

Rotherham Schools' Forum

Venue: Rockingham Professional Development Centre

Date: Friday, 2 March 2012
Time: 8.30 a.m.

A G E N D A

1. Apologies for Absence.
2. Minutes of the previous meeting held on 20th January, 2012 (herewith). (Pages 1 - 6)
3. Matters arising from previous minutes.

For Information.

4. Schools' Budget Forecast Outturn Position (report attached). (Pages 7 - 10)

Joanne Robertson, Children and Young People's Services Finance Manager, Resources Directorate, to report.

5. (Revised) Estimated 2012/13 Schools' Budget (report attached). (Page 11)

Joanne Robertson, Children and Young People's Services Finance Manager, Resources Directorate, to report.

6. RoSIP funding (verbal update).

7. Exclusion of the Press and the Public.

The following item is likely to be considered in the absence of the press and public as being exempt under paragraph 3 of Part 1 of Schedule 12A to the Local Government Act 1972 (as amended March 2006) (information relating to the financial or business affairs of any particular individual (including the Council)).

8. Private Finance Initiative - update (report attached and verbal update to be provided). (Pages 12 - 18)

9. Education Catering.

David Silvester, Chair of the Rotherham Schools' Forum, to provide a verbal update.

10. Learning Community representatives and election of the RSF Chair in the April meeting.

For Decision.

11. Budget for PRUs - update.

Martin Fittes, Assistant Head of the School Effectiveness Service, Vulnerable Groups, Schools and Lifelong Learning, Children and Young People's Services, to provide a verbal report.

12. Rotherham Charter for Parent Child and Voice (report attached). (Pages 19 - 28)

Pip Wise, Parent Partnership, Children and Young People's Services, to report.

13. City Learning Centres - update (report attached). (Pages 29 - 30)

Karen Borthwick, Head of School Effectiveness Service, Schools and Lifelong Learning, Children and Young People's Service, to report.

14. Rates - funding review.

Joanne Robertson, Children and Young People's Services Finance Manager, Resources Directorate, to provide a verbal report.

**ROTHERHAM SCHOOLS FORUM
FRIDAY, 20TH JANUARY, 2012**

Present: - David Silvester (in the Chair).

Primary Schools: - Angela Heald (Saint Pius), Sue Warner (Wickersley), Kay Jessop (Wingfield), Donna Humphries (Aston), Jane Fearnley (Oakwood), Sam Thompson (Clifton).

Secondary Schools: - Louise Hatswell (on behalf of D Butler) (St Bernard's), Roger Burman (Winterhill), Gill Ramsay (on behalf of D Pridding) (Swinton), Paul Blackwell (Dinnington), Stuart Wilson (Rawmarsh), Bev Clubley (Thrybergh) and David Ashmore (Rotherham Teaching School Alliance)

Early Years: - Margaret Hague (The Arnold Centre, nursery provider),

Non School: - Councillor Paul Lakin (Cabinet Member for Safeguarding Children and Adults), Val Broomhead (Unison), Geoff Gillard (Sheffield Diocese), Karen Borthwick (14-19 Partnership).

Also in attendance: - Helen Barre (CYPS), Dorothy Smith (CYPS), Katy Edmondson (CYPS), Vera Njelic (Resources Directorate), Joanne Robertson (Resources Directorate).

46. APOLOGIES FOR ABSENCE

Apologies for absence had been received from: - John Henderson (Primary Schools), John Day (Secondary Schools), Michael Waring (Schools' Business Manager Representative), Susan Brook (NASUWT), Nick Whittaker (Special Schools), Geoff Jackson (Primary Schools), David Pridding (Secondary Schools - represented by Gill Ramsay) and David Butler (Secondary Schools - represented by Louise Hatswell).

47. MINUTES OF THE PREVIOUS MEETING HELD ON 9TH DECEMBER, 2011

Consideration was given to the minutes of the previous meeting of the Rotherham Schools' Forum, held on Friday 9th December, 2011.

Resolved: - That the minutes of the previous meeting be approved as a correct record.

48. MATTERS ARISING FROM PREVIOUS MINUTES

With regard to Minute No. 43 of the meeting held on 9 December 2011 (Hospital Teaching Service), it was noted that funding had been secured for the Hospital Teaching Service, for the 2012/13 financial year.

49. EXPLANATION OF THE SCHOOLS' BUDGET SETTING PROCESS

Joanne Robertson, CYPS Finance Manager, provided a brief overview of the structure and management of the schools' budget setting process. The presentation and subsequent discussion included reference to the following salient issues:-

- : timescales
- : Dedicated Schools Grant (DSG)
- : the way in which the DSG is calculated
- : estimated total Schools Budget 2012/13
- : individual school budgets
- : centrally managed Service budgets
- : DSG and the Children and Young People's Service budget

In addition to school budgets, the contribution of the different funding streams to centrally managed services was noted.

The Schools Forum members thanked Joanne Robertson for the informative presentation.

50. THORNHILL PRIMARY SCHOOL PUPIL NUMBER CHANGE

Helen Barre presented a report stating that there is pressure on the Thornhill Primary School's accommodation from increasing pupil numbers from within the school's catchment area. Preferences for the school now regularly exceed the number of places (30) available in each statutory year group. There is also pressure on neighbouring schools and some families are in the position of having older brothers and sisters separated from their younger siblings and who have to attend alternative neighbouring schools. The Council's responsible Cabinet Member and Advisers have received reports at the pre-statutory and statutory consultation stages and no objections have been received to the proposed enlargement of the School. The necessary approval was granted on 17th January 2012, to increase the Published Admission Number (PAN) to 45 pupil places per statutory year group and 26 full time equivalent F1 places with effect from September 2012.

The additional pupils will not be on roll for the January, 2012, School Census return and, therefore, the 2012/2013 individual school budget allocation will be insufficient to fund the additional teaching and support staff required from September 2012.

Agreed: (1) That the report be received and its contents noted.

(2) That the Rotherham Schools' Forum approves funding from the Dedicated Schools Grant to enable additional teaching and support staff to be deployed at the Thornhill Primary School from September 2012 to March 2013.

(3) That a briefing be submitted to the next Rotherham Schools' Forum meeting that details envisaged future proposals for school expansion and the potential requests for funding from the Dedicated Schools Grant.

