

## **Rotherham Schools Forum**

**Venue: Bailey House, Rawmarsh Date: Friday, 25 June 2010**  
**Road, Rotherham.**  
**Time: 8.30 a.m.**

### **A G E N D A**

1. Introductions
2. Apologies for Absence.
3. Minutes of the Previous Meeting held on 23rd April, 2010 (attached) (Pages 1 - 8)
4. Matters Arising from Previous Minutes
5. CRC Energy Efficiency Scheme (attached) (Pages 9 - 11)
6. Academies - Heads from DfE (attached) (Pages 12 - 15)
7. BSF Update (attached) (Page 16)
8. DCSF School Funding Consultation Response (attached) (Pages 17 - 41)
9. Summarised Children and Young People's Directorate Outturn 2009/2010 (All Wards)
10. Schools Balances 2009/10 (attached) (Page 42)
11. Improving Economy and Efficiency in Schools Action Plan (attached) (Pages 43 - 48)
12. Free School Meals Extension
13. Constitution and re-appointment of Members (attached) (Pages 49 - 52)
14. Dates and Times of Meetings for 2010/2011 (attached) (Page 53)

15. Any Other Business

16. Date and Time of next meeting

- 8<sup>th</sup> October 2010 at 8.30 am

**ROTHERHAM SCHOOLS FORUM  
FRIDAY, 23RD APRIL, 2010**

**Present:-** Geoff Jackson (in the Chair); Steve Clayton, Sarah Jackson, Val Broomhead, Peter Leach, Margaret Hague, Geoff Gillard, Ann Wood, Mick Hall, Lyndon Hall and Philip Robins.

In Attendance: David Ashmore, Ruth Bastin, Vera Njegic, Tom Ormerod and Graham Sinclair

**92. APOLOGIES FOR ABSENCE.**

Apologies for absence were received from Karen Borthwick, Mike Firth, Councillor Jane Havenhand, John Henderson, Russell Heritage, Ruth Johnson, Ann Jones, Dorothy Smith, David Sylvester, Councillor Simon Tweed and Julie Westwood.

**93. MINUTES OF THE PREVIOUS MEETING HELD ON 19TH MARCH 2010**

Agreed:- That the minutes of the previous meeting held on 19<sup>th</sup> March, 2010 be approved as a correct record.

**94. DCSF CONSULTATION ON THE FUTURE DISTRIBUTION OF SCHOOL FUNDING**

Consideration was given to a report presented by David Ashmore, Resources and Business Strategy Manager, concerning DCSF consultation on the future distribution of school funding.

It was a Government wish to return to a formula-based method of allocation of the Dedicated Schools Grant (DSG) in 2011, so that allocations better reflect actual characteristics of pupils.

The five elements of the formula would be:

- Basic entitlement for every pupil
- Additional money for pupils with Additional Educational Needs (AEN)
- Funding for provision for High Cost Pupils (HCP)
- A sparsity factor to support LA's to maintain small schools in sparsely populated areas
- An Area Cost Adjustment (ACA) for LA's who have higher labour costs.

Allocations would be calculated in four separate blocks and would be allocated on fixed annual Guaranteed Units of Funding per pupil for each year of the spending period for each LA.

- Early Years settings

- Reception to Year 6
- Year 7 to 11
- High Cost Pupils

There was also a proposal to introduce a Local Pupil Premium (LPP), in order to ensure that the very significant resources in the system for deprivation reach the pupils who need them.

The needs in individual schools were best assessed at local level, and therefore it was intended that money to schools continued to be distributed through LA's using their local formulae.

The future DSG was seen as:

- Dedicated Schools Grant
- School Development Grant (SDG)
- Schools Standards Grant (SSG)
- School Standards Grant Personalisation (SSG(P))
- School Lunch Grant
- Ethnic Minority Achievement Grant (EMAG)
- Extension of the Early Years Free Entitlement
- Extended Schools – Sustainability and Subsidy

There would be further proposals for a grant to support school improvement, which would be outside of the DSG funded by re-directing resources from the National Strategies and other central programmes.

Specialist school funding would continue to be allocated separately outside of the DSG.

Mainstreaming of grants would result in movements in funding so LA's would require local transitional arrangements, at least for 2011/12.

The Minimum Funding Guarantee (MFG) per pupil for schools would apply to a base that included both funding through the DSG and grants mainstreamed.

Forum Members were taken through the consultation paper and discussed issues in each of the 8 chapters.

- Chapter 1 – Towards a New Formula – formula principles and structure
- Chapter 2 – The Basic Entitlement
- Chapter 3 – Additional Educational Needs
- Chapter 4 – High Cost Pupils
- Chapter 5 – Sparsity
- Chapter 6 – Area Cost Adjustment
- Chapter 7 – Transitional Arrangements
- Chapter 8 – Further Considerations

- Academies
- 14-19 Funding
- Contingency Funding
- Service Children
- PFI Schemes
- Home Educated Children
- Other Children's Formulae

David confirmed that he would be drafting a response on behalf of the Authority and asked for any comments to be fed in to him via email by the end of May.

The DCSF had indicated that they would be publishing further consultation on proposals later in the year, in particular specifying which options they would choose for the various elements of the formula taking into account responses to this consultation.

Agreed:- (1) That the content of report be noted.

(2) That a response be prepared in respect of the consultation paper.

#### **95. CHILDREN AND YOUNG PEOPLE'S PLAN**

Consideration was given to a report presented by Ruth Bastin, Policy Planning and Research Manager relating to the Children and Young People's Plan 2010-2013, Consultation and Emerging Priorities.

The Children's Trust Board would publish a new Children and Young People's Plan (CYPP) which would replace the existing CYPP, which was due to run out June 2010. The new plan would continue to set the strategic priorities for the work of partners on the Children's Trust Board.

Members of the Forum noted that consultation had taken place in a number of ways, including face to face interviews and meetings, focus groups, local media and postal surveys. Participants were asked to choose five priorities from the seventeen priorities in the existing plan and to rank them in order of importance to them.

Although each individual's response to the existing priorities was different, a body of opinion formed behind five of the existing priorities:

- To improve the safety and security of vulnerable children and young people;
- To reduce the impact of Domestic Violence;
- To halt the rise in infant mortalities;
- To ensure that all children and young people have the opportunity to live healthy lifestyles;
- Ensuring higher quality education/learning for all children and young people

Featured in the plan were the “Four Big Things” which would guide our activity in the next three years. These were:

- Keeping Children and Young People Safe
- Prevention and Early Intervention
- Tackling Inequalities
- Transforming Rotherham Learning

Some areas of work which had emerged and would be highlighted in the new Children and Young People’s Plan were:

- Communication, language and learning
- Domestic abuse
- Looked After Children
- Obesity
- The 14-19 offer
- Post 16 options for young people with learning difficulties and disabilities
- Giving babies a healthy start
- Understanding and responding to the needs of migrant communities

Following a meeting of the Children’s Board on 21<sup>st</sup> April 2010, further discussions were now taking place with a view to removing “Obesity” and replacing it with “Alcohol Misuse”. Forum Members thought that substance misuse should be included alongside alcohol.

The purposes of these areas of focus was to draw attention to work that may need significant investment of resource, forensic attention and/or change management in order to change the direction of travel or significantly accelerate along a chosen path.

Agreed:- That the report be received.

## **96. LSC UPDATE**

David Ashmore, Resources and Business Strategy Manager gave an update in relation to transfer of responsibilities from the Learning Skills Council (LSC) to the Local Authority (LA) from 1<sup>st</sup> April 2010.

