

Date of issue: Date Not Specified

MEETING:	SLOUGH SCHOOLS FORUM Maggie Waller (Chair), John Constable (Vice Chair), Virginia Barrett, Rachel Cartwright, Gillian Coffey, Sally Eaton, Philip Gregory, Kathleen Higgins, Helen Huntley, Jo Matthews, Paul McAteer, Navroop Mehat, Angela Mellish, Eddie Neighbour, Carol Pearce, Jon Reekie, Debbie Richards, Jo Rockall, Kate Webb and Nicky Willis
DATE AND TIME:	TUESDAY, 14TH JUNE, 2016 AT 8.00 AM
VENUE:	Chalvey Community Centre The Green Chalvey SL1 2SP

AGENDA

PART I

<u>AGENDA</u> <u>ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
	Apologies for absence.		
1.	Welcome & Apologies		
2.	Declarations of Interest	1 - 2	
3.	Matters Arising	3 - 4	
4.	Minutes from previous meeting 07.03.2016	5 - 12	
5.	Election of Chair and Vice Chair		
6.	Update on 17-18 DFE proposals and consultation for National Funding Formula		

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
	(verbal update)		
7.	Growth Fund out turn	13 - 16	
8.	Proposals for the use of centrally retained DSG in 2016-2017	17 - 24	
9.	Slough Teaching School Alliance (STSA)	25 - 32	
10.	New Centrally Held DSG 2017-18	33 - 36	
11.	PFI Proposal	37 - 40	
12.	Schools Forum Membership (verbal update)		
13.	Update from Task Groups: 5-16, SENSOG and Early Years (verbal)		
14.	Cambridge Education		
15.	Academies update		
16.	2015-16 Forward Agenda Plan and Key Decisions Log	41 - 44	

AGENDA ITEM 2

WHAT THE HNB WILL BE SPENT ON			
DESCRIPTION	14-15	15-16	16-17
	Outturn	Forecast	Budget
	£'000	£'000	£'000
Place Funding			
Arbour Vale	3,510	3,516	3,520
Resource Units	1,030	970	1,010
Sub Total	4,540	4,486	4,530
Top Up Funding			
Special Schools (Post 16)	427	427	132
Special Schools (Post 16)	5,133	5,088	5,018
Resource Units	1,606	1,756	1,768
Sub Total	7,166	7,272	6,918
Independent Schools	743	850	800
Out of Borough SEN placements	652	678	653
Alternative Provision / PRU	870	747	724
Banded Haybrook School PRU	0	94	0
Mainstream Schools	565	1,012	1,138
Contingency for growth	0	60	552
Refund of PFI Contribution (Arbour Vale)	0	368	0
SUB TOTAL	14,536	15,566	15,315
<u>CENTRALLY RETAINED ITEMS</u>			
<u>Slough Borough Council</u>			
Arbour Vale School	300	252	252
Provides direct educational support for looked after children.	118	206	107
Mainstream support for pupils with sensory needs in schools.	402	722	470
Haybrook Provision	131	131	131
Littledown Behavioural support	104	164	164
SEN support - Assessments, administration, finance, etc	183	182	237
	1,238	1,657	1,361
Cambridge Education			
Hard to Place Protocol	264	267	267
Vulnerable Children	61	61	62
Early Years Inclusion	56	70	70
Access to Education	13	43	43
Support for children with autism	136	171	186
Support for children with special educational needs	280	481	399
SEN Transport	160	40	46
	970	1,133	1,073
SUB TOTAL	2,208	2,790	2,434
Non Controllable	149	149	149
Recoupmnt for Academies	2,936	3,559	3,698
SUB TOTAL	3,085	3,708	3,847
TOTAL HNB BUDGETED EXPENDITURE	19,829	22,064	21,596
HOW THE HNB IS FUNDED			
DSG 2016-17 Allocation in High needs block	20,508	20,594	20,906
Council contribution to Special School PFI	310	310	310
Agreed SF sept 15 from School Bloc - 15-16	241	600	190
Agreed SF Jan 16 from DSG - 16-17			190
TOTAL HNB BUDGETED INCOME	21,059	21,504	21,596