51. BUDGET SETTING - PUPIL REFERRAL UNITS

Katy Edmondson attended the meeting to explain the funding of the Pupil Referral Units (PRUs). Salient issues included:-

- : a small over-spend of £8,000 (e.g.: transport for vulnerable children) within the current financial year should be balanced by savings on other budget heads of account and careful budget monitoring;

: Some PRUs may over-spend, whereas some will under-spend their budgets; eg: premises costs have been significant for various PRUs in the 2011/12 financial year;

: the budget is historically separated into a number of different areas, leading to irregular budget pressures for some PRUs and not for others. For example, some PRUs operate in partnership with organisations external to the Borough Council, whereas others are funded wholly from the Schools' Budget.

Agreed:- (1) That every endeavour be made to balance the current year (2011/2012) budget for Pupil Referral Units.

(2) That Katy Edmondson present a written report about the 2012/13 budget for the Pupil Referral Units to the next meeting of the Rotherham Schools' Forum, to be held on Friday 2nd March, 2012.

52. OUTLINE OF MAIN PRESSURES ON 2012/13 BUDGET

The Chairman, David Silvester, presented a report outlining the main pressures on the Total Schools Budget during the 2012/2013 financial year, particularly:-

Carbon Reduction Commitment

Private Finance Initiative – increased contribution

Thornhill Primary School – enlargement to provide additional pupil places

Agreed: That the report be received and its contents noted.

53. EARLY YEARS PVI BUDGET REQUIREMENT

Aileen Chambers and Steve Scott presented a report about the budget requirement for Early Education in the Private, Voluntary, Independent (PVI) sector. There is a total of 78 providers (including 14 Children's Centres). Early education sessions are available for children from the term after their third birthday until they access school provision at either Foundation Stage 1 or Foundation Stage 2. There is a projected over-spend on the current year's budget (2011/12).

The submitted report included three budget projections: (i) one based on the number of eligible children, (ii) one taking into account the projected number of 2 year olds and assuming initially that they will all take-up their provision in the PVI sector and (iii) one assuming all 2 year olds moving into 3 year olds' places in the Autumn term will take their place in the maintained sector. The budget options for the PVI Early Education element of the Dedicated Schools Grant were based upon the existing £3.60 per hour average Single Funding Formula rate.

In response to questions regarding data accuracy and the overspend position, it was reported that more accurate predictions can now be made because of the availability of improved birth data.

It was also noted that there was no indication that the downturn in the local economic situation would reduce the take-up of early education places.

Agreed: (1) That the report be received and its contents noted.

(2) That, in respect of the 2012/2013 financial year, the PVI Early Education element of the Dedicated Schools Grant shall be maintained at the existing £3.60 per hour average Single Funding Formula rate.

(3) That, in respect of the 2012/2013 financial year, the Rotherham Schools' Forum approves Option 3, as detailed in the submitted report, providing an increase of 2% on the 2011/12 budget.

(4) That a contingency sum of approximately £170,000 shall be maintained (ie: the difference in cost between Option 1 and Option 3) which shall apply jointly to both the PVI sector and the maintained sector.

(5) That funding for administration is withdrawn from this proposal, as being ineligible.

(6) That Aileen Chambers and Steve Scott shall present a progress report on this issue, to a meeting of the Rotherham Schools' Forum during the Summer Term 2012.

54. DRAFT 2012/13 BUDGET

Discussion took place on the estimated Schools Budget for the 2012/2013 financial year. Reference was made to:-

- : Education Catering Service
- : Education Action Zones
- : City Learning Centres
- : Special Educational Needs
- : School Contingency
- : Costs of Redundancy
- : HM Government proposals in respect of Academies (especially in relation to primary schools).

The Schools Forum expressed particular concern about the increases in the Schools' Private Finance Initiative costs over the last three years

Agreed: (1) That the report be received and its contents noted.

(2) That further information be provided at the next meeting of the Rotherham Schools' Forum, to be held on Friday 2nd March, 2012:-

(a) about the contractual requirement for the Schools Budget to fund additional contributions in respect of the Schools' Private Finance Initiative; and

(b) about the activity and funding of the City Learning Centres.

(3) That the contingency budget heading that exists be broken down into, and displayed on budget monitoring documents as specific budget headings.

55. CONSULTATION RESPONSES: DISTRIBUTION OF EXTENDED SERVICES TO

INDIVIDUAL SCHOOLS

Further to Minute No. 37 (Extended Services 2012-2013) of the meeting of the Rotherham Schools' Forum held on 9th December, 2011, consideration was given to the funding of Extended Services in the forthcoming, 2012/13, financial year.

Agreed:- (1) That the Schools' Forum agrees that, from the 2012/13 financial year, the former Extended Services Grant shall be delegated to schools and form part of the 'Individual Schools Budget', with each school receiving an allocation through an agreed formula (i.e.: this funding shall not be retained by the Borough Council).

(2) That the Extended Services funding be allocated on the basis of 50% on pupil numbers and 50% on free school meal numbers.

(3) That the Centrally Retained Grant will be distributed on a per pupil basis with 6% of the Grant being retained to fund the salary of PS (Education Welfare Officer) and also address the issues of need of fairness resulting from the Pupil Premium.

56. COMMISSIONING - VALUE FOR MONEY REVIEW OF EDUCATION CATERING SERVICE

Further to Minute No. 42 of the meeting of the Rotherham Schools' Forum held on 9th December, 2011, discussion took place on the value for money review of the Education Catering Service. Emphasis was placed upon the need to ensure the quality of service provided.

Agreed:- (1) That the Rotherham Schools' Forum requires the local authority to undertake a competitive tendering exercise for the future provision of the Education Catering Service.

(2) That the Service Manager shall attend the next meeting of the Rotherham Schools' Forum for discussion about the procurement charge applicable in respect of the current year's Education Catering Service contract.

57. COMPARISON OF CENTRALLY RETAINED BUDGET - 2009/10 TO 2012/13

The Schools' Forum noted the details, as submitted, of the comparison of the centrally retained budgets for the financial years 2009/2010 to 2012/2013.

58. ROTHERHAM CHARTER FOR PARENT AND CHILD VOICE

This item would be placed on the agenda for consideration at the next meeting, to be held on Friday 2nd March 2012.

59. DATE AND TIME OF NEXT MEETING

Agreed:- (1) That the next meeting of the Rotherham Schools' Forum be held on Friday, 2nd March, 2012, at the Rockingham Teachers' Centre, beginning at 8.30 a.m.