- The first payments to be issued from the LA to colleges and other providers had been completed on time and no issues reported.
- Staff Transfers had taken place with five former LSC staff now located within Children’s Services.
- A small number of posts from the LSC were operating at sub-regional level, ie Audit, Health and Safety. The Audit post was based in Barnsley and Health and Safety in Sheffield.

David confirmed that Mike Firth (YPLA) and Karen Borthwick would attend

a future meeting of the Forum to give further progress updates.

**97. LEGISLATION CHANGES (SCHOOLS FINANCE REGULATIONS 2010; SCHOOL BUDGET SHARES REGULATIONS 2010; SCHOOLS FORUM REGULATIONS 2010**

Consideration was given to a letter received from the DCSF concerning three sets of regulations which would be coming into force shortly in respect of:

- School Budget Shares (Prescribed Purposes)(England)(Amendment) Regulations 2010
- Schools Forum (England) Regulations 2010
- School Finance (England)(Amendment) Regulations 2010

The main points to note in these regulations were:

- Schools would be able to use their delegated budgets to contribute to pooled budgets and to the work of Children's Trust Boards
- Schools Forums must have Academies members if there was at least one Academy in their local authority's area
- All Schools Forums must have non-schools members
- Local authorities would be required to appoint a schools or Academy member if an election for such a member had failed to take place or an election had resulted in a tie
- Local authorities would be able to apply a lower weighting for dually registered pupils within their funding formula
- Local authorities must publish their Scheme for Funding Schools on a publicly available website and must make it clear when any revised version came into force.

David Ashmore reported that membership of the Forum would be considered at the next meeting, where all memberships would be renewed, including the inclusion of a new member to represent Academies with effect from September 2010.

Agreed:- (1) That the information be noted

(2) That a report be presented at the next meeting in respect of renewal of membership of the Schools Forum.

**98. SCHOOL BUDGETS 2010/11**

Vera Njelic, Principal Accountant (Schools) circulated a document which detailed current information relating to Schools Budgets for 2010/11.

She confirmed that the percentage increase per pupil was 3.15%. The allocation per pupil was £4,003 compared to £3,881 in 2009/10.

The overall ISB allocation for 2010/11 was £154,767,834, which was a

2.2% increase on the allocation for 2009/10.

Agreed:- That the information be received and noted.

**99. ROTHERHAM GRID FOR LEARNING CONTRACT AND PRICING 2010-2013**

Tom Ormerod, BSF ICT Project Manager gave an update in relation to the Rotherham Grid for Learning Contract and Pricing for 2010-13.

He confirmed that the grid was 6 years old and core infrastructure hardware was in need of replacing. As a result of this there would be increases in costs for schools. Tom used examples from Clifton Comprehensive and Dalton Listerdale to demonstrate the impact of the cost increases in each of the sectors. Two alternative methods of funding for schools were proposed.

- Higher costs in Year 1 to cover the capital investment required and reduced costs in Years 2 and beyond or
- Spreading of costs across 3 years which result in higher overall costs over the period but more manageable to schools

He outlined the improvements that would be made to the service, which included:

- Increased mail box sizes
- Filtering improved
- Cluster based provision

Forum Members questioned how value for money had been evaluated. Tom reported that two secondary schools had evaluated the service offering and could not obtain better pricing on a like for like service. Concerns were raised that this additional cost had only just been identified, as they had not been factored into schools budget planning. A suggestion was made that the request for payment be provided as two invoices, one for the payment relating to the infrastructure (capital) and the other for ongoing costs (revenue). This would give schools greater flexibility in how to pay for the service. It was agreed that this would be looked into as an option.

Agreed:- That a flat rate be applied over the next 3 years in respect of the cost of the Rotherham Grid for Learning.

**100. ANY OTHER BUSINESS**

FMSiS

Vera Njelic, Principal Accountant (Schools) reported that there were 10 schools who were still outstanding. Of these 8 had been assessed and been given conditional passes, one was yet to be assessed and the final



one was a school in special measures. A member of the finance team would be going out to assist the school in special measures to get ready for the assessment.

#### Carbon Reduction Commitment (CRC) Energy Efficiency Scheme

Vera Njelic circulated a document concerning the Carbon Reduction Commitment Energy Efficiency Scheme.

The CRC was a Government scheme managed via the Department of Energy and Climate Change (DECC) and the Environment Agency to incentivise energy efficiency by means of financial and reputational levers.

- It started in April 2010 with a reporting year only (Energy bills)
- From April 2011 LA purchase allowances @ £12 per tonne CO2 to cover the carbon the council emits through its energy consumption – This cannot be purchased from the school budget.
- Allowances are bought based on LA forecast for the year ahead
- Allowances money recycled back based on
  - Share of year 1 emissions adjusted by
  - League table performance for the year prior to the April allowances purchase
- Performance relative to base year is compared to all other participants
- Ranking in league table determines bonus or penalty
- CRC includes all maintained schools including the academy and VA schools
- The LA is known as the 'reasonable person' and each school known as an 'associated person'
- PFI schools where the operator pays the energy bill directly will not be part of the LA unless they control the PFI too
- Schools account for 50% of LA emissions on average
- LA can charge any loss attributable to schools to the schools budget either via centrally held expenditure or to individual schools via a formula factor

Rotherham had set up a CRC working group to ensure that the council proactively responds to this new obligation. The group consists of officers from Economic Development Services (EDS) and Financial Services (FS) directorates.

It was suggested that an officer from EDS be invited to attend the next meeting to give a more detailed explanation of how this would affect schools.

#### **101. DATE AND TIME OF NEXT MEETING**

Agreed:- That the next meeting be held on Friday 25<sup>th</sup> June 2010 at 8.30 am at Bailey House, Rawmarsh Road, Rotherham.



**Carbon Reduction Commitment (Energy Efficiency Scheme)****Rotherham MBC Schools Briefing Note 16 June 2010**

The Carbon Reduction Commitment Energy Efficiency Scheme (CRC) is a new statutory carbon dioxide emissions trading scheme for the UK, which will cover CO<sub>2</sub> emissions from large public and private sector organisations. Any organisation that used at least 6,000 MWh of half hourly electricity during 2008 must participate in the scheme. Approximately 5,000 organisations will be included in the CRC, including Rotherham MBC.

**CRC EES Outline of Annual Events**

- 1 April 2010 the CRC EEF starts with the first year used as preparation, monitoring and registration.
- 1 April 2011 CO<sub>2</sub> allowances are purchased at a fixed price of £12/tCO<sub>2</sub>, one allowance must be purchased for every tonne of CO<sub>2</sub> emitted (approximately 47,000 for RMBC).
- July 2011 – A CO<sub>2</sub> emissions report (footprint report) is submitted to the Environment Agency.
- July 2011 - surrender allowances equivalent to CO<sub>2</sub> emissions in footprint report.
- October 2011 - first reimbursement payment depending on the parameters and RMBC's position in the CRC league table.

The same process is repeated each year with the exception of one significant change in 2013

*April 2013 is the start of capped phase and restricted allowances on the market. The first capped phase begins and carbon allowances will be sold at a sealed auction in April 2013 of each year (and then each subsequent year to cover total projected emissions for each compliance year.*

A timeline for the CRC introductory phase is at Appendix A.

RMBC will have to register as a participant in CRC by September 2010.

***Registration will be carried out by the Property Environmental Team and will include all schools.***

RMBC will need to report emissions from all energy use (gas/oil/coal and electricity) every year (excluding transport) . Schools have a legal duty to supply accurate energy consumption data to RMBC annually to enable accurate reporting.

