the District, must be a key focus for the Forum, building on current good practices. It is also vitally important that, alongside managing increasing cost pressures, that sufficient resources are available to the Local Authority and to schools to meet statutory responsibilities around SEN and meeting pupil need.

Recommendations

The Forum is asked to consider the options being developed by the working group.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Report to the Schools Forum

Contact Officer (name, telephone number and email address)

Jenni Leary, SEN Planning and Project Manager,
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Document EP Appendix 1

Update report:

SEND Strategic Partnership 12th May 2015 and Schools Forum 20th May 2015

Future specialist provision for children and young people with communication and interaction needs (including Autistic Spectrum Conditions)

Background

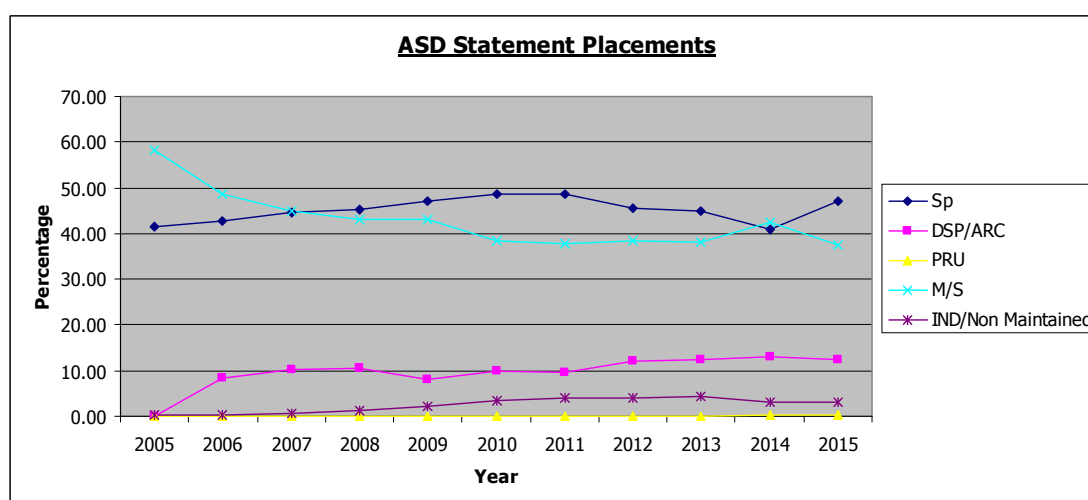
All local authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs. This must be based on the regular review of current and future trends and pupil profiles.

All available data shows there will be an ongoing need to provide specialist provision at both primary and secondary level for children and young people with communication and interaction needs throughout the Bradford District.

Projections for changes between 2014 and 2018 anticipate that the District's primary school population will increase by 4.9% and the District's secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

A 10 year analysis of the school census data shows that the number of pupils with a statement of special education needs or Education Health and Care Plan (EHCP) and who have a primary need of Autistic Spectrum Disorder (ASD) has increased by 51% from 343 in 2005 to 519 in 2015.

Of these pupils, 47% (244) attend one of the District's Special Schools, 12% (64) attend a Designated Specialist Provision (DSP), and 37% (194) attend a mainstream school. A small number 3% (16) attend specialist provision in the independent/non-maintained sector.



There has been a steady growth of the number of pupils who attend DSP provisions designated for children and young people with communication and interaction needs. This is because, since 2008, the Local Authority has been opening new DSP

provisions to respond to the projected increases in the local population. This includes Carrwood, Bradford Academy and Crossflatts.

In September 2013, the Local Authority opened a new enhanced Designated Specialist Provision (DSP), which offers up to 12 places for children and young people with complex autistic spectrum conditions and who are cognitively able to access the mainstream curriculum. This provision will be full from September 2015.

The Local Authority is currently consulting on the development of new DSP provisions at Haworth Primary and High Park Schools. Subject to the outcome of consultation, and statutory processes, it is anticipated that these provisions will open to pupils in January 2016.

Despite this, there has been a growth in the number of pupils who attend a setting in the independent or non-maintained sector. These placements are only considered for a small number of pupils with the most complex needs who need provision that is highly specialist and which is not available in the Bradford District.

If additional specialist provision is not developed within the Bradford District there is a risk that an increased number of children and young people, within the 2 groups identified above, will need to be placed out of the District. In the long term this will be more expensive to the Local Authority than the cost of developing local provision.

The current cost of out of district placements, for this group of pupils, varies between £50k and £100k per pupil. Actual costs would be dependent on individual pupil needs. Therefore, for 120 children, and young people the annual cost could be anything between £6 and £12 million.

Provision over the next 4 years

Projections have been applied to the existing population of the District's resourced provision (DSPs) and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Supporting documents from the Joint Assessment Clinic shows there is likely to be an increase in demand for Autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that speech language and communication forms the largest proportion of identified need. A significant number of these are likely to receive a diagnosis of autism.

Table 1 – Overall Projections (current HNB funded places .v. projected places)

The table overleaf provides an overview of the projected places.

Provision type	Pri	Sec	All Age	2014 - Totals	Pri	Sec	All Age	2018 – Totals	Diff
<i>Special</i>	311	461	96	868	334	530	106	970	-102
<i>DSPs</i>	38	118	0	156	50	132	0	182	-26
<i>ARCs¹</i>	50	61	0	111	58	66	0	124	-13
TOTAL	399	640	96	1135	442	728	106	1276²	-141

The paper previously presented to the Schools Forum (October 2014) projected an increase in places of 114. In response to the Schools Forum previous comments that the increase in numbers could be greater than this, taking account of the early years pupil profiles, the data analysis has been updated. The update of the data analysis shows that there will be a required increase from 2014 to 2018 of 141 places for SEN specialist provision for children and young people with a range of special educational needs.

In response to the request at the last Schools Forum meeting further analysis is underway to provide more detail on the distribution of needs. Generally the distribution of special educational needs is widespread across the District and the last 10 years shows a significant increase in the number of children and young people with communication and interaction needs and severe learning difficulties.

The Local Authority is currently proposing an increase in places for a new primary DSP at Haworth Primary School (ASC) – this will provide an additional 12 places.

The Local Authority is also currently proposing a prescribed alteration to High Park Special School to increase their registered pupil numbers from 80 places to 95 places. Proposals will also establish a DSP for pre 5 children (Learn and Play).³

In addition to these planned changes, by 2018, it is projected that an additional 114⁴ places in specialist provision for children and young people with communication and interaction needs will be required.

¹ ARC - Additionally Resourced Centre

² The projections for change are based upon the existing population of the specialist provisions plus the anticipated school population increases given in the Education Organisation Plan. A further 1.5% is applied to reflect the proportion of SEN needs that come with the population increases, anticipated increases in diagnosis and other children and young people who may require access to specialist provision that are currently placed elsewhere.

³ There are already 95 children and young people on the roll of High Park School. The interim Learn and Play provision will relocate to a separate building on the High Park campus.

⁴ The overall projected increase is 141 places. It is anticipated that 27 places will be provided by creating a new DSP at Haworth Primary School in January 2016 (12 places) and by creating a new DSP at Bradford Forster Academy for children and young people with severe learning difficulties (15 places).

A review of specialist provision (for children and young people with communication and interaction needs including Autistic Spectrum Conditions)

At the request of the Schools Forum and SEND Strategic Partnership, a review has been undertaken to consider the future model of specialist provision for children and young people with communication and interaction needs including Autistic Spectrum Conditions.