(2) That future meetings of the Schools' Forum be held on:-

Friday 20th April 2012 (instead of 13 April)

Friday 22nd June 2012

ROTHERHAM BOROUGH COUNCIL – REPORT TO SCHOOLS FORUM

| | | |
|----------|-----------------|---|
| 1 | Meeting: | Schools Forum |
| 2 | Date: | 2nd March 2012 |
| 3 | Title: | Rotherham Total Schools Budget Monitoring Report to 31st January 2012 |

4 Summary

This Budget Monitoring Report provides a financial forecast for the Rotherham Total Schools Budget to the end of March 2012 based on actual income and expenditure to the end of January 2012 and the most up to date financial forecast from individual schools.

The forecast for the financial year 2011/12 at this stage is £4,475k under spend (- 2.43%) before agreed carry forwards. The position after carry forward of balances is £64k (- 0.03%) under spend.

5 Recommendations

That the Schools Forum receives and notes the latest financial projection against budget for the year based on actual income and expenditure to the end of January 2012.

6 Proposals and Details

6.1.1 The table below summarises the forecast outturn against agreed budgets:

| Service | Revised Budget | Actual Spend to 31 st January 2012 £000 | Forecast Outturn Position to 31 st March 2012 £000 | Variation (Revised Budget v Outturn) | |
|--|----------------|---|--|--------------------------------------|--------------|
| | £000 | | | £000 | % |
| Autism Communication Team | 170 | 145 | 169 | -1 | -0.59 |
| Behaviour Support | 579 | 489 | 578 | -1 | -0.17 |
| Maltby BEST | 10 | 5 | 10 | 0 | 0 |
| Children & Families Special Needs Service | 224 | 198 | 227 | +3 | +1.34 |
| Children in Public Care | 152 | 120 | 141 | -11 | -7.24 |
| Early Intervention Team | 54 | 54 | 54 | 0 | 0 |
| Early Years ASD Support | 93 | 72 | 86 | -7 | -7.49 |
| Home to EOTAS Transport | 20 | 20 | 20 | 0 | 0 |
| Private, Voluntary & Independent Nursery Education | 2,529 | 2,199 | 2,529 | 0 | 0 |
| Education Welfare Central Attendance | 17 | 15 | 17 | 0 | 0 |
| Hearing Impaired Service | 590 | 555 | 587 | -3 | -0.51 |
| Learning Support Service | 327 | 606 | 314 | -13 | 3.97 |
| Operational Safeguarding Unit | 126 | 107 | 126 | 0 | 0 |
| Free School Meals Assessment | 36 | 35 | 31 | -5 | -14.08 |
| Portage | 204 | 196 | 207 | +3 | +1.47 |
| Pupil Referral Units | 2,456 | 2,434 | 2,503 | +47 | +1.91 |
| Y10/11 RCAT Children | 10 | 3 | 10 | 0 | 0 |
| Resources and Business Strategy | 1 | 1 | 1 | 0 | 0 |
| School Effectiveness Service | 1,152 | 1,110 | 1,136 | -16 | -1.39 |
| School Catering Service | 405 | 347 | 405 | 0 | 0 |
| Schools Contingency | 428 | 57 | 436 | +8 | +1.87 |
| Maintenance of Premises | 100 | 100 | 100 | 0 | 0 |
| Private Finance Initiative (PFI) | 3,233 | 3,233 | 3,233 | 0 | 0 |
| SEN Assessment Team | 33 | 35 | 35 | +2 | +6.06 |
| SEN Transport to Extra District Schools | 101 | 60 | 101 | 0 | 0 |
| Special Educational Needs | 2,263 | 2,064 | 2,367 | +104 | +4.60 |
| SEN Extra District Placements | -183 | -244 | -257 | -74 | -40.44 |
| Trade Union Activities | 56 | 44 | 61 | +5 | +8.86 |
| Visual Impaired Service | 419 | 371 | 411 | -8 | -1.91 |
| Young People's Service | 28 | 24 | 28 | 0 | 0 |
| Risky Business | 45 | 31 | 45 | 0 | 0 |
| Centrally Managed Services Plus: | 15,678 | 14,483 | 15,711 | -33 | -0.21 |
| Delegated Schools Budgets | 163,117 | 143,519 | 158,956 | -4,161 | -2.55 |
| School Rates | 2,260 | 2,305 | 2,305 | +45 | +2.01 |
| Rotherham School Improvement Partnership | 767 | -142 | 767 | 0 | 0 |
| Former Specific Grants | 2,182 | 1,704 | 1,788 | -393 | -18.01 |
| TOTAL FORECAST OUTTURN POSITION | 184,004 | 161,819 | 179,529 | -4,475 | -2.43 |
| Less: Carry forwards | | | | | |
| Forecast School Balances | | | | 4,161 | |
| Extended Services Sustainability | | | | 250 | |
| ADJUSTED TOTAL FORECAST OUTTURN POSITION | | | | -64 | -0.03 |

- 6.1.2 Presented below is an analysis of the main pressures and the underlying reasons beneath them:

Pupil Referral Units +£47k

Forecast over spends at the Bridge PRU (additional costs of fees from Rotherham College of Arts and Technology and staffing costs), Rowan Centre (no budget for rates), Riverside PRU (rates, indirect employee costs, supplies and transport) and Broom Lane PRU (overspends on staffing and building works).

These over spends have been offset by under spends at the Alternative Resource Centre (premises costs), Education Other than at School (increased income projection) and St Mary's (indirect employee expenses, supplies, premises).

Special Educational Needs +£104k

Forecast over spend resulting from an increase in the contribution to external placements and an additional contribution to Broom Lane PRU offset by under spends due to changes in numbers of placements in Rotherham Schools.

School Rates +£45k

Increase in rates charges due to re-valuations of school premises.

- 6.1.3 These pressures have been offset by the following forecast under spends:-

Centrally Managed Services -£139k

The under spends are outlined in the table in 6.1.1.

Delegated Schools Budgets -£4,161k

Overall forecast under spend based on budget monitoring returns from individual schools as at 30th November 2011.

Former Specific Grants -£393k

Includes an agreed carry forward on Extended Services of -£250k (Schools Forum Minute 180 13th May 2011) to allow the service to continue until the end of August 2012. A further under spend of -£143k from Former Specific Grants transferred in to DSG is to be retained to offset the pressures outlined in 6.1.2.

7. Finance

Finance details are included in section 6 above.