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APPENDIX A		
Early Year Block - Indicative Budget for 2016-17		
	2016/17	2015/16
Description	£'000	£'000
INCOME		
Provisional 16-17 budget from the DFE	9,835	9,561
2 year old provision	1,382	
3 - 4 Pupil premium	150	-150
Total	11,367	9,411
<u>REQUIREMENTS</u>		
SBC	6,441	6,315
<u>Transfer to MM</u>		
E909 PVI ISB	2,698	2,258
2 year old funding	1,059	457
	3,757	2,715
<u>Centrally retained MM</u>		
E901 Nursery Growth (FSM Deprivation)	260	260
NEW Central Early Years Expenditure	132	132
	392	392
<u>SBC Centrally retained</u>		
Nursery Growth	604	604
Behaviour Support Services	41	41
Trade Union Duties	1	1
Central Early Years Expenditure	25	25
	671	671
Pupil Premium	150	
TOTAL	11,367	10,093

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Slough Schools Forum- Meeting held on Tuesday, 8th March, 2016

Present: Maggie Waller, Holy Family Primary School (Chair)
John Constable, Langley Grammar School (Vice-Chair)
Gillian Coffey, Lynch Hill Primary School
Kathleen Higgins, Beechwood Secondary School
Helen Huntley, Haybrook College / PRU
Paul McAteer, Slough and Eton C of E Business and Enterprise College
Navroop Mehat, Wexham Court Primary School
Angela Mellish, St Bernard's Grammar School
Eddie Neighbour, Upton Court Grammar School
Carol Pearce, Penn Wood Primary School
Jon Reekie, Baylis Court Trust MAT / Godolphin Infant School
Debbie Richards, Arbour Vale School
Jo Rockall, Herschel Grammar School
Nicky Willis, Cippenham Primary School

Observers: Dawn Bailey and Ruth Clark

Cambridge Education: Robin Crofts

Officers: George Grant, Tony Madden, Krutika Pau, Sharon Scott and Nabila Malik (Clerk)

Apologies: Virginia Barrett, Sally Eaton and Coral Miller

PART I

477. Welcome & Apologies

Apologies were noted from Virginia Barrett, Coral Miller and Sally Eaton

Maggie Waller introduced Nabila Malik as the new clerk of Schools Forum

478. Declarations of Interest

None

479. Minutes of Previous Meeting

It was noted that Carol Pearce had attended the last meeting but was missing from the list of those in attendance.

Krutika Pau has appointed Sara Kulay as the Senior Commissioner Education & SEND who will be dealing with the de-commissioning of the Cambridge Education contract.

It was noted that an element of the recruitment project funding is being held by Slough and Eton and it was agreed that this be released as soon as possible.

Robin Crofts updated the reference to the Education and Children's Scrutiny Committee meeting: the meeting scheduled for March had been re-scheduled and the item on recruitment would need to be postponed to a later meeting.

It was noted that the raw data from Tribal's Cost of Provision Review had been circulated.

It was noted that, following the January meeting, the de-delegation of the Trades Union budget had been agreed by email by relevant Schools Forum members.

It was noted that Cabinet had agreed the proposed Option 3 for the 5- 16 formula changes at its meeting on 18th January. Since that time, the DfE had raised an issue with regard to capping of the two growing free schools. The 5-16 Task Group had met and agreed a proposal put forward by the LA to deal with this. This had resulted in some change to budgets following the issue of indicative budgets.

It was noted that a breakdown of Wexham School's budget figures had been provided as requested at the last meeting.

Krutika Pau reported that Anne Bunce had been appointed as permanent Virtual Head; Anne is currently in the Royal Borough of Windsor and Maidenhead.

It was noted that the updated Scheme for Financing Schools was now on the SBC website.

480. Confirmation of when 2016-2017 indicative budgets will be adjusted to final budgets, where applicable.

George Grant reported that draft budgets had been sent out to maintained schools on 24th February 2016.