***The emissions report will include all school emissions.***

### Schools Included

All state-funded schools (including academies) will participate within the CRC under the umbrella of their local authority. In doing so, it is the carbon footprint of the local authority that will be legally and financially responsible for participation in the carbon reduction commitment scheme, rather than the individual schools. RMBC will be positioned within the carbon reduction commitment, rather than the individual schools.

RMBC obligations and duties include:

- Responsibility for calculating all local authority emissions including state funded schools and academies
- Purchasing allowances to cover the above emissions
- Monitoring and reporting annual energy consumption and surrendering allowances where appropriate
- Maintaining the evidence pack for auditing

Schools obligations and duties include:

- Supply the local authority with annual energy consumption data for all non-transport electricity and fuel consumption.

The CRC aims to increase energy management practice between local authorities and the schools that fall under their umbrella. RMBC will assist schools with resources and energy management advice so as to ensure lower carbon emissions and a higher place in the CRC league table. The benefits will include:

- Increased energy efficiency, reduced emissions and reduced costs of utilities for schools.
- Reduced emissions for RMBC as a whole and improved position in the CRC league table.
- Reduced financial impact of the CRC.

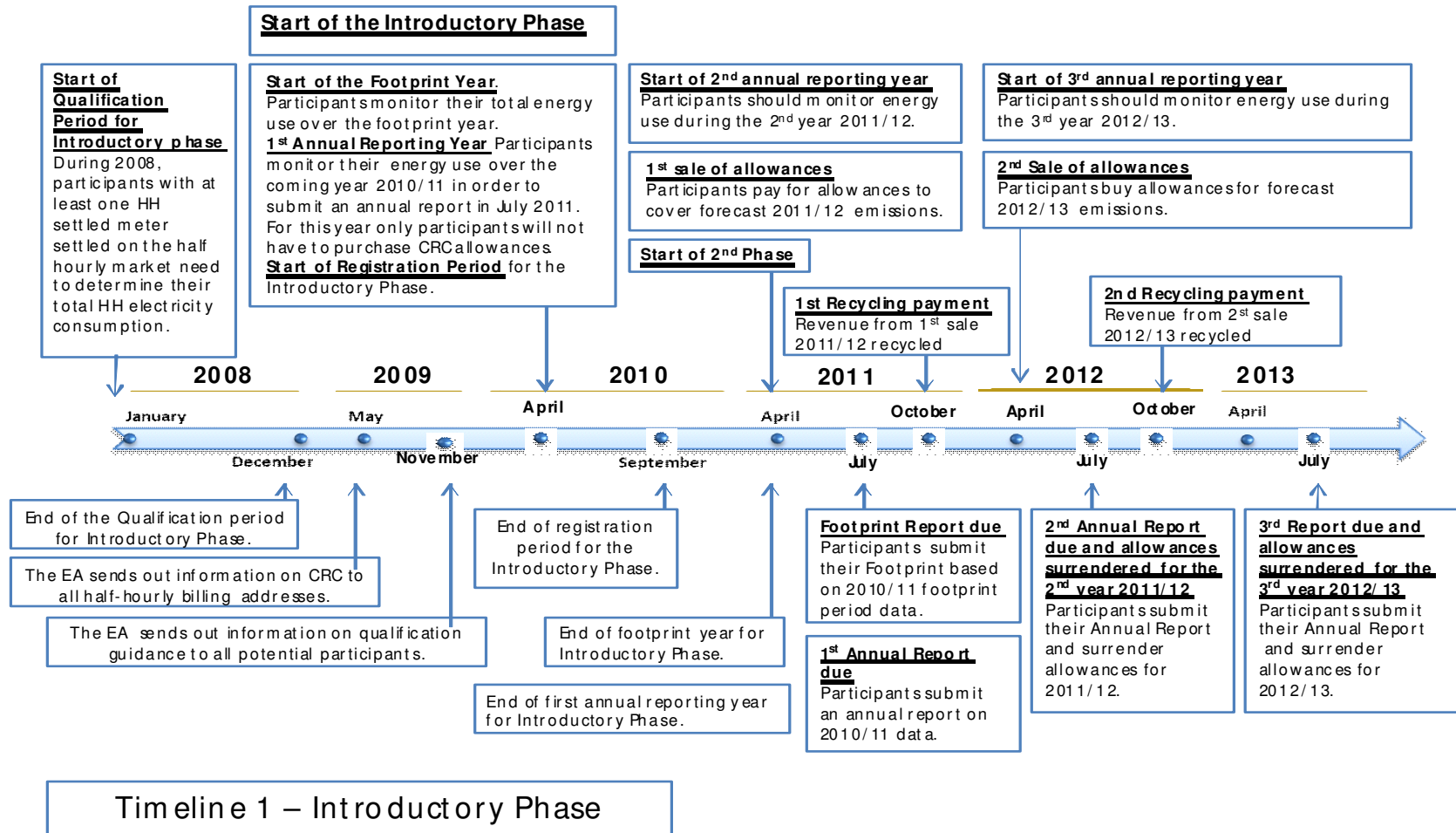
A RMBC Schools CRC league table will be produced and published each year to communicate the emissions and performance of RMBC Schools.

For further information or advice about the CRC EES or for advice about improving energy/water efficiency please contact:

David Rhodes (Corporate Environmental Manager) [david.rhodes@rotherham.gov.uk](mailto:david.rhodes@rotherham.gov.uk)

Steven Cope (Environmental Officer (energy)) [steven.cope@rotherham.gov.uk](mailto:steven.cope@rotherham.gov.uk)

# Carbon Reduction Commitment (CRC) Timeline





**Rt Hon Michael Gove MP**  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0870 0012345 [ministers@education.gsi.gov.uk](mailto:ministers@education.gsi.gov.uk)

26 May 2010

Dear colleague

I am humbled and delighted that the Prime Minister has appointed me Secretary of State for Education in the new coalition Government. Nothing is more important for our country than getting education right. Schools are where we introduce our children to the best that has been thought and written and education is the process by which we enable every child to take control of their destiny, and to become author of their own life story. That's why the first thing I want to do is to thank you for your work. Teaching is the most important profession in the life of our nation.

I am deeply grateful for everything the teaching profession has already achieved. But I want to go further, both in improving schools and closing the gap between the richest and the poorest. A key principle behind this partnership Government is trusting professionals. That is why this Government will give you more power and control and will trust you to get on with the job.

Your views are extremely important to me. I would welcome your thoughts on how you believe we can raise attainment, particularly for the poorest children, and how we might enhance the prestige and status of the teaching profession. If you would like to get in contact please contact me at [feedbacktoministers@education.gsi.gov.uk](mailto:feedbacktoministers@education.gsi.gov.uk)

Over the coming months our key priorities will include:

- reducing bureaucracy;
- giving teachers and heads more say over the curriculum;
- giving teachers and heads more power to ensure good behaviour; and
- giving all schools the opportunity to apply for Academy freedoms if they wish to do so.

The Queen's Speech yesterday was the first step in making these changes a reality. It set out our plans to open up the Academies programme to allow all primary, secondary and special schools to gain Academy status.

If you would like to register your interest in doing this or would like to find out more information please go to the Department for Education website [www.education.gov.uk/academies](http://www.education.gov.uk/academies).

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive style with a large initial 'M' and a long, sweeping tail.

MICHAEL GOVE



**Rt Hon Michael Gove MP**  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0870 0012345 [ministers@education.gsi.gov.uk](mailto:ministers@education.gsi.gov.uk)

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The Queen's Speech sets out our intention to allow more schools to benefit from Academy freedoms and our aim to open up the Academies programme to primary, secondary and special schools. We specifically want to provide opportunities for outstanding schools to open as Academies as early as September 2010.