8. Risks and Uncertainties

Principal risks and uncertainties relate to the 'needs led' nature of budgets in relation to Special Educational Needs pupils,

The reductions in other grant funding in 2010/11 and 2011/12 has placed significant pressure on the centrally managed services for schools. Needs-led budgets are currently being used to offset overspends in these areas. There is a risk that demands on these budgets may increase and result in an overspend position on the overall DSG budget.

9. Policy and Performance Agenda Implications

It is the intention of the Department for Education to give schools more autonomy and responsibility for spending decisions. Rotherham has recently formed the Rotherham School Improvement Partnership which is a move towards transferring the responsibility for School Improvement interventions to schools. A Strategic Governance Group is developing plans which set out the future arrangements for Rotherham Schools, including details of the deployment of Resources to support this.

10. Background Papers and Consultation

- Report to Schools Forum on the 24th June 2011.

This report has been discussed with the Strategic Director of Children and Young People's Service and the Strategic Director of Finance.

Contact Name: Joanne Robertson – Finance Manager (Children and Young People's Services), *Financial Services ext: 22041, email Joanne.Robertson@rotherham.gov.uk*

ROTHERHAM MBC: ESTIMATED SCHOOLS BUDGET 2012/13

BUDGETED EXPENDITURE FOR CENTRALLY MANAGED SERVICES

| | Actual Budget 2011/12 | Estimated Budget 2012/13 | |
|--|--------------------------|--------------------------------|--|
| Service | £k | £k | Notes |
| Autism Communication Team | 170 | 170 | |
| Behaviour Support Service | 572 | 572 | |
| Carbon Reduction Commitment 2012/13 | 0 | 212 | |
| Child&Families Spec Needs Serv | 224 | 224 | |
| Children In Public Care | 152 | 152 | |
| Early Intervention Team | 54 | 54 | |
| Early Years ASD Support | 93 | 93 | |
| Early Years Private Voluntary and Independent provision | 2,529 | 2,954 | |
| Ethnic Minority Achievement | 150 | 150 | |
| Hearing Impaired Service | 590 | 590 | |
| Learning Support Service | 327 | 327 | |
| Operational Safeguarding Unit | 126 | 126 | |
| Payment to RBT for Assessment of Free Meals Eligibility | 36 | 36 | |
| Portage Service | 204 | 204 | |
| Primary Strategy - Central Co-ordination | 191 | 191 | |
| Pupil Referral Units and Education Other than at School | 2,502 | 2,502 | |
| Rotherham Colleget of Arts & Technology Year 11 Children | 10 | 10 | |
| Resources & Business Strategy | 3 | | Transferred to RoSIP - see below |
| Rotherham Mind | 10 | | trans to children and families special needs service who will pay Rotherham Mind |
| School Effectiveness Service | 608 | 608 | |
| Schools Catering Service | 427 | 88 | Contribution for 2009/10 was £185k + School Lunch Grant(£450k), for 2011/12 this was reduced to £77k (+£450k) and removed fully for 2012/13 -leaving the £450k which represents only the former School Lunch Grant |
| Schools Contingency | 379 | | |
| Schools Contingency: Primary Schools in Financial Difficulty | | 120 | |
| Schools Contingency: Redundancy | | 157 | |
| Schools Contingency: | | 198 | |
| Schools PFI | 3,233 | 3,445 | |
| Secondary Strategy - Central Co-ordination | 203 | 203 | |
| SEN Assessment Services | 33 | 33 | |
| SEN Pupils Transport To Extra-District Schls | 101 | 101 | |
| Special Educational Needs (SEN) | 2,865 | 2,865 | |
| Special SEN Extra District Placements | -173 | -173 | |
| Trade Union Activities | 56 | 56 | |
| Visually Impaired Service | 419 | 419 | |
| Young People's Service (part of the Youth Service) | 73 | 73 | |
| Sub total: Centrally Retained Budgets for Services to Schools | 16,168 | 16,761 | |

| | | | |
|---|----------------|----------------|--|
| Total ISB including Rates and Threshold (excludes Academies) | 161,402 | 161,500 | estimated figure for 2012/13 includes estimate as at December 2011 for Rates and estimated pupil numbers |
|---|----------------|----------------|--|

| | | | |
|---|------------|------------|---|
| Rotherham School Improvement Partnership | 765 | 768 | Increased by £3k for Servicing of Schools Forum |
|---|------------|------------|---|

Specific Grants 10/11 transferred in to Dedicated Schools Grant 2011/12

Allocations to Pupil Referral Units

| | | | |
|--|-----|-----|--|
| School Standards Grant | 152 | 152 | |
| School Standards Grant (personalisation) | 11 | 11 | |
| School Development Grant | 205 | 205 | |
| | 0 | | |
| | 0 | | |

Centrally Retained

| | | | |
|--|-------|-------|--|
| Education Action Zone | 287 | 0 | |
| Transitional CLC's | 163 | 163 | |
| School Lunch Grant | | | passed to catering service in 2011/12 (was £450k) |
| Ethnic Minority Achievement Grant | | | passed to ethnic minority service in 2011/12 (was £47k) |
| 1-2-1 tuition | | | allocated to schools in 11/12 (included in £3117k below) |
| Extended School Sustainability | 594 | 594 | proposal to allocate to schools in 2012/13 |
| Extended School Subsidy | 894 | 894 | proposal to allocate to schools in 2012/13 |
| National Strategies - Primary | | | allocated to schools in 12/13 (included in £3117k below) |
| National Strategies - Secondary | | | allocated to schools in 12/13 (included in £3117k below) |
| Diploma Formula Grant | | | allocated to schools in 12/13 (included in £3117k below) |
| Allocated to schools (inc Aston Comp) | 3,117 | 3,117 | see above |
| YHGFL | 100 | 100 | agreed to be paid from former specific grants for 2011/12 |
| NHS Posts | | | added to Children and Families Special Needs Service Budget (was £92k) |
| Roma Slovak Rotherham Pupil Premium | | 215 | allocated to schools in 11/12 (was £287k) |
| Contingency | 79 | 0 | |

| | | | |
|---|--------------|--------------|--|
| Sub Total: Specific Grants Transferred in to DSG 11/12 | 5,602 | 5,451 | |
|---|--------------|--------------|--|

| | | | |
|-----------------------------------|----------------|----------------|--|
| TOTAL BUDGETED EXPENDITURE | 183,936 | 184,479 | |
|-----------------------------------|----------------|----------------|--|