A request had been made for the detailed analysis of the Schools' Budget derived from the Authority Proforma Template (APT) and this was tabled at the meeting. This was welcomed by Schools Forum. It sets out the full details of the formula including cash values of the factors. This will also be available on the DfE website in due course, along with these details for all other LAs.

A number of clarifications were sought regarding the APT template.

- The split site factor was included in the template with a value of £102,900. The criteria for the factor had been agreed in December by Schools Forum and it was stated then that two schools would each be eligible to receive the £34,300 allocation: Claycotts and Langley Hall Primary Academy, yet the figure in the APT appears to be for three schools. Clarification of which schools were included was requested.

- A clarification was requested regarding the details behind the PFI factor.
- Clarification was requested of why the primary: secondary ratio is now 1:1.32 not 1:1.33 as agreed by Cabinet.
- Clarification of the 100% scaling factor was requested

It was noted that the Minimum Funding Guarantee is now approximately 3% of the Schools Block, a large increase.

George Grant drew attention to the final part of the report (1.3) regarding the priorities of the finance team. He acknowledged the reasonable views of Schools Forum and headteachers regarding the finance function, takes responsibility and wants matters to improve. The actions over the coming months should evidence this as responding to schools' concerns is key. Communication with schools by individual officers as well as school groups will be addressed to ensure these always meet with the best practice. The Council has individually and collectively spoken with headteachers to understand and act on their concerns. A meeting has already taken place with St. Anthony's and a collective meeting with headteachers is scheduled; this meeting will be attended by the Council's S151 Officer. He stated that he would feed back to Schools Forum on any general concerns.

George reported that the finance team is being restructured and that internal interviews for the senior permanent role were taking place on 8th March with the intention to go wider if no suitable candidate is found.

George drew attention to the key activities that will be priorities for the finance team including statutory returns, payments and close down (paragraphs 1.3.2 – 1.3.5).

It was noted that the Early Years Budget is based on the January 2016 census. This budget will be revised, when the Department for Education (DfE) verifies the information. This enables the DfE to confirm the final 2016-17 Early Years block budget. This has been scheduled for July 2016.

The High Needs Block Budget is indicative based on children with Special Educational Needs (SEN) provision as at January 2016. This will need to be updated for children in SEN provision from 1st April 2016. It is the Council's expectations that the Trust will have greater responsibilities around the High Needs Block funding and children with SEN in the near future. A report on this will be presented to Schools Forum as soon as more details are finalised.

Sixth Form funding is also indicative and the DfE will confirm numbers in March / April 2016, following which adjustments will be made and schools notified.

Pupil Premium – this budget will be adjusted in July 2016 when the Council receives the actual figures from the DfE. Last year the DfE made further adjustments in October. It is likely that this will occur again for 2016- 2017.

Grants that affect school budgets will be notified to the LA from the DfE in due course. Schools will be informed and their budgets will be adjusted accordingly.

Other grants which are payable to academies will be allocated directly to them by the EFA and the Growth Fund for academies will be paid in May and September.

481. Annual consultation on the 2016-2017 High Needs Block budget including centrally retained items (SBC and Cambridge Education)

The report was to consult with Schools Forum on the 2016/17 High Needs Block.

It was noted that the rationale for the allocation of the High Needs Block is unchanged and that the total High Needs budget is £21.595 million. This includes SBC's PFI contribution of £309k and an additional £380k from the centrally retained Schools' Block DSG as previously agreed by Schools Forum. This was a one -off allocation of £190k previous underspend and an annual change of £190k.

Centrally retained budgets were set out in Appendix A and Appendix B. It was noted that the Cambridge Education items would be operated on a pro rata basis to the end of September. It was clarified that centrally retained budgets identified as being allocated to schools would be for the full year.

It was agreed there would be an item on the Schools Forum October agenda to update further. Krutika Pau reported that the LA is working closely with the Trust and the DfE to ensure a seamless transition at the end of the Cambridge Education contract.