The District currently offers a range of provision including special schools, resourced provision (DSPs), Additionally Resourced Centres (ARCs) and mainstream schools. The teaching support services provide information, advice and guidance to a range of professionals.

The Authority wishes to improve the provision for children with complex autism and average cognitive ability and children with complex autism and moderate learning difficulties. Some of these children and young people display extreme challenging behaviours and as a result are unable to access learning within a mainstream environment.

A working group of the comprising of Local Authority officers across education, health and social care, specialist teachers, special school representatives from both the primary and secondary sector and representation from a number of mainstream schools who host a designated specialist provision (DSP) and mainstream schools. A full list of the group membership is given in Appendix 1.

In order to ensure that all key issues are addressed the group identified the following areas for discussion:

- the detailed proposals for new specialist provision
- the map of provision or offer from the District's Special Schools
- the model of provision for Designated Specialist Provision (DSPs)
- an agreed set of principles across the range of provision which relate to support, networking and roles
- agree what short term provision will look like (whilst long term plans are under development)
- post 16 provision

These issues are being considered by four focus groups.

Focus Group 1 - Proposals for new specialist provision

The new provision(s) will need to offer a mainstream curriculum in a building with a highly specialist low arousal environment for children and young people with the most complex autism. The offer will accommodate pupils with communication and interaction difficulties (which will include autism) who have a range of learning needs from a moderate learning difficulty to those who are cognitively able. These pupils cannot access mainstream learning because of their sensory processing difficulties and emotional needs and will often suffer from high anxiety levels or fall into crisis because of this. Challenging behaviour should reduce if pupils have access to an appropriate environment and provision, hopefully allowing mainstream access to develop over time.

A campus model which supports a highly personalised flexible approach to meet individual pupil needs is essential. Strong partnership arrangements with the District

Achievement Partnership (DAP) and a mainstream secondary school are essential for the new provision. All age provision may facilitate easier transition between primary and secondary phases.

Options Appraisal

New provision must either be registered as a school or as a pupil referral unit. Resourced provisions (DSPs) are established by making a prescribed alteration to an existing Local Authority maintained school or by creating additional provision at an academy. The tables below show the different models that can be considered. In all models, the DSG would be required to meet the on-going cost of additional places (funding via Place-Plus).

Option 1a – A new all-age Academy (120 places)		
Pros	Cons	Cost
<p>One location</p> <p>More 'cost efficient' model</p> <p>The development of a single provision would be easier to manage in terms of the appointment of staff, development support, transfer of children and young people etc than the replication across several smaller provisions</p>	<p>Possible longer travelling times for children and young people</p> <p>LA would need to go out to competition to establish a new academy school / would need to identify a sponsor to open Academy</p> <p>LA will need to identify funding to pay for any land purchase and capital building costs (possibility of targeted basic-need allocation from the EFA but not guaranteed. A new build scheme would need to be assessed within the context of pressure on the LA's capital resources)</p> <p>The DSG would be required to meet pre-opening and any diseconomies of scale costs</p> <p>Whilst the LA would remain the admissions authority for Bradford c&yp with an EHCP the LA would have less control over other admissions to an Academy School</p>	<p><u>Capital</u></p> <p>The last two new special schools to built were based on 80 places and cost £7.5 million each</p> <p>Land purchase may be required in addition. This amount is unknown.</p> <p><u>DSG HNB pre-opening / post opening cost</u></p> <p>Would need to be determined based on individual circumstances</p> <p><u>DSG HNB on-going cost</u></p> <p>120 places x £25,000 = c. £3 million</p>

Option 1b – A new all-age Free School (120 places)		
Pros	Cons	Cost
<p>One location</p> <p>More 'cost efficient' model</p> <p>The development of a single</p>	<p>Possible longer travelling times for children and young people. The LA may have less control over location.</p> <p>The LA would need to</p>	<p><u>DSG HNB on-going cost</u></p> <p>120 places x £25,000 = £3 million</p>

<p>provision would be easier to manage in terms of the appointment of staff, development support, transfer of children and young people etc than the replication across several smaller provisions.</p> <p>Under current rules, there would be no capital / set up costs to the Local Authority for the establishment of a free school.</p> <p>Under current rules, the DSG would not be responsible for pre-opening or post opening financial support for a free school.</p>	<p>identify an interested provider to open a Free School</p> <p>Whilst the LA would remain the admissions authority for Bradford c&yp with an EHCP, the LA would have less control over other admissions to a Free School</p>	
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<p align="center">Option 2 – At least 3 resourced provisions (DSPs) <i>All Age, up to 39 places each (117 places in total)</i></p> <ul style="list-style-type: none"> • 14 places primary (2 per year group NCY 0-6) • 25 places secondary (3 per year group NCY 7-11) 		
Pros	Cons	Cost
<p>A DSP can be added to an existing school by making a prescribed alteration to a maintained school.</p> <p>Where a DSP is added to an existing academy, the Local Authority is not required to undertake a consultation and statutory process. Additionality is agreed between the Academy and the Department for Education.</p> <p>More localised provision means shorter travelling times for children and young people</p>	<p>Any changes to existing schools that are part of a PFI arrangement would be both very expensive and difficult to negotiate/reach agreement.</p> <p>At least 3 host schools need to be identified through the development of an existing DSP or new DSPs or both.</p> <p>The Local Authority would need to identify all of the capital costs including any land purchases.</p> <p>The DSG would be required to meet pre-opening and any diseconomies of scale costs</p> <p>Less 'cost efficient' model (economies of scale)</p> <p>The recruitment of specialist staff to support children and young people with special</p>	<p><u>Capital</u> £328,000 - £1.6 million</p> <p>This is difficult to predict based on a range from simple refurbishment of £82,000 to new build of £400,00 for each provision</p> <p><u>DSG HNB</u> £2,925,000 Based on 3 provisions x 39 places = 117 places x £25,000</p> <p>£3,900,000 Based on 4 provisions x 39 places = 156 places x £25,000. This model would give some flexibility to support future demand in increase for places.</p> <p><u>DSG HNB pre-opening / post opening cost</u></p>

	educational needs will be challenging to replicate across 3 or 4 settings.	<p>Would need to be determined based on individual circumstances.</p> <p>The DSG would likely need to fund e.g. small setting protections due to a less cost effective delivery model.</p>
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Option 2 provides a model of enhanced DSPs/resourced provision, each serving an area of the District offering an agreed number of places each. These could be attached to either a mainstream or special school or a combination of both. Consideration should be given as to whether existing DSPs can be further developed. This will require a discussion with the Headteachers and Governing Bodies of the existing host schools.

For the purposes of costing an indicative budget each provision would offer up to 39 places which would be made up of 14 places for primary aged pupils (2 per year group NCY 0 – 6) and 25 places secondary aged pupils (3 per year group NCY 7 – 11). It is acknowledged that the size of the year group intake will vary school to school dependent on individual school form entry numbers.

Option 3 – Any combination of option 1a, 1b and option 2

A discussion has been held with 10 mainstream schools who host resourced provision that is designated for children and young people with communication and interaction needs. There was no clear view yet to the preferred model for future specialist provision. It was acknowledged that the DSP model is successful for some children and that clear admissions guidance should be developed.

A discussion has been held with the District Achievement Partnership (which represents the District’s special schools). There was a shared view that a new school would be the preferred option due to the fact that all of the existing special schools are now full.

Special school Headteachers and Deputy Headteachers asked that in addition to new specialist provision for autism the Local Authority gives careful consideration to growing number of children in special schools, within the early years foundation stages, with profound and multiple learning difficulties that have significant life limiting conditions.