Funded By:

| | | |
|---|---------|--|
| Estimate of Dedicated Schools Grant for the Financial Year 2012/13 (including funding for 4 Academies) ¹ | 209,045 | Estimate based on the Guaranteed Unit of funding for Rotherham being £5141.30 and using the DFE DSG Allocation calculator - with final pupil numbers for all schools except for estimates in for one Academy and Early Years |
| To pay to DFE in respect of total recoupment for the 4 Academies(full year effect) ¹ | -25,700 | |
| Young People's Learning Agency - Post 16 Special Educational Needs Grant | 989 | Assumed to be the same as 2011/12 - not yet received notification from the YPLA |
| Young People's Learning Agency - Post 16 Threshold Grant | 383 | Assumed to be the same as 2011/12 - not yet received notification from the YPLA |
| Estimate of Dedicated Schools Grant carried forward from 2011/12 including CRC commitment for 2011/12(est £212k) ² | -312 | |

| | | |
|---|----------------|----------------------------|
| ESTIMATED TOTAL SCHOOLS BUDGET 2012/13 | 184,405 | |
| Variance | -75 | ESTIMATED SHORTFALL |

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| ROTHERHAM BOROUGH COUNCIL – REPORT TO SCHOOLS FORUM |
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| | | |
|-----------|---------------------|--|
| 1. | Meeting: | Schools Forum |
| 2. | Date: | 2nd March, 2012 |
| 3. | Title: | Rotherham Charter for Parent and Child Voice business plan proposal |
| 4. | Directorate: | Children and Young People's Services |

5. Summary

A proposal for the School's Forum to contribute towards a mixed funding business plan for the development of Rotherham's Parent and Child Charter. The plan addresses issues of Educational Psychology Service (EPS) capacity to lead, co-ordinate and support sustainable and meaningful roll out of the Charter to Rotherham schools and services. The Charter will ensure that the voices of parent and child partners are heard and that there is a robust system for quality assurance embedded in practice at every stage. This proposal should have a long term and positive impact on school improvement in addition to wider positive outcomes for children and families.

6. Recommendations

- The report to be received
- That Schools Forum agree to be a Charter funding partner to enable EPS and administrative capacity to be increased as proposed within the preferred option

7. Proposals and Details

Reasons for recommendation

Rotherham Charter for Parent and Child Voice developed from an *Innovative Practice Project* that received £40,000 funding for April 2010 – April 2011 from the Department for Education (DfE) following the publication of the *Lamb Inquiry: Special Educational Needs and Parental Confidence*. Commitment was then made to Rotherham parents and children by the LA that the Charter would be actively encouraged in all schools and services. The Charter supports school improvement through implementation of the new Ofsted framework (detailed in the attached document '10 Excellent Reasons'), addressing the increasing responsibility schools have to promote high expectations and achievement for all learners (Achievement for All) including a broader range of pupils with additional needs, as described in the SEN Green Paper *Support and Aspiration*. The Charter has received endorsement from Brian Lamb OBE and the DfE and is perceived nationally to be an example of excellent practice as a collaborative process.

Following the launch of the Charter in April 2011 parents have been impatient to see it being implemented. £26,000 Prevention and Early Intervention grant funding was awarded April 2011-April 2012 by the LA to enable services to develop a model for sustainable development and to contribute towards parental expenses. Although this funding was a welcome contribution that boosted the continuation of the work it is now acknowledged that there was an under-estimate of the costs to the lead services involved.

Self-monitoring materials, toolkit and high quality support and training packages have been presented to schools as products to be purchased that will generate enough income to make Charter implementation in Rotherham viable. However, whilst the projections indicate sufficient income to cover basic costs of implementation by joint parent and service teams there is insufficient income projected to cover the costs of service time for co-ordination, management, development and marketing, aspects crucial for the development/transitional stage. Feedback from schools has been that costs are already the maximum they might pay so it is not feasible to offset the shortfall by asking individual schools to pay more.

Projections are based upon commitments already made by schools to invest in the Charter. There were fifty-five expressions of interest from schools and settings at the launch day in April and there have been requests for seventeen consultations since November, which is when the packages of support were first offered to schools. So far two whole Learning Communities (Wales and Thrybergh) as well as several individual schools have requested full or bespoke packages of support and some head teachers are keen to promote further within their own Learning Communities (for example Maltby and Winterhill). All consultations that have so far taken place have been well received and led to at least the purchase of materials. It is expected that this momentum will continue.

The essential and unique contribution of the EPS

The EPS is viewed by the Charter management group to be a service making an essential and unique contribution towards the development and implementation of the Charter because they:

- a. Developed the research design and method of analysis that created the Charter
- b. Led the development of the training package and roll-out programme
- c. Applied psychological theory and practice to the transfer of skills to parents, school and service staff
- d. Led in the facilitation of multi-agency involvement and commitment to equality of voice (child, parent and service/school/LA)
- e. Led in the preparation of a variety of materials
- f. Applied psychological skills to producing an evidenced-based approach that would realistically help schools evaluate Charter implementation

However, the issue of service capacity is also most pertinent to the EPS. Three Educational Psychologists (EPs) have taken a lead role so far in the co-ordination of the work without any service capacity to do so. Most of the work has been completed in their personal time. As the momentum to adopt the Charter has increased this position has become increasingly unsustainable for the individuals involved despite their dedication to this work.

Sustainability issues

The current model is heavily reliant upon LA services, especially the EPS, but during this transitional phase this is viewed to be an essential stage until the Charter becomes embedded within Rotherham and skills can be confidently transferred to parents, school and other service staff. Training the trainers' sessions for parents and service staff are taking place to extend expertise. Their feedback indicates the next step must involve partnership with service team members as well as opportunities to practice and access coaching. The packages of support also include observation and coaching elements for school staff that will eventually help them be Charter Champions for other schools within their Learning Community. It is estimated it will take about two years before the process is more self-sufficient. As parents and others become more confident, involvement by the EPS and other core team members should reduce to an advisory role (although support might be commissioned by Rotherham Parent Carers Forum (RPCF) to oversee/quality assure the process itself).

It is perceived by the collaborative multi-agency team involved, including lead partners from RPCF and Parent Partnership, that without the leadership and skills contributed by the EPS it is **unlikely** the Charter can be rolled out across the town as planned and therefore meaningfully implemented.