Debbie Richards raised the allocation to SALT. It was noted that an update would come to Schools Forum in July regarding all centrally retained budgets. Robin Crofts mentioned that a review of the High Needs Block was needed including with the Trust to look at pressures.

It was noted that an issue to be raised in the DfE national funding formula (High Needs) was the increasing pressure on budgets and the use of retrospective figures which exacerbates this.

482. Annual consultation on the 2016-2017 Early Years budget

The report was to consult with Schools Forum on the 2016/17 Early Years Block. It was noted that the 2016-17 EYB has been prepared on the same basis as the previous year. The only exception to this was the introduction of a sustainability factor within the early years funding formula to ensure the continued viability of nursery schools.

It was noted that a full consultation / review was not carried out in order to make this change. However, it was agreed that the criteria would be amended to include a reference to education / early years' professional input when considering nursery schools for this funding.

It was suggested that PVI's ought to be included in a future review to ensure that they can respond to the need for increased provision as Slough faces a real challenge in increasing provision

The Early Years Block budget for 2016-17 is £11.367m which includes £150k for Early Years Pupil Premium for 3 and 4 year olds.

Rachel Cartwright made a number of comments on Appendix A (Early Years Block - Indicative budget for 2016-17) and George Grant agreed to amend this and to circulate a revised version with corrections.

483. Update on 2016-2017 DfE proposals for National Funding Formula (verbal)

Maggie Waller and John Constable gave an update having attended a Westminster briefing and based on information released by the DfE in the previous days.

The DfE has now published a consultation on the proposed National Funding Formula (NFF).

It was noted that the initial consultations on the Schools Block and High Needs both opened on 7 March 2016 and close on 17 April. The consultations can be found at:

<https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula>

Some points emerging at this stage include:

'Hard' school-level national formula being introduced in 2019-20; in 2017-18 and 2018-19 LAs receive funding according to new national formula with distribution to schools using existing local formulae.

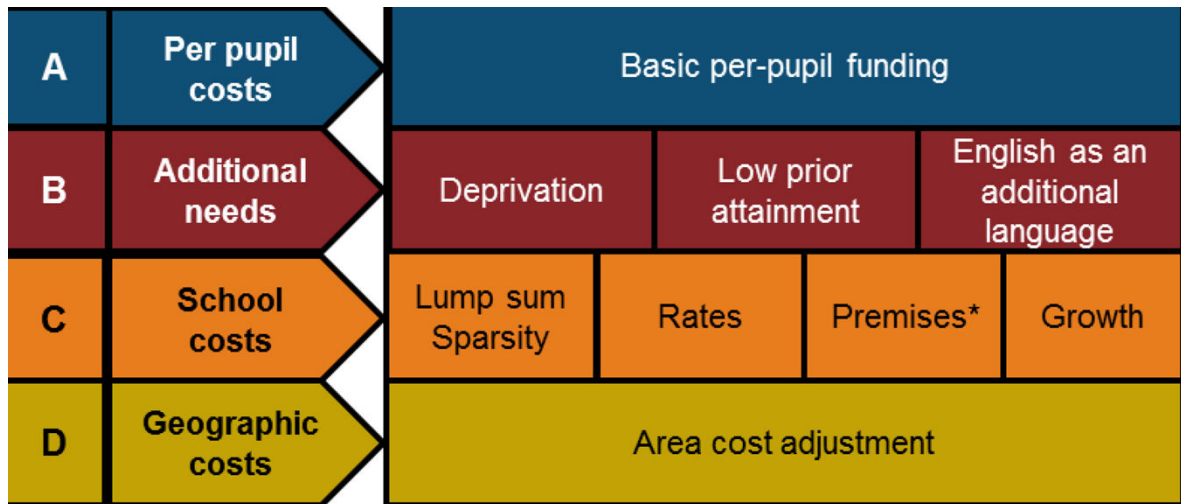
NFF detail likely to come out after London mayoral election, as London may be a significant loser.