Focus Group 2 - Map of provision for the special schools

The current map of provision or offer from the District’s Special Schools is attached in Appendix 2.

Further consideration by the District Achievement Partnership has concluded that the generic special school offer will remain unchanged.

The generic special schools will offer an appropriate curriculum for pupils with a

combination of complex autism and moderate to severe learning difficulties. High Park School will offer an appropriate curriculum for pupils with a combination of complex autism and severe learning difficulties and who need a specialist ASD environment.

The new provision will offer an appropriate curriculum for pupils with complex autism and a range of learning needs from moderate learning difficulties to those who are cognitively able.

Appendix 3 provides an overview of the map of provision.

Focus Group 3 - Model for Resourced Provision (Designated Specialist Provision DSPs)

Work to review the DSP admissions guidance and pupil profiles has started. The following principles have been agreed so far:

Children and young people who are placed in resourced provision will be cognitively able to access the mainstream curriculum. A DSP place will enable them to have access to specialist teaching, outside professionals, small group work and 1:1 teaching as is required. It is anticipated that individual pupils will be able to spend 75% of their time in mainstream classrooms or at least working towards this by the time they reach the end of key stage 2 once they have access to the right environment and support to enable them to do this.

The enhanced DSP works differently in that it offers a high flexible personalised approach across the campus to meet individual needs through outreach, small group work or 1:1 support from DSP specialist staff, access to classrooms within the special school and access to the mainstream school either at social times or in the classroom. It is anticipated that individual pupils will be able to spend 25% of their time in mainstream classrooms or at least working towards this by the time they reach the end of key stage 4.

The profile of children and young people who are currently placed in the DSPs does not match with these principles for all individuals. This is also reflected in some of the pupils who are placed in special schools and PRUs who could also benefit from a new type of specialist provision. Moving forward the development of pupil profiles to compliment the SEN Guidance will ensure correct future placements for children and young people.

A snapshot analysis of the model of delivery in one week has been undertaken by each of the existing DSPs. This has given examples of different situations and has shown the :

- % of time spent accessing the curriculum in mainstream class
- % of time spent accessing the curriculum in the DSP
- % of time spent in the DSP (due to curriculum offer)

Initial analysis shows that for the current profile of pupils in the ASC primary DSPs the pupils are spending the majority of their time in the DSP rather than in mainstream classes. This is the enhanced DSP model. Whilst the current profile of pupils in the ASC secondary DSPs the pupils are spending the majority of their time in the mainstream classes. This is the traditional DSP model.

The discussions have highlighted the difference in the current pupil profile comparing secondary to primary DSP placements.

It is reported by the host schools that for the majority of pupils who are attending a secondary DSP the placements are proving to be successful achieving positive outcomes for the pupils on the traditional DSP model of 75% in the mainstream class.

It is reported by the host schools school that the majority of pupils who are attending a primary DSP the placements are proving to be successful on the enhanced DSP model of 25% in the mainstream class. It is possible that for this cohort of pupils that a specialist environment will be required for them when they transfer to secondary provision.

The group are currently developing a pupil profile for each key stage which will also include entry and exit guidance.

Focus Group 4 - Principles (Support/Networking/Roles)

There are many opportunities available for the various provisions across the District to offer support and networking for each other to build the capacity of the overall skill set within the District. These include areas such as sharing staff, continued professional development and work shadowing. Consideration should be given to the opportunities for different types of provision to come together to address common issues and the further development of the relationship between special schools, DSP schools and mainstream schools.

All working group members have contributed to the development of the following principles:

- Key professionals to be identified across the provision and services
- Regular meetings – possibly termly
- Collaborative approach to sharing good practice, skills and understanding
- Work of this group takes account of Bradford's Autism Strategy

The DSPs who are designated as ASD DSPs have a regular network meeting (Just Us). The special schools have formed the District Achievement Partnership (DAP). As a starting point it has been proposed to hold a joint meeting between the two networks on a termly basis. Consideration will also be given to the opportunities that are available to organise common training days and therefore access shared training.

Short Term Provision

The establishment of new specialist provision will take time. Apart from the legal processes that the local authority will be required to put in place, capital funding will need to be identified as well as discussions with potential partners and/or host schools.

Whilst some proposals are in development to open new primary DSP provision for children and young people with communication and interaction disorders and new secondary DSP provision for children and young people with severe learning difficulties. These proposals will be the subject of consultation and statutory processes and will go some way towards the shortfall in places that are required to meet needs by 2018.

In the meantime the local authority needs to consider how provision will be made for children and young people with the most complex autistic spectrum conditions prior to the new specialist provision being available. Further discussions will take place to consider this.

Recommendations

The generic special school offer will remain unchanged.

Informal consultation should take place with the Headteachers and Governing Bodies of the schools who currently host an existing DSP to determine a) if they would be interested in becoming an enhanced DSP and b) if there is capacity within the existing school site to create any of the required additional places whether the school would be interested in further developing the new provision.

Please note that changing an existing DSP to an enhanced model does not require Local Authority to undertake statutory consultation but would be managed by amending the service level agreement in consultation with the host school. To increase the number of places that a DSP is registered for does require the local authority to undertake a prescribed alteration.

The AS Officer Group are in agreement that wider consultation with key stakeholders on the options for the future model of provision should be undertaken to inform a final decision. As part of the wider consultation the opportunities for a regional response could be explored further with neighbouring authorities.

Future Tasks and/or Next Steps

The Local Authority will undertake a series of tasks in order to further develop the options:

- **Amend SEN Guidance to reflect the differences between a DSP and Enhanced DSP (in terms of pupil needs and provision)**
- **Amend Service Level Agreements for DSPs to provide clarity on**
 - **Profile of pupils (Enhanced DSP v DSP)**
 - **Assessment places**
 - **Admissions Guidance**
 - **Entry and exit guidance**
 - **Role of DSPs**
- **Undertake consultation with key stakeholders by the end of the summer term 2015.**
- **Facilitate discussions with the DSP host schools to explore the development of an enhanced DSP model by the end of the summer term 2015.**
- **Discuss the proposed models of provision with Legal Services and the Capital Development Team**

- **Identify sources of capital funding to pay for building and/or refurbishment**
- **Identify potential locations for the new provision**
- **Take forward the development and implementation of statutory processes as they are required**

Review of Specialist AS Provision - Bradford District

New Specialist Provision
 Clear admissions guidance (profile of pupils)
 Good cognitive ability (mainstream learning) + complex autism
 Moderate learning difficulties + complex autism
 Challenging behaviour + complex autism

Co-located provision (special/DSP/mainstream)
 Connected to a special school
 All age provision –KS2 upwards
 Bigger than a DSP

Options
 1 District Wide Provision – 80 places – School or
 2 large Enhanced DSPs – 40 places each – DSP
 or
 4 Enhanced DSPs – 20 places each – DSP

Need primary enhanced DSP for HFA

Map of provision for special schools

No longer a consistent offer across all of the special schools.

Need to map provision.