As your school is currently rated outstanding by Ofsted this means it would automatically meet the criteria to apply for Academy status. I would like to take this opportunity to encourage you and your Governing Body to consider acquiring academy freedoms, which include:



- freedom from local authority control;
- ability to set your own pay and conditions for staff;
- freedom from following the national curriculum;
- ability to change the length of terms and school days;
- having greater control over school budgets; and
- freedom to spend the money the local authority currently spends on your behalf.

All schools acquiring these freedoms will be liberated from the bureaucracy which was attached to Academies from 2007.

If you are interested in taking up this opportunity or would like to find out more information please go to the Department for Education website [www.education.gov.uk/academies](http://www.education.gov.uk/academies) where you can register your school by the on-line registration form. Following registration you will be contacted by a member of staff from the Department with further guidance and support on the conversion process.

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive style with a large initial 'M' and a long, sweeping tail.

MICHAEL GOVE

**Schools Forum Meeting – 25th June, 2010****TRL/BSF Update**

- Outline Business Case approved as “robust” on 28th April, 2010.
- 2 bidders confirmed as Carillion and Henry Boot (the latter putting a consortium together with other partners)
- Publishing notice in the OJEU in the week beginning 21st June, 2010.
- PfS have confirmed Rotherham is to continue as normal – any review of BSF would be as part of the Comprehensive Spending Review in the autumn.
- Project Team now engaged with Phase 1 schools to prepare for competitive dialogue with the bidders starting in September 2010.
- Maximum number of bidders with whom we will be engaged is 3. After the first part of Dialogue, we will select 2 until we can select a Preferred Bidder.
- We are now looking to Financial Close in November 2012 with construction of the Phase 1 Schools being completed in the same timetable (September 2013 and January 2014) or one term later (January 2014 and April 2014). The Managed ICT service is likely to begin in September 2013.
- We have written to Caretaking and ICT colleagues in the Phase 1 Schools, confirming their pay, conditions of service, and pensions on TUPE. Also confirmed we would expect them to be working, as far as possible on the same sites.
- We have communicated to EDS that we will be also seeking a price for cleaning in the contract (PfS insisted on this) and we will be communicating further with them before July.
- As CYPS, we continue to commit ourselves to working through Learning Communities and Transforming Rotherham Learning is now at the heart of CYPS planning as one of the 4 big things.
- Communication on their own particular TRL/BSF scheme is being planned with each of the Phase 1 Learning Communities.
- Any further information, please do not hesitate to contact Graham Sinclair, BSF Programme Director, Telephone 01709 822648 or email; [graham.sinclair@rotherham.gov.uk](mailto:graham.sinclair@rotherham.gov.uk)

# The Future Distribution of School Funding

## Consultation Response Form

The closing date for this consultation is:

7 June 2010

Your comments must reach us by that date.

**THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online response facility available on the Department for Children, Schools and Families e-consultation website (<http://www.dcsf.gov.uk/consultations>).**

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

**Please tick if you want us to keep your response confidential.** ✓

Name David Ashmore

Organisation (if applicable) Rotherham Children and Young People's Services

Address: Norfolk House, Walker Place, Rotherham S65 1AS

If you have an enquiry related to the policy content of the consultation you can contact either

Juliet Yates on: Telephone: 020 7340 8313 e-mail: [juliet.yates@dcsf.gsi.gov.uk](mailto:juliet.yates@dcsf.gsi.gov.uk), or

Ian McVicar on: Telephone: 020 7340 7980 e-mail: [ian.mcvicar@dcsf.gsi.gov.uk](mailto:ian.mcvicar@dcsf.gsi.gov.uk)

If your enquiry is related to the DCSF e-consultation website or the consultation process in general, you can contact the Consultation Unit by e-mail:

[consultation.unit@dcsf.gsi.gov.uk](mailto:consultation.unit@dcsf.gsi.gov.uk), by Fax: 01928 794 311, or by telephone: 0870 000 2288.

Please tick the box that best describes you as a respondent.

|  |                                     |                                       |   |
|--|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> School              | <input checked="" type="checkbox"/> | Schools Forum                         | <input type="checkbox"/> Governor Association       |
| <input type="checkbox"/> Teacher             | <input type="checkbox"/>            | Local Authority Group                 | <input type="checkbox"/> Individual Local Authority |
| <input type="checkbox"/> Teacher Association | <input type="checkbox"/>            | Other Trade Union / Professional Body | <input type="checkbox"/> Early Years Setting        |
| <input type="checkbox"/> Campaign Group      | <input type="checkbox"/>            | Parent / Carer                        | <input type="checkbox"/> Other                      |

If 'Other' Please Specify:

**The principles underlying the new funding formula are: that it should meet the needs of the 21st Century School; that “fairness” does not mean that everyone will get the same; that needs in individual schools are best assessed at the local level; that differences in funding between local authorities must be justified using robust evidence; that a Local Pupil Premium should be used to distribute deprivation funding, and that there should be protections at school and local authority level to reduce the level of short term changes to the distribution.**

1. Do you agree with the principles we are applying to the formula?

|                              |   |      |                               |                                   |
|------------------------------|---|------|-------------------------------|-----------------------------------|
| <input type="checkbox"/> All | ✓ | Some | <input type="checkbox"/> None | <input type="checkbox"/> Not Sure |
|------------------------------|---|------|-------------------------------|-----------------------------------|

Comments:

If the Local Pupil Premium is to be funded from within the system, from where will it come? Is there a risk that we will simply be moving funding from other sources that also link to deprivation i.e. services for children with SEN.

**We intend to mainstream as many specific grants as possible into the DSG. At this stage we see the DSG as including: Dedicated Schools Grant (including London Pay Addition Grant); School Development Grant (Devolved) excluding Specialist Schools; School Standards Grant; School Standards Grant (Personalisation); School Lunch Grant; Ethnic Minority Achievement Grant; Extension of the Early Years Free Entitlement and Extended Schools – Sustainability and Subsidy.**

2. Do you agree with the proposals to mainstream the grants specified into DSG?

|   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

The proposal to merge a number of smaller grants into the DSG will help simplify the grant structure but also runs the risk in the short-term that schools will be unable to clearly identify targeted interventions and may see this as being less transparent. A case in point would be the mainstreaming of the Ethnic Minority Achievement Grant which has been used to support needs of pupils from underperforming ethnic groups and with English language needs. Additionally, the Schools Lunch Grant would continue to be crucial in providing an affordable and nutritious meal. If this is simply cut, it will erode all of the good work which has been done with schools in the last 5 years. Mainstreaming of grants may be perceived as a way of masking cuts in overall funding levels.

**We are clear that the elements of the formula will be: a basic entitlement; additional educational needs, including those associated with deprivation; high cost pupils; sparsity and an area cost adjustment.**

3. Do you agree with the proposed elements of the formula?

|   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:



The basic entitlement is intended to cover the general costs of running schools - notionally just less than three quarters of the current DSG allocation. There are two approaches to calculating the basic unit of funding per pupil: a judgemental approach – in which the funding is based on an assessment about how best to divide up the overall sum planned by the Government into its main formula components, or a bottom-up approach – in which the funding is based on an assessment of how much a school needs to spend to provide education for pupils before any adjustments are made, known as activity-led funding (ALF).