It was noted that it is very important that all schools make individual responses to the consultation because all responses, whether individual or collective, are weighted equally.

It was agreed that the Schools Forum Task Groups would meet to draft a response and this would be circulated to all schools as it may be helpful for individual schools in formulating their own responses. It was suggested that copying the response to the local MP would be useful.

The government has stated that budgets will be protected in 'real terms' which means 'flat cash'. It was also noted that schools have been predicted to face 8% – 12% cost pressures over the life of the parliament at the same time as budgets remain at flat cash values.

The chart below sets out a summary of the principles set out regarding possible factors and it was noted that this initial consultation is about this level of principle. The real detail of the likely impact will not be known until the next stage when models are developed.



Concern was raised that the mobility – ‘churn ‘ - of pupils in Slough schools would not be addressed if this was the basis.

John Constable mentioned that LAs were likely to have no role in school improvement longer term. Sharon Scott mentioned that the proposed LA responsibilities are set out in the consultation document. It was noted that a new central block is proposed.

Helen Huntley referred to the need to consider that Slough is a small authority where vulnerable families are known and there was a need to have cross Directorate conversations e.g. involving Health and Social Care. Krutika Pau agreed and that with the Trust in place this was the right time to do this.

484. Growth Fund Criteria (for formal agreement - brought forward from January 2016 meeting)

The report sought approval from Schools Forum to the funding mechanism and criteria for the Growth Fund for 2016 /17 (a budget allocation of £1.25m was agreed previously for 2016-17).

It was clarified that funding would be based on the Basic Entitlement (AWPU) values in place for 15/16.

It was noted that the criteria for the Growth Fund has only been applied to primary schools thus far as this was where the need was, but the funding is not phase specific and there is now a pressure on places for Years 9, 10 and 11. Criteria for planned growth or bulge classes and additional pupils above PAN are applicable for both primary and secondary schools.

It was also noted that funding for academies spans two Growth Fund years and that, where possible, children would be placed in maintained schools to avoid higher costs.

It was noted that there is an issue with funding of academies between April and August as the Education Funding Agency (EFA) funds academies from April to August in arrears. The time to claim this funding is January each year at budget build time via the APT. Any decisions to create places after this date cannot be

recouped from the EFA. Therefore, the Growth Fund would also fund this period for academies.

The criteria, as set out in paragraph 5, were approved.

It was agreed that Tony Madden would circulate an appendix to the report setting out the financial details.

485. Children's Services Trust Update

This item was brought forward on the agenda.

Debby Rigby, interim Virtual School Headteacher gave an update.

A permanent Virtual School Headteacher has been appointed by the Children's Trust: Anne Bunce, coming from RBWM, so she is familiar with the area.

Debby Rigby tabled a paper on the proposed use of the one off £47k funding for strengthening safeguarding training in schools, agreed in January 2016 in principle. This would include a conference in June 2016, further training, and consultancy support to audit all schools' safeguarding documentation and procedures.

There was some discussion. It was suggested that governors should be involved in the half day visits to schools. It was agreed that the proposal would also be discussed at SSEF and at phase groups. Members of Schools Forum with any further views were asked to let Debby know. The funding was agreed pending further development and clarification of the details.

Debby also updated on the three proposed options for the use of the Pupil Premium funding for Looked After children. These are proposing a greater proportion of the funding going direct to schools. It was agreed that these options would go through phase groups for consultation.

486. Schools Financial Value Standard (SFVS) update paper - work programme for maintained schools.

Schools Forum noted the report setting out the action plan regarding the Schools Financial Value Standard.

It was noted that maintained schools and nurseries need to return completed SFVS forms by 21 March. Returns will be checked in line with SBC's internal audit action

487. Update from Task Groups: 5-16, SENSOG and Early Years (verbal)

It was agreed that dates would be set for meetings of the High Needs and 5-16 groups to draft the responses to the National Funding Formal consultation.

It was noted that Early Years would be the subject of review later in the year.

488. Cambridge Education (verbal)

It was noted that it is 'business as usual' for Cambridge Education whilst preparing for the transfer to the LA / Trust at the end of the contract.