Model for DSPs/Enhanced DSPs

DSPs
 75% in mainstream classrooms by the end of Key Stage 2

Assessment needs to take place at primary to determine if access to secondary DSP is appropriate

Enhanced DSPs
 75% in DSP
 Flexible personalised approach across the campus

- Outreach
- DSP
- Special School
- Mainstream School

Short Term Provision

Interim provision at Haworth Primary School

Need to develop ASD/MLD provision

Needs further discussion

Principles Support/Networking/Roles

Principles needs to be developed but will include:

Sharing of staff
 CPD/Shadowing
 Support Staff
 Developing a skill set

Needs further discussion

Working Group Membership:

Local Authority

- SEN Places Planning
- Specialist AS Teachers
- Educational Psychologist
- SEN Assessment
- Early Years
- Post 16 (14-19 SEN Lead)
- Children's Social Care

Schools

- High Park School (All Age)
- Chellow Heights (Primary)
- Southfield (Secondary)
- Holy Family DSP (Secondary)
- Denholme DSP (Primary)
- Grange Enhanced DSP (Secondary)
- Crossflatts DSP (Primary)
- All Saints Ikley (Secondary mainstream)

Next Steps/Actions:

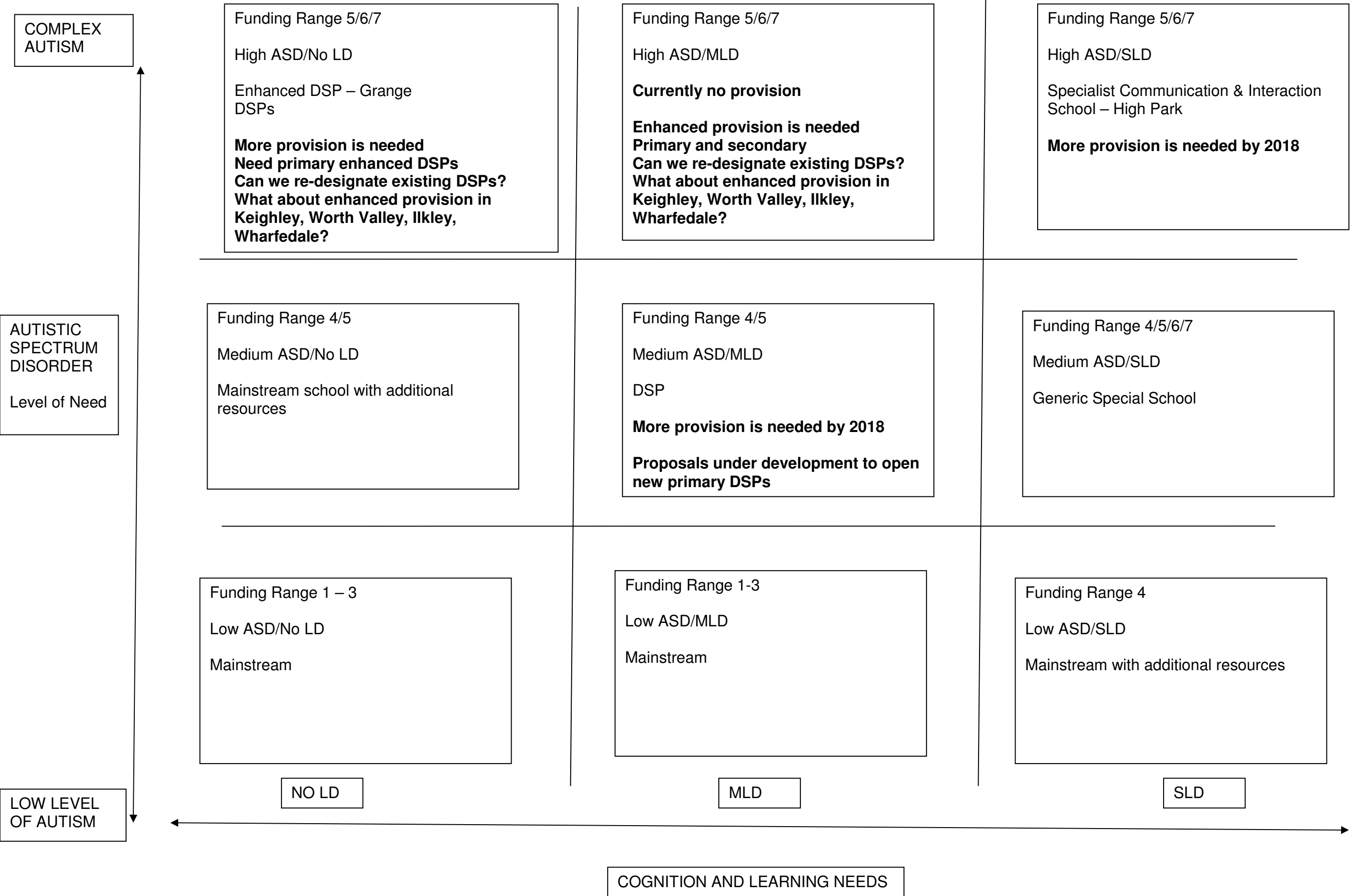
Focus Groups to meet in the summer term:
 Develop detail for new specialist provision
 Agree the map of provision or offer for generic special schools
 Agree the model of provision for DSPs
 Agree the principles across the range of provision (support, networking and roles)
 Profile of pupils and entry/exit guidance
 What does short term provision look like

Consideration to be given as to whether the LA should re-designate existing generic special schools?
 Consideration to be given as to whether the LA should re-designate existing DSPs to become enhanced DSPs?
 Discuss proposed model of provision with Legal Services and Capital Development Team.

Amend Service Level Agreements for DSPs

- Profile of pupils (Enhanced DSP v DSP)
- Assessment places
- Role of DSPs
- Admissions Guidance
- Entry and exit criteria

Amend SEN Guidance to reflect differences between DSP and Enhanced DSP (clear statement)
 Gather further information on new school at Oldham (Bridge Group – Hollinwood Academy)
 Post 16 offer for DSP pupils needs to be further developed beyond special schools and PVC



Bradford Special Schools – District Achievement Partnership – Local Offer

High Park
 3-19 years
 Communication and Interaction
 • Autism
 • Complex difficulties (social interaction & communication)
 Funding ranges 6-7
SCERTS

Oastlers
 11-18 years
 Social emotional and behavioural difficulties
 Funding ranges 5-7

TRACKS
 Hospital Schools
 • Airedale
 • Bradford
Home Tuition Service
Out of school centre based support for KS3/KS4 children with a medical need (CAMHS Referral)

Key:
 SCERTS – Social Communication Emotional Regulation Transaction Support
 PVC – Pathfinder Vocational Centre
 MSI – Multi Sensory Impairment

Chellow
 2-11 years
 Severe and profound learning difficulties and complex needs including autism
 Funding in accordance with HNB funding system
Team Teach
Developing ASD/MLD

Delius
 3-19 years
 Generic
 Profound & multiple learning difficulties
 Severe learning difficulties
 Autistic Spectrum Conditions
Hearing & Visual Impairment (MSI)

Phoenix
 2-11 years
 Severe learning difficulties
 Profound & multiple learning difficulties
 Complex medical health needs

Beechcliffe
 Generic
 11-19 years
 Wide spectrum of learning difficulties & complex disabilities
Team Teach

Hazelbeck
 11-19 years
 Wide range of special educational needs
Team Teach
SCERTS
MSI

Southfield
 Generic
 11-19 years
 Wide spectrum of learning difficulties & complex disabilities
Team Teach
PVC
Project Search
SCERTS

SCHOOLS FORUM AGENDA ITEM

For Action For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

To update the Schools Forum on the position of school revenue balances held at 31 March 2015.

Date (s) of any Previous Discussion at the Forum

The Forum received information on the position of school balances held at 31 March 2014 on 21 May 2014.