4. Which methodology for calculating the basic entitlement do you consider would enable the fairest and most practical distribution of funding?

|                                      |  |                                   |
|--------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Judgemental | <input checked="" type="checkbox"/> Activity-led Funding | <input type="checkbox"/> Not Sure |
|--------------------------------------|--|-----------------------------------|

Comments:

The activity-led model appears to offer a consistent approach across all local authority areas, about what activities are intended to be affordable within the basic entitlement. Consideration will need to be given to the different resource requirements at each Key Stage.

The activity-led model inevitably describes one pattern of expenditure, which is unlikely to match any specific school's current pattern. The credibility of a 'should cost' data driven approach as opposed to a 'does cost' will be an area of contention and it is important that there is a sufficiently high level of detail of the data underpinning the model. It is important for all stakeholders to be assured that actual data is driving the model rather than a series of assumptions. The ALF model could lead to schools to making decisions to 'fit the pattern' rather than to make judgements based on their own local circumstances.

Any rebasing of funding between authorities will create significant additional tensions in an already uncertain climate of change. Equally, any scaling of funding for affordability reasons totally undermines the process.

**Our proposed methodology for distributing AEN funding is to make an assessment of the national incidence of additional educational needs and, because we have no way of knowing exactly where each pupil with additional educational needs is located, to use proxy indicators to assess the likely incidence of these needs in each local authority. We propose to distribute funding using carefully chosen indicators that are associated with the individual need types identified in the PricewaterhouseCoopers survey.**

5. Do you agree with the proposed methodology for distributing money for additional educational needs?

|                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Sure |
|------------------------------|-----------------------------|--|

Comments:

Schools are more aware of the broader range of indicators now available as alternatives to FSM and generally welcome the rationale for using a broader base. However, concerns remain regarding the reliability of some of the broader indicators owing to time-lag between data collection points and actual usage, with data often being several years out of date. The strong correlation of FSM entitlement to incidence of AEN/SEN as found through the PWC research, suggests that FSM still remains a valid and suitable proxy.

The use and balance of the proxy indicators has to be trusted to the research commissioned from Price Waterhouse Coopers.

Within the distribution mechanism we have identified five options for the indicators to be used for distributing deprivation funding. These are:

**Option 1 Out of Work Tax Credit Indicator**

**Option 2 Free School Meals (FSM)**

**Option 3 Child Poverty Measure**

**Option 4 Average IDACI (Income Deprivation Affecting Children Index) score of pupils educated within the local authority**

**Option 5 FSM with the additional 500,000 pupils in most deprived areas by the IDACI score not on FSM**

6. Which is your preferred indicator for distributing money via deprivation? Why?

|                            |     |                            |     |                            |
|----------------------------|-----|----------------------------|-----|----------------------------|
| <input type="checkbox"/> 1 | ✓ 2 | <input type="checkbox"/> 3 | ✓ 4 | <input type="checkbox"/> 5 |
|----------------------------|-----|----------------------------|-----|----------------------------|

Why?

The fieldwork conducted indicated that FSM entitlement was the most highly correlated measure with the incidence of AEN/SEN and it is also an indicator that schools/governors understand.

Similarly the IDACI score is one that is growing in familiarity and although the accuracy of this data is sometimes called into question, the strong correlation found through the PWC research, suggests it may also be suitable.

It is important that the data used is reliable and remains current if it is to be regarded as truly reflective of local circumstances and changes occurring therein.

In the consultation document we have linked the non-high cost AEN need types to what we consider to be the most appropriate distribution indicator. This results in 49.5 per cent of AEN funding being distributed via a deprivation indicator, 24.6 per cent is distributed via underperforming groups, 13.5 per cent via English as an Additional Language and 12.4 per cent via a flat per pupil rate.

7. Do you agree with the indicators, other than for deprivation, that we have proposed for each need?

|                                     |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All                                 | Some                     | None                     | Not Sure                 |

Comments:

**To ensure the funding to support schools to meet the needs of deprived children is clearly identified and responsive to where these children are, the Government will require all local authorities to operate a Local Pupil Premium from 2012-13 onwards. This means that an amount of money in a school's delegated budget must relate directly and explicitly to deprived pupils within the school, and should move around the system as necessary. Such a Local Pupil Premium would mean that if a school recruits a larger number of deprived pupils, they can see that they will get additional funds, which will be reflected in their budget.**

8. Will the Local Pupil Premium mechanism help funding to be more responsive to changes in pupil characteristics?

|                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Sure |
|------------------------------|-----------------------------|--|

Comments:

Individual schools can currently see the level of funding they attract owing to the number and levels of deprivation as measured through FSM and IMD indices. It is unclear what 'extra' a Local Pupil Premium brings to our current allocation process and levels of transparency. There is still no guarantee with a Local Pupil Premium, that schools receiving deprivation funding will specifically target this towards deprived pupils. The Government's concern that local authorities 'flatten' deprivation funding at a local level could still hold true at school level.

**The Government believes that local authorities and schools are in a far better position than central Government to assess the levels of need within individual schools. Local authorities will have the freedom to agree with their Schools Forums how to operate a local pupil premium, rather than a process being mandated nationally. Local authorities will want to develop different systems depending on their local circumstances, and we will look to provide best practice as systems develop.**

9. Is it right that local authorities should each develop their own pupil premium mechanism?

|   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

Different authorities are likely to exhibit different patterns of deprivation within their respective boundaries so need the ability to apply funding accordingly.

**We propose to use the same approach for the allocation of funding for the high cost pupil block to that proposed for the allocation of AEN funding – namely that based on the pupil need types identified in PwC school survey, but using the specific data for high cost pupils, and identifying the most appropriate distribution mechanism for allocating resources to local authorities for these need types. The effect of the formula is to distribute 14 per cent of the high cost pupils block via deprivation, 50 per cent distributed via a flat per pupil rate, 33 per cent distributed via a measure of those pupils not achieving higher than Level 2 at Key Stage 2, 2 per cent via the take-up of Disability Living Allowance and 1 per cent via English as an Additional Language.**

10. Do you agree with the methodology for distributing money for High Cost Pupils?

|                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Sure |
|------------------------------|-----------------------------|--|

Comments:

The approach seems reasonable. We would question the distribution percentages however and consider that a larger proportion be distributed according to deprivation and achievement levels with less based on a flat per pupil rate.

In respect of the 'need incidences' the % attributable to Communication and Interaction (18%) seems low based on our local needs and the increase in ASD pupils and associated costs.

Consideration also should be given to how the numbers and needs of Looked After Children are factored in to the allocations process and also those in Early Years where higher levels of support are required.

As a general point from a local perspective:- the numbers of high cost pupils in mainstream settings is rising as are the costs of those pupils.

**For sparsity funding we propose to use the home postcode data collected in the annual school censuses; these are collected annually and, as a pupil census, would more accurately reflect the sparsity of the pupil population. We also propose to use the Middle Super Output Area to provide a replacement to the ward geography, providing a comparable number of geographic units to that of wards**

11. Do you agree that the school censuses and Middle Super Output Area are the right data source and geography to use to assess the sparsity of an area?

|                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Sure |
|------------------------------|-----------------------------|--|

Comments:

Use of the home postcode seems a better option to census data collected every ten years.  
With regards to Middle Super Output Areas, the terminology and concept is too confusing to formulate a judgement.



Two options are proposed for calculating the sparsity factor – broad and narrow. The broad option would, at current figures, result in 104 local authorities receiving additional money for sparsity, with 1.07 million pupils deemed sparse or super-sparse. An alternative, narrow, option would mean that around 300,000 pupils are deemed sparse or super-sparse, a number similar to the 280,000 pupils who currently attend small (<150FTEs) rural primary schools. Under these altered thresholds 66 authorities would receive sparsity money, enabling us to increase the unit cost for each sparse pupil.