An update will be given by Krutika Pau at the next Schools Forum meeting regarding options after the end of September 2016.

489. Academies update (verbal)

It was noted that a number of schools are planning to convert to academy status, mostly looking at creating or joining Multi Academy Trusts – local solutions.

490. Strengthening safeguarding in schools (centrally retained Schools Block 2016/17)

Sharon Scott left the meeting at this point.

Krutika Pau reported on the work that Sharon Scott had carried out, looking at potential options for the delivery of school improvement after the end of the Cambridge Education contract. Her report has been circulated to schools and is to be discussed at SSEF. The initial scope of her work was school improvement but headteachers had raised a range of issues and these were included in the report.

The report contains robust messages for the LA, a number of which had been referred to earlier in this meeting in respect of the SBC finance team and the positive response was noted.

Following feedback from the initial report a final report will be drafted.

Whilst the school improvement aspects are longer term, beyond the Cambridge Education contract, the LA is keen to move ahead. Krutika Pau proposed that Sharon Scott continue for up to three months for four days a week to implement some of the actions, pending the permanent recruitment of a Head of Education Services. She proposed that SBC funds two days and that centrally retained funding previously agreed by Schools Forum be used by the LA to fund the other two days a week, as there is some slippage in that budget.

Kathleen Higgins asked if the full £20k previously agreed by Schools Forum to fund the initial work had been used in full and asked what the maximum cost of the proposal would be. It was stated that the £20k had been used and it was agreed that the maximum cost would be circulated as soon as possible.

The proposal was agreed.

491. 2015-16 Forward Agenda Plan and Key Decisions Log

Noted

(Note: The Meeting opened at 8.15am and closed at 10.15am)

SLOUGH SCHOOLS' FORUM
14th June 2016

Growth Fund 2016-17
(Directorate of Wellbeing)

1 PURPOSE OF REPORT

- 1.1 To inform Schools' Forum of the 2015-16 Growth fund Out-turn and to seek their approval to carry forward the underspend of £187,155 into the 2016-17 Growth Fund.

2 RECOMMENDATIONS

- 2.1 The Council recommends that the underspend is added to the agreed 2016-17 funding of **£1.1m**. This will create a Growth Fund of **£1.287m** for 2016-17. The current estimated spend for 2016-17 is **£1.169m** which includes a contingency for 4 bulge classes (or 120 new places). Based on these figures there will be an underspend of **£119k** next year.
- 2.2 Inward migration to Slough continues to put pressure on school places and Slough is operating with very low surpluses in some primary and secondary year groups. Inward migration is mainly a result of new housing and increased density via Houses of Multiple Occupation (HMOs).
- 2.3 The increase in Slough's number on roll from Jan 2015 to Jan 2016 based on Census information was **956** additional children.
- 2.4 The Growth Fund will fund agreed bulge classes as well as new places in excess of Planned Admission Numbers (PAN) at both primary and secondary schools. The preferred solution for 2016-17 which has been agreed with Slough Schools Education Forum (SSEF) is to place pupils at schools who have agreed to admit numbers above their PAN. This is considered a more cost effective solution than bulge classes, as places can be opened when they are required in the right place rather than opening 30 places at once in one part of the town. A letter has been issued to schools seeking volunteers to increase their class sizes. Bulge classes will only be considered in 2016-17 where larger classes cannot provide the capacity required.
- 2.5 See Appendix A for the out-turn report for 2015-16.

3 REASONS FOR RECOMMENDATIONS

- 3.1 The Growth Fund is required to support the continued growth in the capacity of primary and secondary school places to meet Slough's Basic Need. Slough continues to have an increasing pupil population with the primary school population not expected to peak until 2018-19. The rising demand for year 7 places is expected to continue until at least 2022. This continued growth will put increasing pressure on the Growth Fund each year as new places are created.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 All options for creating new places are being explored including:
- Bulge classes – require a one off payment from the Growth Fund
 - Permanent expansions – require a 7-year commitment from the growth fund
 - Increased class sizes or numbers above Planned Admission Number (PAN) – requiring a termly commitment from the Growth Fund where pupils are not recorded on the October School Census
 - Free Schools – requiring ongoing financial commitment after first year.