Background / Context

The financial year runs from 1 April to 31 March. At the end of each financial year, schools are required to 'closedown' their accounts and to finalise the values of balances held at this point. This information is forwarded to the DfE and is publicly published. The Authority's Deficit Budget Protocol is in place to manage schools that hold (or forecast to hold) deficit revenue balances.

Schools are permitted to carry forward surplus revenue balances. Currently, schools with revenue balances in excess of 4% (Secondary) or the greater of £60,000 or 6% (all other schools) of funding must comply with the Authority's Surplus Balances Protocol, which requires schools to assign the value of excess balances to spend on permitted schemes. With the School Forum's support, the Surplus Balances Protocol was reviewed (strengthened) during 2013. 31 March 2015 is the second time schools have been required to report against the new Protocol.

Details of the Item for Consideration

Please see Appendix 1 for a full list of school balances at 31 March 2015. Unfortunately, we are not able at this time to separate within the figures the values of balances held by each school that relate to collaborative arrangements. This information will not be available until final CFR returns have been submitted by schools in early June. The table below summarises the overall positions for each phase and gives a comparison against the absolute positions at 31 March 2014.

	March 2015	March 2014	£ Difference
Nursery	£865,874	£576,030	+ £289,844
Primary	£13,280,694	£12,922,786	+ £357,908
Secondary	£4,302,442	£6,007,369	- £1,704,926
Special	£773,431	£674,476	+ £98,956
PRUs	£1,841,198	£1,400,605	+ £440,593
Total	£21,063,639	£21,581,265	- £517,626

Please note that the totals above are affected by the reduction in the number of maintained schools, as schools convert to academy status. Balances held by academies are not included within the Authority's reporting. At 31 March 2015, 5 fewer primary schools were maintained by the Local Authority than at 31 March 2014. These 5 schools held revenue balances in total of £0.335m at 31 March 2014.

Surplus Balances Protocol

The revised Surplus Balances Protocol, which has been in place since March 2014, has been implemented with the main purpose of further supporting / encouraging schools to maximise the spending of their resources in support of raising standards. The two key aspects of the revised Protocol are:

a) Thresholds of 4% (Secondary) and the greater of 6% or £60,000 (all other phases) apply, which are lower than the previous 5% (Secondary) and 8% (all other phases) thresholds.

b) The types of expenditure for which balances above the thresholds can be held are restricted to the following:

- A revenue contribution to an agreed capital scheme, only where capital resources are not sufficient.
- A revenue contribution to a 'spend to save' scheme, including energy efficiency schemes.
- Balances earmarked to support the costs incurred by the review of contracts of a significant value, where expenditure is not even year on year, including Building Schools for the Future.
- Managing the costs of expansion of pupil numbers.

Details of the Item for Consideration

- Managing financial difficulties associated with a budget reduction in the following financial year, resulting from either a significant reduction in pupil numbers or a loss or significant reduction of a specific funding stream.
- Managing exceptional circumstances in such a way as to avoid significant financial turbulence that may impact on standards. This may include, for example, outcomes of HR processes.

In terms of impact, firstly we might expect to see a reduction over time in the values of revenue balances held by schools. The table below shows an analysis of the balances positions by phase, having removed the 'distorting' effect of the conversion of maintained schools to academies:

	March 2015	March 2014	Difference
Nursery	£865,874	£576,030	+ £289,844
Primary	£13,280,694	£12,587,607	+ £693,087
Secondary	£4,302,442	£6,007,369	- £1,704,926
Special	£773,431	£674,476	+ £98,956
PRUs	£1,841,198	£1,400,605	+ £440,593
Total	£21,063,639	£21,246,085	- £182,446

The table above, and Appendix 1, show a mixed picture *:

- A large reduction in total balances held by Secondary schools. The revenue balances of 11 out of 15 schools have reduced over the last year. Within the Secondary schools' balances figures, as stated below, £1.2m of the £4.3m total is held to cover BSF contract liabilities. 1 school held a revenue deficit.
- An increase in the total value of balances held by Primary schools, with 63 schools reducing / 74 schools increasing their balances. 2 schools held a revenue deficit.
- An increase in the total value of balances held by Nursery schools. This increase is explained by the additional external DfE funding held by 1 school (St Edmunds) as a Teaching Alliance School. As Appendix 1 shows, please also note that this school's individual balance is artificially inflated by this.
- An increase in the value of balances held by the PRUs. Appendix 1 highlights that £1.30m of the £1.84m total is held by District PRU committed to building work taking place during 2015 (as previously considered by the Forum during autumn 2014).
- A small increase in the total value of balances held by Special schools, with 2 of the 6 schools quite significantly reducing their balances (and one special school holding a revenue deficit).

* Further information will be presented verbally on any relationships between changes in value of balances during 2014 and types of school or characteristics of pupils.

The table below shows the number of school by phase by revenue balance as a % of funding at March 2015:

	Nursery	Primary	Secondary	Special	PRUs
Up to 1%	0	1	2	0	0
1% - 2%	0	4	3	0	0
2% - 4%	0	28	3	0	0
4% - 6%	2	64	3	2	1
6% - 8%	0	16	1	2	2
8% - 10%	2	10	1	0	0
10% - 20%	1	11	1	1	0
> 20%	2	1	0	0	4

This table shows how this position has changed from that at March 2014:

	Nursery	Primary	Secondary	Special	PRUs
Up to 1%	0	- 3	+ 2	0	0
1% - 2%	0	+ 1	+ 2	- 2	0
2% - 4%	0	0	+ 1	- 1	0
4% - 6%	+ 2	+ 11	- 3	+ 1	+ 1
6% - 8%	- 1	- 12	- 4	+ 2	- 1
8% - 10%	0	+ 1	0	- 2	0
10% - 20%	- 3	- 1	+ 1	+ 1	0
> 20%	+ 2	+ 1	0	0	0

Details of the Item for Consideration

The table below shows the median average value of balance by phase:

	Median Mar 2015	Median Mar 2014	Change
Nursery	£47,162	£53,079	- £5,917
Primary	£80,815	£70,999	+ £9,816
Secondary	£247,123	£393,815	- £146,692
Special	£143,993	£108,415	+ £35,578
PRUs	£73,747	£75,012	- £1,265
Total	£82,687	£73,304	+ £9,383

At 31 March 2014 (last year), 62 schools held balances above their Intended Use of Excess Balances Thresholds, with a total value of balances above these Thresholds of £5.07m. After legitimate adjustments, such as for balances held on behalf of other schools, external ringfenced grants and late notification of funding payments, 45 schools held what the Surplus Balances Protocol defines to be an 'excess' balance, at a total value of £3.34m. 51 schools returned schemes, with the total value of schemes adding up to £4.80m.

The equivalent position at 31 March 2015 is 45 schools (-17) are holding balances above their Thresholds, at total value of £5.33m (+£0.26m). After legitimate adjustments have been made, 36 schools (-9) are holding what the Surplus Balances Protocol defines to be an 'excess' balance, at a total value of £3.71m (+£0.37m). 45 schools (-6) have returned schemes, with the total value of schemes adding up to £5.31m (+£0.51m). A breakdown of schemes by type is shown in the table below:

Type of Scheme	No. of Schemes	Total Value of Schemes
1 Revenue Contribution to Capital Scheme	32	£3.683m
2 Revenue Contribution to Spend to Save	0	£0.000m
3 Contracts Review (BSF)	4	£1.218m
4 Managing Places Expansion	5	£0.171m
5 Managing Budget Reduction	2	£0.085m
6 Managing Exceptional Circumstances	3	£0.148m
Total	46	£5.305m

Of these schemes, all but 1 are planned to be completed by 31 March 2016. This would still not suggest that there would be significant interest from schools in accessing a mechanism whereby schools could save budget centrally with the Authority (as previously considered).