Option 1 (Preferred option)

2012/13 and 2013/14 The EPS will be supported by the Schools Forum who will provide funding for 2 trainee Educational Psychologists to enable dedicated time to the Charter by the EPs currently involved in order to safeguard the quality of the work (without impacting negatively upon their statutory and non-statutory duties to schools and the LA), plus 2 extra days for Charter administration to meet the needs of increasing demand. The use of trainee EPs would enable the equivalent of 6 days to be dedicated to Charter development in Year 1 and 8 in Year 2.

This is a preventative 'Invest to Save' option

Long-term gains

- ✓ Investing in positive relationships with parents and children from the start improves emotional health and wellbeing for the child and family as well as increased parental involvement and interest in school, which in turn increases trust and leads to better attendance and engagement, raised expectations and improved attainment
- ✓ Positive evidence of school leadership and management against Ofsted criteria because of increased parental satisfaction
- ✓ Increased parental confidence in school and LA systems leads to fewer costly and stressful complaints, recourse to statutory processes and direct involvement of LA services, relationship breakdowns that can result in tribunals and parental preferences for expensive out of LA school placements that reduce the money available to maintained schools
- ✓ Increased self esteem and leadership skills of parents of children directly involved in Charter implementation through their active partnership role will have a major positive effect upon wider outcomes for the whole family

Examples of savings

Cost of one SEN statement £5,000+ (in addition EPS, LSS, BSS, ACT, PPS, school time, support from SENAS service leader)*

Cost of one SEN tribunal £5,000+ (in addition witness costs - EP, School, health colleague, other support service as well as LA Solicitor costs)

Costs involved in permanently excluding one pupil

- To a mainstream school - **£4,000**
- To a PRU - **£18,000**
- Estimated lifetime cost **£63,851** (Adele Eastman, Lawyer and Senior Policy Specialist for the Centre for Social Justice)

*At present in Rotherham we have 997 Children with Statements of Special Educational Needs - 393 of these children attend mainstream schools, 138 of them with exceptional needs funding. It could therefore be argued that there are 255 children with Statements in Rotherham mainstream schools who should have been able to access the same level of resources without requiring statutory processes and a statement being put in place. These are situations where increased parental confidence in non-statutory processes could result in significant savings (£5000 x 255 = **£1, 275, 000**). Of 119 requests for Statutory assessment within the 10/11 academic year 41 came from parents.

Reducing the number of Statements by 10 each year over the two year period would cover the cost of the investment. Feedback from RPCF is that in the last few months 8 parents who would have otherwise pursued a request for statutory assessment have opted to not to because of improved confidence in school as a result of their involvement with the Charter. As the Charter rolls out this confidence should only increase. One parent's comment after contributing towards a Charter training event: "I feel the Charter will make a massive difference to so many families, and schools, it will open the door that for many parents has been closed for a long time. I know that through my personal experience things can change, lessons can be learnt, and bridges can be built. Thanks to people like you, the team, and RPCF children like mine will go on to achieve more than I could have ever imagined. I can honestly say my outlook has completely changed. I feel excited for what the future holds for her now."

Examples of pressures on school and LA budgets specifically relating to SEN are detailed in the attached document *Statistics showing pressures impacting on individuals and families*.

Option 2

2012/13 and 2013/14 The EPS will be supported by the Schools Forum who will provide funding for a full time qualified Educational Psychologists to enable dedicated time to the Charter by the EPs currently involved in order to safeguard the quality of the work, plus 2 extra days for Charter administration to meet the needs of increasing demand. The use of a qualified Educational Psychologist would enable the equivalent of 5 days to be dedicated to Charter development.

Invest to Save As detailed above

Option 3

Charter roll-out to continue without the EPS – not preferred because it is agreed by the Charter management team that the other services involved do not have capacity and skills in the short or medium term to take on co-ordination and lead role in the venture at this crucial transitional stage therefore this option would threaten the potential for further Charter development and sustainability within Rotherham.

Invest to Save No savings. Parents and schools that have expressed an interest and made a commitment already are likely to feel let down in that their aspirations regarding the Charter have not been fulfilled (**see section 9**).

8. Finance

A three year mixed funding business plan has been formulated with guidance from an LA Business Coach. Income will be generated from sale of materials, training and a support package for schools. It is anticipated this will cover costs and will make Charter implementation in Rotherham viable in future years however it does not cover immediate pressures for co-ordination, management, development and marketing.

As a Community Enterprise involving collaborative work between RPCF (currently pursuing charitable status), LA services and schools some forms of external funding may be available which are not available to initiatives that are solely LA based. These include The Big Lottery Fund. Successful bids would be used to offset Schools Forum contributions and any shortfalls.

Option 1 (Preferred option) additional Schools Forum investment:

2012/13 and 2013/14

Bursary for 2 trainee Educational Psychologist plus on-costs £21,000 each per year
2 days administration time over one year £ 9,493

Total investment: April 2012-April 2014 - £102,986

Option 2 additional Schools Forum investment:

2012/13 and 2013/14

Cost of full time Educational Psychologist plus on-costs £53,687 each per year
2 days administration time over the year £ 9,493

Total investment: April 2012-April 2014 - £126,360

Option 3 no additional Schools Forum funding:

None necessary

9. Risks and Uncertainties.

All options:

Momentum for schools to invest in the packages of support might cease as financial pressures upon schools increase.

It is difficult to make a direct correlation between increased parental confidence introduced by the Charter and the long-term savings described precisely because potential issues will have been alleviated at an early stage.

Option 1 Blurring of EP role within Learning Communities – it will be important to differentiate statutory and non-statutory work of EPs within their LCs and their role delivering Charter packages of support to ensure buy-in for both aspects of work.

Option 2 Local shortages of qualified educational psychologists may impact on ability to appoint.

Option 3 There is a likely risk the Charter will fail to be implemented or quality assured in a robust way because of the significant reduction in leadership, capacity and skill within the

team, and loss of the current determination to stay true to parent and child narratives. Parental confidence in school systems and the potential for improved outcomes for children would be greatly reduced. Potential long-term savings would also be put at risk.