12. Which method for calculating the sparsity factor do you think will best enable additional funding to reach those local authorities that need to maintain small schools – the broad or narrow option?

|   |                                 |                                   |
|---|---------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Broad | <input type="checkbox"/> Narrow | <input type="checkbox"/> Not Sure |
|---|---------------------------------|-----------------------------------|

Comments:

All authorities that serve sparse areas should receive a proportionate level of funding.

The case for a sparsity factor for small secondary schools was considered, having regard to:

- Whether there are enough small secondary schools to warrant a dedicated sparsity factor and whether their occurrence can be predicted by a sparsity measure;
- Whether or not small secondary schools require more teachers per pupil than other schools; and
- If not, whether that means that small secondary schools are unable to deliver sufficient choice in the KS4 curriculum.

No robust link was found between small schools (below 600 FTE) and sparsity. No evidence was found that small secondary schools have disproportionately more teachers than other schools. And an analysis of the number of subjects on offer at each school showed a very wide variation in the number of subjects available in schools of similar sizes. This suggests that the need for a secondary sparsity factor has not been proven.

13. Do you agree that there should not be a secondary sparsity factor?

|   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

The Area Cost Adjustment (ACA) reflects the need for schools in some areas to pay higher salaries and to pay more to recruit and retain staff. Two options are proposed for reflecting area cost differences for education: the general labour market (GLM) approach and a hybrid approach. The latter is based on the specific pay costs of teachers, details of which are available, and the GLM approach for the elements of staff costs where details are not available.

14. Which is the fairest method of applying the Area Cost Adjustment?

|                              |   |                                 |                                   |
|------------------------------|---|---------------------------------|-----------------------------------|
| <input type="checkbox"/> GLM | ✓ | <input type="checkbox"/> Hybrid | <input type="checkbox"/> Not Sure |
|------------------------------|---|---------------------------------|-----------------------------------|

Comments:

We do not see a direct correlation between the LA/schools competing with other employers in the private sector to recruit and retain staff. The specialist nature of the teaching profession does not make it easy to be compared with the general labour market conditions.

The hybrid approach appears to be the better option, as it incorporates the direct financial costs of teachers.

**As we are mainstreaming specific grants into the DSG we propose having a single set of transitional arrangements that applies to a baseline incorporating both the DSG and those grants. As the approach is likely to require local authorities to revise their formulae and as timing is tight to do this for 2011-12 we propose to amend the School Finance Regulations to enable local authorities to include previous specific grant payments as formula factors for 2011-13.**

15. Do you support our plans for the transitional arrangements for mainstreaming grants?

|   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

Transitional arrangements are critical to protect authorities from any significant distributional changes arising from the new funding arrangements.

**In order to protect local authorities from significant potential losses in the formula, we intend to have a per pupil cash floor which will be set above the level of the Minimum Funding Guarantee. This floor will need to be paid for by either a ceiling on large increases the formula generates for some authorities or by reducing the allocation to all other non-floor authorities (or a combination of the two).**

16. Should floors be paid for by all local authorities or just the largest gaining authorities?

|   |  |                                   |
|---|--|-----------------------------------|
| <input checked="" type="checkbox"/> All Authorities | <input type="checkbox"/> Largest Gaining Authorities | <input type="checkbox"/> Not Sure |
|---|--|-----------------------------------|

Comments:

To protect some authorities from significant potential losses, it would be fairest to have the floor paid by all local authorities.

**We have said that we will take this opportunity to consider if the operation of the Minimum Funding Guarantee can be improved.**

17. Have you any suggestions as to how the Minimum Funding Guarantee could be improved?

Yes

No

Not Sure

Comments:

The continuation of MFG in slower growth period must be seriously considered as this could use up all real terms growth and more and could put considerable pressure on councils as the cost of the MFG could be more than the funding available within the DSG.

**In 2008 we introduced the Exceptional Circumstances Grant (ECG). Its purpose was to assist local authorities who experience:**

- significant growth in the number of pupils between the January school census and the start of the academic year; or
- significant growth over the spending period in the number of pupils with English as an Additional Language.

This grant is funded from the overall DSG settlement. In 2008-09 and 2009-10, no authorities received ECG for a general increase in pupil numbers, although several have received funding for increases in the proportion of pupils with EAL. We are seeking views on whether there is a case for a similar arrangement from 2011, funded from the DSG, and if so how it should operate and what circumstances should be covered.

18. If a contingency arrangement for local authorities is to continue, funded from the DSG, what areas should it cover and what should the criteria be for triggering eligibility?

Comments:

It seems pointless for the triggers for Exceptional Circumstances Grant to be set at levels for which any authority is highly unlikely to reach i.e. an increase in overall pupil numbers above 2.5% between the January and autumn censuses.

It would seem reasonable that contingency funding remains available for increases in the proportion of pupils with EAL.

Consideration should also be given to individual schools that are subject to a significant influx of EU Migrant Workers children which affects the school's stability, standards and sustainability. Pupil numbers in isolation do not reflect the transient nature of such children and the challenges faced.

The review considered whether there is evidence that children of parents from the Armed Services are underachieving and need additional support. Evidence shows that such children do well compared to their non-Service children peers and this does not suggest the need to make specific provision for Service children in the DSG formula to support underachievement.

**We consider there is a case for additional support for schools which traditionally cater for Service families, mainly those located near armed service establishments. Such schools are prone to pupil number fluctuations and therefore funding due to troop movements, which can affect their stability and sustainability. We are considering whether to allow local authorities with such schools to make a claim for additional pupils to be counted for DSG purposes where numbers have fallen significantly from one year to the next as a result of armed forces movements. These claims would be made directly to the Department and would be considered individually on their merits.**

19. Do you support our proposals for Service children?

|                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Not Sure |
|------------------------------|-----------------------------|--|

Comments:

If the evidence is that children of parents from the Armed Services do well compared to their non-Service children peers, it does not suggest the need to make specific provision to support underachievement.

However, the Department should not put the onus of making such a decision on those authorities that are unaffected by such issues and therefore are not in a position to understand the issues fully and contribute appropriately. It would seem reasonable that the Department establishes a system which is able to consider claims on their merits.



20. Have you any further comments?

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply X**

Here at the Department for Children, Schools and Families we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

|                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

All DCSF public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DCSF consultations are conducted, please contact Donna Harrison, DCSF Consultation Co-ordinator, tel: 01928 794304 / email: [donna.harrison@dcsf.gsi.gov.uk](mailto:donna.harrison@dcsf.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 7 June 2010

Send by post to:

Ian McVicar  
SFTU  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Send by e-mail to: [dsg.consultation@dcsg.gov.uk](mailto:dsg.consultation@dcsg.gov.uk)

## SCHOOL BALANCES

## Children and Young People's Services

MOVEMENTS IN SCHOOLS DELEGATED BUDGETS AND DECLARED SAVINGS  
BALANCES 2009/10 TO 2010/11Delegated Budget

| Sector                   | Bal B/F to<br>2009/10<br>£ | In-Year<br>Change<br>£ | Bal C/F to<br>2010/11<br>£ | %<br>Change<br>£ |
|--------------------------|----------------------------|------------------------|----------------------------|------------------|
| Primary Schools          | 3,190,454                  | -858,895               | 2,331,559                  | -26.9%           |
| Secondary Schools        | 1,360,699                  | -369,807               | 990,892                    | -27.2%           |
| Special Schools          | 223,461                    | -26,060                | 197,401                    | -11.7%           |
| Early Excellence Centres | 138,099                    | -40,741                | 97,358                     | -29.5%           |
| <b>Total</b>             | <b>4,912,713</b>           | <b>-1,295,503</b>      | <b>3,617,210</b>           | <b>-26.4%</b>    |