Of the 45 schools holding an excess balance at 31 March 2015, all appear to have properly assigned the value of excess and therefore, there are currently no proposals for clawback.

Our initial conclusion from a simple analysis of the balances and Intended Use of Balances reporting positions at 31 March 2015 is that the revised Surplus Balances Protocol is having an impact:

- No schools have breached their Thresholds without having assigned an appropriate value of balance to schemes, suggesting that the quality of financial planning and monitoring is improving.
- The number of schools above their Thresholds at 31 March 2015 has reduced from 62 to 45. The value of balances held by the schools above their Thresholds has increased, though this is largely explained by schools holding large sums for specific commitments.
- The total value of balances held by all schools has reduced. It is expected that balances will reduce further during 2015, especially where the sums currently being held for specific commitments are spent.

We must also recognise that the tighter financial climate is having / will have an impact on the values of balances held. The position of the secondary sector especially must be carefully monitored. The Schools Forum will receive updates on this during 2015.

Implications for the Dedicated Schools Grant (DSG) (if any)

For maintained schools, surplus and deficit budgets on closure revert back to the DSG. Any claw back of surplus balances from schools increases the amount of funding available for the Schools Budget. On conversion to academy, the school's surplus balance is transferred to the academy. For a school with a deficit, that is converting as a 'sponsored' academy, the value of deficit reverts back to the DSG and becomes a cost pressure on the DSG. For a school that is converting under its own steam, that has a deficit budget, the value of deficit is transferred with the academy and is not a cost to the DSG.

How does this item support the achievement of the District's Education Priorities

Schools maximising their resources in support of raising standards.

Recommendations

The Schools Forum is asked to consider and to note the information provided.

List of Supporting Appendices / Papers (where applicable)

Appendix 1 – Summary of Maintained School Revenue Balances at 31 March 2015

Contact Officer (name, telephone number and email address)

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School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Abbey Green Nursery School	15,872	4.2%	(44,128)	53,079	(37,207)
Canterbury Children's Centre and Nursery School	73,242	13.8%	13,242	54,943	18,299
Hirst Wood Nursery School	102,359	20.3%	42,359	95,259	7,100
Lilycroft Nursery School	30,296	5.6%	(29,704)	46,409	(16,113)
Midland Road Nursery School and Children's Centre	33,818	6.9%	(26,182)	33,744	74
St Edmund's Nursery & Children's Centre *	565,940	75.6%	505,940	247,988	317,951
Strong Close Nursery School and Children's Centre	44,347	8.6%	(15,653)	44,606	(260)
TOTAL NURSERY SCHOOLS	865,874	23.3%		576,030	289,844

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Addingham Primary School	48,308	5.6%	(11,692)	54,149	(5,841)
Aire View Infant School	37,012	3.1%	(32,387)	13,285	23,728
All Saints' CE Primary School (Bradford)	176,342	6.0%	(2,788)	82,954	93,388
All Saints' CE Primary School (Ilkley)	173,960	13.2%	93,934	164,470	9,490
Allerton Primary School	97,383	4.5%	(31,133)	77,452	19,931
Ashlands Primary School	47,984	2.9%	(52,367)	62,160	(14,177)
Atlas Community Primary School	43,523	3.4%	(33,649)	49,785	(6,262)
Baldon CE Primary School	132,338	7.7%	24,209	77,223	55,115
Bankfoot Primary School	166,336	11.0%	75,005	46,025	120,311
Barkerend Primary School	331,741	14.0%	191,280	254,089	77,652
Ben Rhydding Primary School	37,153	4.0%	(22,847)	38,040	(888)
Blakehill Primary School	93,126	5.6%	(6,590)	42,436	50,690
Bowling Park Primary School	203,483	5.6%	(13,714)	268,359	(64,876)
Brackenhill Primary School	100,585	4.9%	(19,708)	113,260	(12,675)
Burley & Woodhead CE Primary School	34,618	4.0%	(25,382)	40,860	(6,242)
Burley Oaks Primary School	85,547	5.5%	(6,978)	83,190	2,356
Byron Primary School	233,980	7.1%	34,745	365,749	(131,768)
Carrwood Primary School	281,682	11.0%	123,469	123,002	158,681
Cavendish Primary School	23,367	1.1%	(109,314)	44,533	(21,165)
Clayton CE Primary School	54,705	2.8%	(60,864)	74,481	(19,776)
Clayton Village Primary School	77,295	7.2%	12,316	56,666	20,629
Copthorne Primary School	85,487	3.8%	(48,354)	49,116	36,371
Cottingley Village Primary School	76,236	4.1%	(34,801)	158,793	(82,557)
Crossflatts Primary School	216,479	11.7%	104,417	153,094	63,385
Crossley Hall Primary School	131,383	4.6%	(36,902)	133,798	(2,416)
Cullingworth Village Primary School	40,495	4.0%	(19,505)	70,490	(29,995)
Denholme Primary School	46,132	4.2%	(21,289)	70,155	(24,024)
East Morton CE Primary School	48,948	5.5%	(11,052)	72,826	(23,878)
Eastburn Junior and Infant School	30,164	3.5%	(29,836)	28,878	1,286
Eastwood Primary School	124,756	5.5%	(11,676)	130,107	(5,352)
Eldwick Primary School	96,224	5.7%	(3,818)	96,376	(152)
Fagley Primary School	65,707	4.5%	(16,713)	67,542	(1,834)
Farfield Primary School	229,810	9.8%	90,824	66,467	163,343
Farnham Primary School	50,259	2.1%	(89,503)	17,693	32,567
Fearnville Primary School	168,390	7.6%	32,801	113,843	54,546
Foxhill Primary School	43,801	4.4%	(16,199)	51,222	(7,421)
Frizinghall Primary School	126,267	6.0%	(504)	107,040	19,227
Girlington Primary School	245,126	10.0%	97,845	229,931	15,194
Glenaire Primary School	80,815	6.7%	9,154	83,011	(2,196)
Green Lane Primary School	66,167	1.8%	(148,622)	62,309	3,858
Greengates Primary School	18,487	1.6%	(51,124)	37,232	(18,745)
Grove House Primary School	445,948	22.1%	326,034	345,109	100,839
Haworth Primary School	84,229	7.3%	21,512	71,467	12,762
Heaton Primary School	211,382	5.9%	(3,681)	223,026	(11,644)
Heaton St Barnabas' CE Primary School	87,674	4.8%	(20,786)	136,997	(49,324)
High Craggs Primary School	233,256	10.0%	93,801	115,915	117,341
Hill Top CE Primary School	63,368	5.9%	(1,480)	48,130	15,238
Hollingwood Primary School	89,796	4.5%	(31,082)	68,387	21,410
Holybrook Primary School	76,460	5.5%	(15,849)	125,582	(49,122)
Holycroft Primary School	116,607	5.4%	(13,783)	154,613	(38,006)
Home Farm Primary School	123,028	5.9%	(2,586)	49,511	73,517
Horton Grange Primary School	398,766	11.9%	201,016	134,087	264,679
Horton Park Primary School	111,177	5.0%	(24,041)	80,074	31,103
Hothfield Junior School	68,802	5.7%	(2,799)	54,922	13,880
Hoyle Court Primary School	33,842	3.2%	(28,511)	50,244	(16,402)
Idle CE Primary School	19,970	2.1%	(40,030)	21,306	(1,336)
Ingrow Primary School	173,156	10.5%	74,856	70,999	102,157
Keelham Primary School	46,272	8.0%	(13,728)	58,286	(12,014)
Keighley St Andrew's CE Primary School	112,978	5.2%	(17,798)	137,510	(24,532)
Killinghall Primary School	159,851	5.5%	(12,212)	127,178	32,673
Knowleswood Primary School	144,448	5.9%	(954)	122,633	21,815
Lapage Primary School and Nursery	(290,088)	-8.4%	(496,798)	170,076	(460,165)
Laycock Primary School	125,404	19.3%	65,404	70,126	55,278
Lees Primary School	56,978	6.4%	(3,022)	58,676	(1,698)
Ley Top Primary School	82,049	4.6%	(24,011)	61,944	20,105
Lidget Green Primary School	89,762	3.2%	(81,877)	88,078	1,685
Lilycroft Primary School	101,024	4.5%	(33,475)	105,104	(4,081)
Lister Primary School	113,235	5.0%	(23,561)	96,757	16,478
Long Lee Primary School	125,848	7.5%	26,462	73,713	52,135