Predicted impact of failing to invest in Rotherham Charter for Parent and Child Voice:

- The reputation of Rotherham LA would suffer considerably given that the Charter has been acclaimed nationally by the DfE and Brian Lamb OBE as an example of good practice following the recommendations of the Lamb Inquiry, and specially recommended by him to the Pathfinder LAs:

“Rotherham are one of the authorities that have taken a lead in ensuring that parents are at the heart of service delivery. In doing so they have anticipated the Governments Green Paper agenda on parental involvement and will be much better placed to respond to the requirements of the local offer because of having the Charter for Parents and Children's voice in place. More than this, we know that good parental involvement in services delivers better outcomes for children, improved satisfaction with services and better working relationships with parents. It is crucial that this work continues to ensure that children get the best possible outcomes, which can only happen with good parental involvement” **Brian Lamb OBE, 16th January 2012**

- Dissatisfaction and disappointment brought about by loss of trust in schools and the LA by parents
- Negative impact upon relationship with Rotherham Parent Carers Forum (recognised as unique to Rotherham in comparison with other LAs) which currently advocates positive relationship with LA and schools through the application of the Charter ethos
- Decreased parental confidence communicated publically
- Increase in adversarial strategies leading to more:
 - Parental complaints to schools and the LA
 - Recourse to statutory processes
 - Number of tribunals
 - Involvement of increased number of services
 - Increased preferences for out of LA placements
 - More Free School applications
- Increased costs, time and stress involved for schools and services in responding to the above scenarios
- Loss of potential growth and improved outcomes within the community that would have occurred with improved parental confidence, skills, involvement and wellbeing

10. Policy and Performance

The Rotherham Charter supports school improvement at a fundamental level:

The Charter:

- Is grounded in robust research which makes explicit how involving parents and children can improve attainment:
- Affirms the current Ofsted framework and the Proposals for Inspection 2012 that judge the effectiveness of a school's engagement with parents to be an essential element of the leadership and management of a school.
- Will help address the increasing responsibility schools have to promote high expectations and achievement for all learners, including a broader range of pupils with additional needs, as described in the SEN Green Paper *Support and Aspiration* (2011) which also emphasises parent participation and choice.
- Encourages a reduction in the parental concerns and complaints that cause substantial emotional and financial stress for schools and services. The Charter and toolkit is an interactive tool for parents and professionals and has the potential to reduce cost, time and anxiety on all sides.

11. Background Papers and Consultation

Statistics showing pressures impacting on individuals and families...

10 Excellent Reasons to Invest in the Rotherham Charter for Parent and Child Voice

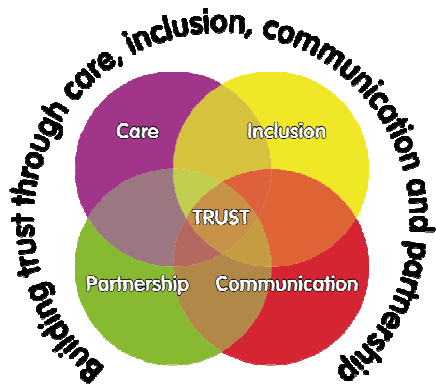
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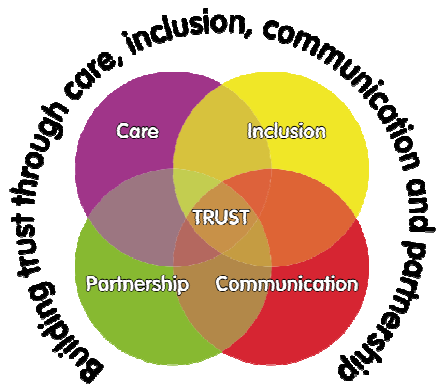


Rotherham Charter for Parent and Child Voice

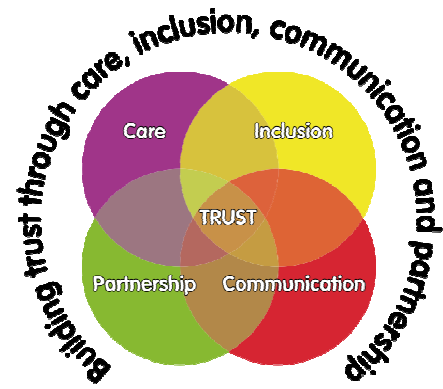
Statistics showing pressures impacting on individuals and families which have implications for attainment. Taken from DFE document 'Support and Aspiration: A new approach to Special Educational Needs and Disability

- Young people with SEN are twice as likely not to be in education, employment or training, and many young people with complex support needs find it hard to make a successful transition from school to an adult life with work, friendships, good health and independence. (paragraph 1)
- Children and young people who report being disabled are less likely to say that they are happy (59% compared with 67% of others), are worried about being bullied (38% compared with 25% of other children), less likely to say they have friends (59% compared with 92%)
- SEN status is the strongest predictor of a deterioration in wellbeing for boys and girls. (paragraph 57)
- Whilst the circumstances of children, young people and their parents differ greatly, from young people requiring a few adjustments in class, to children with life-limiting long-term conditions, families have many shared concerns. Parents often do not know where to turn for help and advice, this is particularly the case where a child relies on specialist services or equipment but also where just a few adjustments are needed, perhaps for a dyslexic child. (paragraph 7)
- The numbers of pupils with behavioural, emotional and social difficulties has increased by 23% between 2005 and 2010 (158,000 pupils);
the number of pupils with speech, language and communication needs has increased by 58%, to 113,000 pupils;
and the number of children with autistic spectrum disorder has increased by 61%, to 56,000 pupils (paragraph 37)

Rotherham Charter for Parent and Child Voice



- Compared with their peers, children and young people who are disabled or who have SEN are considerably more likely to be at risk of poorer outcomes. They are less likely to achieve well at school and are four times less likely to participate in higher education. Pupils with SEN are more than twice as likely to be eligible for free school meals than their peers; and pupils at School Action Plus are 20 times more likely to receive a permanent exclusion and seven times more likely to receive a fixed-period exclusion than pupils with no identified SEN. Looked after children are three-and-a-half times more likely to have SEN compared with all Children. (paragraph 47)
- Parents with disabled children have higher levels of stress and lower levels of wellbeing than parents with non-disabled children. = costs amount to around £5,600 per year per disabled child (made up of lost earnings, sick days, GP visits, residential care, foster care and family breakdown costs). (paragraph 53)
- Evidence suggests that pupils with SEN are less likely to achieve five or more A*–C grade GCSEs or equivalent (Level 2 qualification) by the age of 19. (paragraph 48)
- Men with between one and four GCSEs at A*–C are expected to earn around £85,000 more over their working lives than those who do not achieve any GCSEs at grades A*–C, for women this figure is £60,000. (paragraph 49)
- In 2008/09 – 64% of all permanently excluded pupils were pupils identified as having SEN without a statement and 8% were pupils with a statement of SEN estimated cost of lost lifetime future earnings as a result of exclusions is approx. £14,000 in 2005 prices. If wider costs are included, the estimated total cost to society of one exclusion is £64,000 (this includes estimated costs of lost earnings plus health, education, crime and social services costs). (paragraph 50)
- 15% of young offenders have a statement of SEN compared with approximately 3% of the general population. (paragraph 52)