Declared Savings

| Sector                   | Bal B/F to<br>2009/10<br>£ | In-Year<br>Change<br>£ | Bal C/F to<br>2010/11<br>£ | %<br>Change<br>£ |
|--------------------------|----------------------------|------------------------|----------------------------|------------------|
| Primary Schools          | 443,806                    | -182,875               | 260,931                    | -41.2%           |
| Secondary Schools        | 1,820                      | -1,068                 | 752                        | -58.7%           |
| Special Schools          | 165,300                    | -24,556                | 140,744                    | -14.9%           |
| Early Excellence Centres | 2,671                      | -945                   | 1,726                      | -35.4%           |
| <b>Total</b>             | <b>613,597</b>             | <b>-209,444</b>        | <b>404,153</b>             | <b>-34.1%</b>    |

0

Combined Overall Balances

| Sector                   | Bal B/F to<br>2009/10<br>£ | In-Year<br>Change<br>£ | Bal C/F to<br>2010/11<br>£ | %<br>Change<br>£ |
|--------------------------|----------------------------|------------------------|----------------------------|------------------|
| Primary Schools          | 3,634,260                  | -1,041,770             | 2,592,490                  | -28.7%           |
| Secondary Schools        | 1,362,519                  | -370,875               | 991,644                    | -27.2%           |
| Special Schools          | 388,761                    | -50,616                | 338,145                    | -13.0%           |
| Early Excellence Centres | 140,770                    | -41,686                | 99,084                     | -29.6%           |
| <b>Total</b>             | <b>5,526,310</b>           | <b>-1,504,947</b>      | <b>4,021,363</b>           | <b>-27.2%</b>    |

**Audit Commission Report – ‘Valuable Lessons’, July 2009.**

In July 2009, the Audit Commission published a report ‘Valuable Lessons’ regarding improving economy and efficiency in schools. The report was the conclusion of Audit Commission research undertaken during the autumn term of 2008, which included documentary analysis, data collection and semi-structured interviews in a sample of 23 case study schools, in seven council areas.

An action plan was produced to review the three key areas of school support where the Audit Commission believed could be strengthened:

**Financial support**

- availability and quality; and
- national benchmarking.

**Staffing and purchasing in schools**

- procurement and traded services; and
- collaboration between schools on purchasing and staffing.

**Accountability for value for money**

- school improvement partners (SIPs);
- internal audit; and
- governor support.

**New Government**

The Government has announced that frontline funding to schools will be protected, and money allocated to individual school budgets for 2010-11 will not be affected by the Government’s proposed budget reductions. However, it has also been announced that efficiency savings are expected of schools and it is therefore critical that schools continue to offer good value for money through a range of measures including procurement and workforce deployment.

Action Plan Update – June 2010

| Audit Commission recommendation  | RMBC Action  | Progress  | When  |
|--|--|---|---|
| <p><b>Financial support</b></p> <p>1. Offer resource management and value for money training to schools as part of the council's financial package, targeting those with limited capacity;</p> | <p>Support schools to achieve FMSiS – that shows that a school is financially well managed.</p>                                | <p>Schools Finance Team and Internal Audit have supported schools preparation and performance of the FMSiS assessment. As at 25<sup>th</sup> May 2010, the only school outstanding is Maltby Redwood for which the assessment is taking place on 26/27 May.</p> <p>Schools Finance Team and CYPS continue to encourage and advocate schools' use of DCSF national CFR benchmarking data as well as local benchmarking data provided via the Council's Intranet.</p> | <p>On target to meet DCSF deadline</p> <p>Ongoing</p> |
| <p>2. Align and share knowledge between finance and service improvement teams to improve schools' experience</p>   | <p>Undertake an analysis of staffing costs in each school and share findings with School Improvement Partners and National</p> | <p>Schools Finance Team produced analysis on secondary schools in July</p>  |   |

|   |  |  |  |
|---|--|--|--|
| of these services.  | <p>Challenge Advisers for school leadership dialogue and challenge.</p> <p>Encourage schools to use the Audit Commission tool to help schools cost workforce expenditure and compare this with performance.</p> <p>Engage School Improvement Partners in challenge to schools on surplus balances.</p> | <p>2009. Analysis in 2010 to cover Primary and Special Schools also.</p> <p>Online system applicable only to Secondary Schools – bugs in system. Awaiting feedback from Audit Commission on current usage in Rotherham Schools.</p> <p>Surplus Balance data shared with School Effectiveness Service. Clawback of balances applied to 7 schools for 2008/09. No schools exceeding DCSF thresholds for 2009/10.</p> | <p>July 2010</p> <p>June 2010</p> <p>Ongoing monitoring of school balances</p> |
| <p><b>Staffing and purchasing in schools</b></p> <p>3. Raise schools' awareness of high quality alternative providers of traded services, including them in any portfolio of traded services;</p> | <p>Liaise with DCSF Regional Education Procurement Centre (EPC) to identify quality assured providers of traded services in Y&amp;H region and include on Rotherham's Portfolio of Services to schools.</p>  | <p>To be implemented subject to outcome of the Pilot that is currently in operation.</p>   | <p>Oct 2010</p>  |
| <p>4. Identify schools spending more than others on items of procurement and support them to find savings;</p>  | <p>Undertake an analysis of schools spend on standard items.</p>   | <p>Schools to use RMBC benchmarking site for comparisons with other schools expenditure.</p>   | <p>Ongoing</p>   |

|   |   |   |  |
|---|---|---|--|
|   | Engage RBT and DCSF (EPC) to support with more complex/high value procurement items i.e.photocopier leases.   | Schools to undertake in discussion with DCSF 'OPEN' reps and RBT as appropriate.  |  |
| 5. Ensure that schools use electronic procurement systems to minimise purchasing costs; and | Demo of DCSF 'Open' system to LA undertaken<br>Demo of DCSF 'Open' system to schools undertaken 19/11/2009 (47 schools attended)<br>Pilot 'OPEN' system with schools      | To date 40 plus schools (DCSF yet to confirm figure) are using OPEN.<br><br>Schools informed of availability of Government Procurement cards / Business cards to enable schools to purchase online from suppliers to help achieve VFM where invoicing is not possible e.g Asda, Amazon                        | Ongoing                                    |
| 6. Encourage schools to collaborate on purchasing to benefit from economies of scale.       | Identify if DCSF 'Open' system offers enhanced opportunities.<br>Raise awareness of Headteachers; Business Managers in schools.<br>Consider pooled budgets in TRL vision. | Schools made aware, via finance cluster meetings and the Schools Finance Team newsletter of the free VFM consultancy offered by Avail and the Buyways e-learning resource on schools procurement.<br>SFT are to set up meetings with the cluster groups and Avail.<br>SFT have a meeting arranged with a DCSF | May 2010<br><br>June 2010<br><br>June 2010 |



|  |  |   |   |
|--|--|---|---|
|  |  | rep regarding further training and advice available on procurement.   |   |
| <b>Accountability for value for money</b>  |  |   |   |
| 7. Ensure that internal audit provides assurance to governing bodies and councils on questions of resource management and recommends value for money improvements as a matter of course; | Ensure that Internal Audit challenge on vfm is sufficiently robust and recommendations reported through the LA and Governing Bodies, including any highlighted areas of best practice. | <p>CYPS and Internal Audit have a risk based approach to the audit of school provision.</p> <ul style="list-style-type: none"> <li>- Rolling programme</li> <li>- Headteacher changes</li> <li>- Identified risks i.e. budget issues.</li> </ul> <p>CYPS and Internal Audit jointly agree the Audit Plan each year based on a review of the revenue budget book and other sources of information such as risk registers, service plans etc.</p> <p>Review meetings are held between CYPS/Internal Audit on a bi-monthly basis. Quarterly reporting to CYPS DLT commenced in April 2010.</p> | <p>HT changes notified via SES</p> <p>2010/11 Plan agreed</p> <p>April; June</p> <p>Internal Audit report</p> |
| 8. Ensure that SIPs consider resource  | To review the flow of financial information to   | School Balances data  | Completed   |