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Low Ash Primary School	43,206	2.3%	(71,538)	75,430	(32,224)
Low Moor CE Primary School	90,663	5.1%	(17,740)	86,611	4,052
Lower Fields Primary School	91,718	3.9%	(48,035)	98,545	(6,827)
Margaret McMillan Primary School	203,031	7.3%	38,113	131,066	71,964
Marshfield Primary School	207,718	9.8%	79,416	242,013	(34,295)
Menston Primary School	64,131	4.4%	(20,507)	69,756	(5,625)
Miriam Lord Community Primary School	60,535	3.0%	(62,191)	94,937	(34,402)
Myrtle Park Primary School	32,904	3.2%	(28,397)	42,002	(9,099)
Nessfield Primary School	93,949	4.7%	(23,854)	144,875	(50,926)
Newby Primary School	80,849	3.4%	(61,263)	175,023	(94,174)
Newhall Park Primary School	104,438	5.3%	(16,017)	85,184	19,254
Oakworth Primary School	107,491	6.3%	4,563	147,336	(39,845)
Oldfield Primary School	55,592	13.4%	(4,408)	35,847	19,745
Our Lady & St Brendan's Catholic Primary School	39,347	3.9%	(21,300)	72,895	(33,549)
Oxenhope CE Primary School	37,239	4.6%	(22,761)	59,707	(22,469)
Parkland Primary School	69,151	5.1%	(12,573)	1,605	67,546
Parkwood Primary School	79,810	5.7%	(5,297)	70,904	8,906
Peel Park Primary School	284,711	9.8%	108,462	363,340	(78,629)
Poplars Farm Primary School	56,861	5.5%	(5,664)	52,174	4,687
Priestthorpe Primary School	55,107	5.7%	(4,893)	57,064	(1,958)
Princeville Primary School and Children's Centre	37,318	1.4%	(120,876)	98,418	(61,100)
Reevy Hill Primary School	53,353	4.1%	(25,416)	66,132	(12,779)
Riddlesden St Mary's CE Primary	70,548	3.9%	(40,072)	39,191	31,357
Russell Hall Primary School	28,088	2.6%	(38,574)	54,343	(26,256)
Saltaire Primary School	83,324	4.8%	(20,879)	72,579	10,745
Sandal Primary School and Nursery	95,104	5.5%	(8,318)	48,137	46,967
Sandy Lane Primary School	45,641	3.3%	(37,552)	5,301	40,340
Shipley CE Primary School	64,149	5.7%	(3,944)	131,070	(66,921)
St Anthony's Catholic Primary School (Clayton)	56,245	5.4%	(8,120)	60,844	(4,599)
St Anthony's Catholic Primary School (Shipley)	22,443	3.3%	(37,557)	11,851	10,591
St Clare's Catholic Primary School	53,293	6.4%	(6,707)	47,839	5,454
St Columba's Catholic Primary School	107,579	5.2%	(12,695)	66,089	41,490
St Cuthbert & the First Martyrs' Catholic Primary	68,361	6.7%	7,851	43,610	24,751
St Francis' Catholic Primary School *	97,114	9.6%	36,294	26,078	71,035
St James' Church Primary School	43,009	2.2%	(76,078)	176,000	(132,991)
St John The Evangelist Catholic Primary School	50,629	5.5%	(9,371)	41,479	9,150
St John's CE Primary School	112,582	5.2%	(17,973)	121,499	(8,917)
St Joseph's Catholic Primary School (Bingley)	72,694	8.4%	12,694	49,175	23,519
St Joseph's Catholic Primary School (Bradford)	85,108	4.4%	(30,037)	72,076	13,033
St Joseph's Catholic Primary School (Keighley)	77,161	4.3%	(31,697)	68,747	8,414
St Luke's CE Primary School	53,271	5.2%	(8,095)	40,404	12,867
St Matthew's Catholic Primary School	57,860	4.5%	(17,547)	56,401	1,458
St Matthew's CE Primary School	109,896	4.8%	(28,284)	118,154	(8,258)
St Paul's CE Primary School	37,297	4.0%	(22,703)	5,273	32,024
St Peter's & St Mary's Catholic Primary School	69,753	5.8%	(1,746)	67,261	2,492
St Stephen's CE Primary School	97,980	4.7%	(21,695)	67,914	30,066
St Walburga's Catholic Primary School	19,346	2.0%	(40,654)	54,390	(35,044)
St William's Catholic Primary School	135,338	12.5%	71,121	65,521	69,817
St Winefride's Catholic Primary School	76,314	4.1%	(35,331)	58,345	17,968
Stanbury Village School	12,949	2.5%	(47,051)	42,065	(29,115)
Steeton Primary School	39,761	3.2%	(34,776)	61,798	(22,037)
Stocks Lane Primary School	(12,180)	-2.2%	(72,180)	17,472	(29,653)
Swain House Primary School	100,448	4.0%	(44,317)	117,639	(17,191)
Thackley Primary School	52,250	3.2%	(48,227)	107,006	(54,756)
Thornbury Primary School	283,921	8.8%	89,120	287,836	(3,916)
Thornton Primary School	140,757	5.6%	(8,625)	142,135	(1,377)
Thorpe Primary School	22,284	2.2%	(39,594)	83,621	(61,337)
Trinity All Saints CE Primary School	136,847	9.5%	53,225	31,921	104,926
Victoria Primary School	94,382	7.4%	18,684	92,693	1,689
Wellington Primary School	158,840	7.8%	36,889	122,543	36,298
Westbourne Primary School	132,357	5.8%	(3,434)	112,339	20,018
Westminster CE Primary School	168,197	5.9%	(1,028)	160,484	7,713
Wibsey Primary School	121,646	4.1%	(57,652)	198,884	(77,238)
Wilsden Primary School	68,811	4.3%	(27,821)	39,992	28,819
Woodlands CE Primary School	57,809	10.6%	(2,191)	54,624	3,186
Worth Valley Primary School	71,843	5.6%	(1,011)	23,454	48,390
Worthinghead Primary School	56,857	6.2%	(3,143)	75,838	(18,981)
Wycliffe CE Primary School	56,847	5.1%	(9,085)	22,287	34,560
TOTAL PRIMARY SCHOOLS	13,280,694	5.6%		12,587,607	693,087