Rotherham Charter for Parent and Child Voice

short breaks can provide a number of benefits to a disabled child and their family, and wider society, mostly through costs avoided. Research has estimated approximately £2,500 of economic benefits per year per disabled child from preventing lost earnings, sick days, GP visits, school costs for siblings, residential care, foster care and family breakdown. (paragraph 54)

Rotherham City Learning Centres

The City Learning Centres (CLC) have enjoyed great success over the last 6 years and continue to go from strength to strength. In order for us to sustain the development of the CLCs in terms of their course delivery, accreditation and overall status of a respected centre of excellence it has been necessary for us to extend our workspace in order to meet these ever growing demands.

In line with the CLC current ethos of providing innovative, cutting edge courses in an environment that not only enthuses and engages its learners but impresses them too, we developed a concept in partnership with professional architects to address the growing need for space.

The Curve at Rawmarsh CLC and the extension to Winterhill CLC offer a sympathetic design principle that provides an open learning and safe environment to engage learners of all ages. The buildings themselves encompass all aspects of a modern teaching space designed exclusively to mirror the innovation imparted to its learners. The 2 million pound investment has developed learning spaces that are a credit to Rotherham.

They are specialist centres, which will teach skills that may increase life choices for the community of Rotherham.

The Curve at Rawmarsh and the new facility at Winterhill incorporate a number of flexible working spaces, which are used for primary, secondary, post 16, adult community and business use. The new learning environments provide industry standard facilities. They offer appropriate spaces for additional and alternative accredited learning opportunities.

Rawmarsh City Learning Centre

- Green Screen Film Studio
- Photography Studio
- Animation Studio
- TV Studio/ Video edit suite
- Radio Station
- 3 ICT Suites Mac/PC
- 3D Projection and cinema screen
- Raked seating for lecture style training

Winterhill City Learning Centre

- Green Screen Film Studio
- Photography Studio
- Performance Studio
- Video Editing Suite
- Meeting Room
- Radio Station
- 3 ICT Suites Mac/PC
- Raked seating for lecture style training.

In more recent years the CLCs have become very much part of the School Effectiveness Service, working collaboratively to enhance teaching and learning through excellence in ICT. This partnership has produced many successes.

From September 2011 to February 2012 there have been over 9000 children, young people, teachers, education staff and adults engaged in a learning/training activity from over 68 Rotherham schools.

We aim to increase this engagement further by expanding the opportunities available and linking with colleagues from other areas of the service more closely.

We currently support and work collaboratively with; Primary, Secondary and Special Schools, Colleges, PRUs, Alternative Curriculum, Learning Support, Children's Festival, NQTs, Sheffield University and an offer of vocational qualifications.

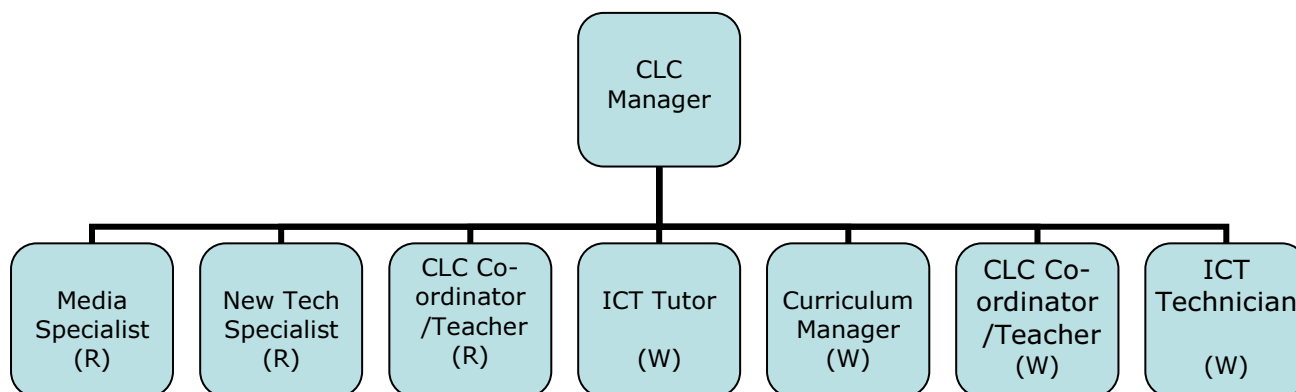
We also:

- Project manage the new Rotherham Connected Learning website
- Co-ordinate ICT Subject Leader meetings.
- Attend New Technologies Group
- Offer advice to schools and teachers
- CPD programme for teachers and associate professionals
- Provide online resources through the Rotherham Connected Learning website.
- Support the LA with bespoke projects such as Film creation, recent Family Recovery Programme film – The Edge

The 2 City Learning Centres have had 2 restructures since January 2011. The first resulted in the loss of 4 posts across the 2 centres. More recently the management structure has been reviewed and from 1st January 2012 there is only 1 manager in post who works across both centres.

The restructures have resulted in an annual saving of approximately £150,000.

Current Staff structure January 2012



The City Learning Centres at Rawmarsh and at Winterhill are well established digital learning centres. They have a reputation as centres of excellence, which goes beyond the boundaries of Rotherham.

The centres provide a range of creative opportunities for children and young people that many of their peers would never have. Rotherham, as an authority should be very proud of the centres and their achievements. It is important to the community of Rotherham Schools and to the deprived area of Rotherham to have facilities that are of such a high standard. Their existence displays an ongoing commitment from the CLCs and local authority to invest in technology in order to engage students of all ages in the learning process.

The centres provide outstanding, cutting edge learning spaces and creative technologies that are unique in the Yorkshire region. Together both facilities provide a comprehensive range of learning opportunities.

In the recent Ofsted report, ICT in schools 2008-2011 there are a number of good to outstanding examples of teaching using ICT. The majority of these examples incorporate software/hardware and teaching practice already found in the CLCs.