|  |   |  |  |
|--|---|--|--|
| deployment as part of their role. Councils may need to provide further training to SIPs to support them  | SIPs, ensuring it is fit for purpose under their new role definitions – summary reports.                      | shared with SIPs. Comparison of schools own outturn forecasts from December 2009 made with actual outturns.  | Completed  |
|  | To raise awareness of specific budget issues through the Schools of Concern meeting (surpluses and deficits). | Resource & Business Mgr and SFT attend Schools of Concern meeting.   | Ongoing  |
|  | To add qualitative school financial performance to existing benchmarking data.                                | Review of appropriate measures being undertaken i.e. attainment data; SES interventions; relevant ratio analysis.  | July 2010  |
| 9. Ensure that accessible financial training is available for all governing bodies. Training should cover value for money, and the links between finance and school performance. | Governor Support Service to review training package.  | Training for Governors delivered as part of SFT SLA. Training delivered to local clusters of schools upon request. Advertising of training course to be included in revised Governor Support Service Prospectus. | Termly:-<br>Feb 2010<br>June 2010<br><br>Autumn<br>Term 2010 |

**MEMBERSHIP, CONSTITUTION AND TERMS OF REFERENCE  
OF THE ROTHERHAM SCHOOLS FORUM**

**Membership and Constitution**

1. The membership of the Rotherham Schools Forum shall represent and consist of :-
  - (a) 2 Special School Representatives (one Head Teacher and one School Governor)
  - (b) 8 Primary School Representatives (six Head Teachers and two School Governors)
  - (c) 6 Secondary School Representatives (four Head Teachers and two School Governors)

The Primary and Secondary School Head Teacher Representatives should be elected on a geographic basis, if possible.

- (d) 4 non school members : Early Years Child Care & Development Partnership  
1 Diocesan Representative  
1 Teacher Union Representative  
1 Non Teacher Union Representative

Additionally, the following will be invited to all meetings :-

- (e) 2 Observers : Learning and Skills Council Representative.  
: Representative for.....
  - (f) 6 Ex-Officio : Lifelong Learning Cabinet Member and Advisers (2)  
Leader  
Chief Executive  
Executive Director, Children and Young People's Services
2. If a member of the Schools Forum is not able to attend, a named substitute may attend. Any member who cannot attend should arrange for an alternative to attend, but the alternate must fulfil the qualifications for membership.
  3. The term of office for members of the Schools Forum will be a maximum of three years, subject to them remaining eligible. A member may resign from membership of the Schools Forum at any time, and is required to leave if he or she ceases to be eligible (see guidance). Any individual member who fails to attend three consecutive meetings of a Schools Forum unless an alternate attended on his or her behalf, should resign.

4. After their term of appointment comes to an end, individuals may choose to stand down, or opt to stand for re-election along with any others who may wish to put their name forward.
5. The Chairman and Vice-Chairman (commencing May) shall be appointed annually.
6. The Committee shall meet as and when required with a minimum of 3 per year and have regard to the timetable for the budget making process; this will usually mean once per term, although it may be necessary to have at least two in the Autumn term.
7. The quorum of the Schools Forum shall be 40% of the total membership ( i.e. 8).

## **Functions**

### **A. Consultation on school funding formula**

(i) The authority shall consult the forum on :-

(a) any proposed changes in relation to the factors and criteria that were taken into account, or the methods, principles and rules that have been adopted, in their formula made in accordance with regulations made under section 47 of the School Standards and Framework Act 1998, and

(b) the financial effect of any such change.

(ii) Consultation under paragraph (i) shall take place in sufficient time to allow the views expressed to be taken into account in the determination of the relevant authority's formula and in the initial determination of schools' budget shares before the beginning of the financial year.

### **B. Consultation on contracts**

The relevant authority shall at least one month prior to the issue of invitations to tender consult the forum on the terms of any proposed contract for supplies or services being a contract paid or to be paid out of the relevant authority's schools budget where either

(a) the estimated value of the proposed public services contract is not less than the specific threshold which applies to the authority in pursuance of Regulation 7(1) of the Public Services Contracts Regulations 1993(c); or

(b) the estimated value of the proposed public supply contract is not less than the specific threshold which applies to the authority in pursuance of Regulation 7(2) of the Public Supply Contracts Regulations 1995(d).

### **C. Consultation on financial issues**

(i) The authority shall consult the forum annually in respect of the authority's functions relating to the schools budget, in connection with the following :

- (a) the arrangements to be made for the education of pupils with special educational needs;
- (b) arrangements for the use of pupil referral units and the education of children otherwise than at school;
- (c) arrangements for early years education;
- (d) arrangements for insurance;
- (e) prospective revisions to the relevant authority's scheme for the financing of schools;
- (f) administrative arrangements for the allocation of central government grants paid to schools via the relevant authority; and
- (g) arrangements for free school meals.

(ii) The authority may consult the forum on such other matters concerning the funding of schools as it sees fit.

#### D. Provision of account to schools

The forum shall, as soon as reasonably possible, inform the governing bodies of schools maintained by the relevant authority of all consultations carried out under this part of these regulations.

#### **Conduct of Business**

1. An agenda, together with supporting documents, shall be issued by the Secretary (Corporate Services) at least seven days prior to meetings.
2. All meetings of the Schools Forum shall be open to the Press and Public.
3. The names of members attending the Schools Forum shall be recorded in the minutes and minutes of the proceedings shall be drawn up by the Secretary.
4. The minutes of the Schools Forum shall be reported to all schools and to the Cabinet Member for Lifelong Learning.
5. Each member (this excludes observers and ex-officio invitees) will be entitled to vote when necessary.
6. Should it be necessary to have sub-committees or working groups in order to deal with business, the Forum shall appoint them as required and determine their terms of reference, all recommendations from them to be referred to the Forum meeting as a whole.

7. Members of the Schools Forum should declare an interest in any specific proposal which directly affects their school or in which they might have a pecuniary interest eg. when the Forum is considering matters relating to service contracts.

**Charging of expenses**

All reasonable expenses of the forum and its members shall be met by the authority, and charged to the schools budget.

**Rotherham Metropolitan Borough Council****Rotherham Schools Forum Meetings 2010/11****Contact: Jackie Warburton ext. 22053**

|        |                  |                                |           |
|--------|------------------|--------------------------------|-----------|
| Friday | 8.30am – 10.30am | 8 <sup>th</sup> October 2010   | Town Hall |
| Friday | 8.30am – 10.30am | 5 <sup>th</sup> November 2010  | Town Hall |
| Friday | 8.30am – 10.30am | 10 <sup>th</sup> December 2010 | Town Hall |
| Friday | 8.30am – 10.30am | 21st January 2011              | Town Hall |
| Friday | 8.30am – 10.30am | 18 <sup>th</sup> March 2011    | Town Hall |
| Friday | 8.30am – 10.30am | 8th April 2011                 | Town Hall |
| Friday | 8.30am – 10.30am | 24 <sup>th</sup> June 2011     | Town Hall |