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Belle Vue Boys' School	124,974	3.5%	(20,206)	277,356	(152,382)
Bingley Grammar School *	356,434	3.9%	(10,054)	393,815	(37,381)
Buttershaw Business & Enterprise College	299,462	3.1%	(78,326)	421,405	(121,943)
Carlton Bolling College	160,082	1.7%	(208,984)	605,553	(445,472)
Hanson School	(97,805)	-0.9%	(538,933)	(77,476)	(20,329)
Immanuel College	323,163	4.4%	28,015	309,807	13,356
Laisterdyke Business and Enterprise College	124,093	1.9%	(137,855)	194,445	(70,352)
Oakbank School	2,407	0.0%	(346,218)	451,286	(448,879)
Parkside School	67,599	1.3%	(145,806)	131,767	(64,169)
Queensbury School	247,623	4.3%	20,149	264,904	(17,281)

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
St Bede's and St Joseph's Catholic College	303,229	4.4%	(170,956)	742,294	(439,065)
The Holy Family Catholic School	14,581	0.3%	(187,049)	65,816	(51,235)
Thornton Grammar School	530,191	6.2%	191,805	526,737	3,453
Titus Salt School *	751,742	8.3%	387,380	688,098	63,644
Tong School *	1,094,668	10.3%	659,313	1,011,560	83,108
TOTAL SECONDARY SCHOOLS	4,302,442	3.7%		6,007,369	(1,704,926)

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Beechcliffe Special School	215,211	10.3%	49,272	161,487	53,725
Chellow Heights Special School	261,371	7.6%	13,449	94,482	166,889
Delius Special School	127,938	5.7%	(50,443)	122,348	5,590
High Park Special School	160,048	5.8%	(54,461)	264,070	(104,022)
Phoenix Special School	121,915	7.6%	(10,447)	21,892	100,023
Oastler School	(113,053)	-6.4%	(257,070)	10,197	(123,250)
TOTAL SPECIAL SCHOOLS	773,431	5.6%		674,476	98,956

School	Total Revenue Balance March 2015	Total Balance as a % of Funding	Value Above or Below IUB Threshold	Total Revenue Balance March 2014	Cash Growth / Reduction in Balance
Central PRU	76,535	7.6%	(14,267)	75,012	1,523
District PRU	1,304,259	36.3%	1,030,122	899,346	404,914
Education in Hospital Airedale	71,000	40.7%	11,000	44,848	26,152
Education in Hospital BRI	178,668	64.6%	118,668	165,828	12,840
Ellar Carr	65,462	5.8%	(33,696)	65,539	(77)
Primary PRU	73,776	7.0%	(18,970)	60,428	13,348
Tracks	71,498	25.8%	11,498	89,603	(18,105)
TOTAL PRUS	1,841,198	24.6%		1,400,605	440,593

TOTAL ALL MAINTAINED SCHOOLS	21,063,639	5.6%		21,246,085	(182,446)
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Summary of 31 March 2015 Balances

	Nursery	Primary	Secondary	Special	PRUs	Total
No. of schools in deficit at March 2015 (Total Balances)	0	2	1	1	0	4
Total value of deficits at March 2015 (Total Balances)	0	(302,269)	(97,805)	(113,053)	0	(513,127)
No. of schools surplus > Thresholds at March 2015 (Total Balances)	3	31	5	2	4	45
Total value of surpluses > Thresholds at March 2015 (Total Balances)	561,541	2,255,516	1,286,662	62,722	1,171,288	5,337,729

* please note that these schools are identified as holding monies on behalf of school collaborative activities - their balances are larger as a result of this

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

The Council has been exploring options for alternative delivery models for Bradford Council's in-house school catering and cleaning service, due to market and policy changes that have altered the commercial & financial landscape within which the Service operates. A key element of the review, which has been undertaken over the last nine months was to ensure the service was sufficiently robust to operate within the commercial market against competition. This report provides an update for Forum members on the outcomes of that review and the progress already made to address those findings.

Date (s) of any Previous Discussion at the Forum

This matter was initially discussed with the Forum on 23 October 2014 (Document BL).
And subsequently with the Forum on 9 July 2014 (Document CW)

Background / Context

As an initial step, Document BL on 23 October 2013 explained that the Council would like to collect evidence and to begin discussions with key stakeholders, including schools, on their key service priorities and views on alternative delivery models. It was agreed that this should commence with established partnerships and individual schools.

A paper was presented to the Schools Forum on 9 July 2014 that identified schools priorities following research with schools. The main priorities were:

- Food quality standards and assurances on food safety.
- A focus on healthy eating.
- Investment in kitchen facilities.
- Well trained staff.
- On the question of "the likelihood of retaining, or taking on services if an alternative service delivery model was adopted" 96% of schools indicated that it would either have a positive impact (43%) or no negative impact (53%) with only 4% indicating they would be less inclined.

The Council's aim, in particular, is to seek to protect the Service and support schools, to secure the employment of the workforce and secure the social value for the sustainability of the wider District that the Service currently delivers.

The Financial Review Group of the Council was asked at that time, subject to the vulnerability of income streams, for consideration to be given to alternative delivery models (ADM). Governance arrangements for the project were clearly established to ensure project delivery, scrutiny, test and challenge. The Council also procured temporary expertise to support the project in two specific areas: engagement with stakeholders and facilities management.

Position update

This review process identified that development of the service was needed in certain areas, if it is to become a sustainable commercial operation and be in the best position to address the challenges and opportunities the service faces.

The areas where particular focus for improvement was identified are:

Reducing the cost of the service to schools through:

- Tackling waste
- Reducing debt
- Addressing high levels of sickness absence

Improved service standards

- Establishing brand standards for food service and quality
- Better use of procedures and systems to ensure consistent standards of service delivery

Position update (continued)

Better communication

- Ensuring staff messages are simple, and effective 2- way communication takes place
- Improving communication with a range of stakeholders

Training

- Ensuring all staff are trained to perform their duties skilfully, efficiently and safely

Service Development

In view of the identified improvements, the project board set up to oversee the proposed alternative delivery model has been closed down, and over the next 12 months progress towards achieving the service's improvement plan will be reported against. The outcomes of this plan for the service and schools will be:

- Better financial systems
- Clearer agreements with schools
- Consistent and improved service standards
- Enhanced skills and development training for staff
- Improved business processes

There is already a review of the resources of the service to achieve all of the above objectives and ensure that it is stronger, more ready for future business success and fully able to deliver a high quality catering and cleaning service for the benefit of schools, local children and the wider community.

Moving Forward

The service improvement plan and progress updates will be shared with stakeholders via the established partnership meetings, the School Forum, Bradford Schools Online and your meetings with Facilities Managers.

Implications for the Dedicated Schools Grant (DSG) (if any)

N/A

How does this item support the achievement of the District's Education Priorities

The Council is seeking to:

- Improve school food and the lunchtime experiences as part of a child's education.
- Transform food culture, education and provision to complement the lunchtime experience and support Ofsted inspections. This is more important than ever as Ofsted's new Common Inspection Framework will give the wellbeing of pupils and healthy eating a more prominent place in their inspection.
- Support the raising of attainment through good food and nutrition thereby improving receptiveness to learning, improved behaviour and concentration.
- Jointly focus on priorities, agreeing capital investment programmes, reinvesting back into service improvements and maximising social capital benefits for local school communities.

Recommendations

The Schools Forum is asked to note the update provided

List of Supporting Appendices / Papers (where applicable)

None

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