5 SUPPORTING INFORMATION

N/A

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 Local Authorities are under a statutory duty to ensure that there are sufficient school places in their area, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.

Section 151 Officer – Strategic Director of Resources

- 6.2 The financial implications of the report are outlined in the supporting information.

Access Implications

6.3 There are no access implications.

7 CONSULTATION

Principal Groups Consulted

7.1 School Organisation Group.

Background Papers

None

Contact for further information

Coral Miller (Principal Accountant, ECS)
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APPENDIX A

Out-turn 2015-16					Allocation
Ref	School		New Pupils	No. of Classes	2015-16 April to March
1	Cippenham Primary School*	Academy	30	1	95,460
	Claycots School	Non-Academy	150	4	222,594
2	Godolphin Junior School*	Academy	30	1	95,460
3	Montem Primary School*	Academy	30	1	95,460
	Penn Wood Primary and Nursery School	Non-Academy	30	1	55,648
	Priory School	Non-Academy	30	1	55,648
4	Ryvers Primary School*	Academy	30	1	95,460
	St Anthony's Catholic Primary School	Non-Academy	30	1	55,648
	St Mary's CE Primary School	Non-Academy	30	1	55,648
5	Western House School	Academy	30	1	95,460
	Wexham Court Primary School	Non-Academy	30	1	55,648
6	Willow Primary School*	Academy	30	1	55,648
	Willow Primary School* April to Aug 2015	Academy	90	3	119,434
7	James Elliman - new class started on 1st Sept 2015.	Academy	30	1	55,648
	CONTINGENCY				
8	Estimated 1 new class - Cipp Primary bulge	Academy	30	1	55,648
10	Estimated 1 new class - James Elliman Yr 1 bulge	Academy	30	1	55,648
	Emergency bulge classes				
9	Estimated 1 new class - Cipp Primary Yr 1 bulge 16/11	Academy	30	1	35,774
**	Estimated 1 new class - Marish tbc 16/10/15	Academy	30	1	43,724
	Estimated 1 new class - Marish tbc 23/10/15	Academy	30	1	41,736
	Another class - tbc estimate		30	1	0
	Total		660	23	1,441,396
	Surplus carried forward to 2016-17				-187,155

Slough Schools Forum

14 June 2016

Proposals for the use of centrally retained Dedicated Schools Grant in 2016-2017.

1. Purpose of the report

1.1 The purpose of this report is to set out the rationale for a set of proposals on how and why the centrally retained element of the Dedicated Schools Grant should be spent in 2016- 2017.

2. Recommendations

2.1 The recommendation in this report is to seek the views of members of the Schools Forum on the options outlined in 3.8 and 3.10 of this paper and endorse the revision of the proposals for the use of the underspend or any monies that are not required for the Cambridge Education contract going forward.

3. Reasons for the recommendations

3.1 In January 2016 a consultant was engaged by the Director of Children's Services and the Schools Forum to undertake a review of the statutory elements of school improvement following the Second Direction which was issued by the Department for Education in September 2015.

3.2 The Second Direction stated that the contract with Cambridge Education to deliver services on behalf of the Council should not be extended beyond 31 September 2016.

3.3 This provided a timely opportunity to review the delivery of statutory school improvement. The outcomes of this consultation, in which all schools were invited to take part, were a number of learning points for the Council and the development of eight options for the delivery of statutory school improvement going forward.

3.4 Following further discussions it was agreed that option 6 would be the preferred model going forward. Option 6 is set out below;

To develop a joint approach to school improvement with Cambridge Education and the Slough Teaching Schools Alliance (STSA).

This option would be to develop a more holistic and coherent approach to school improvement between the two organisations. Cambridge Education would undertake the role as described in option five but working in parallel would be a reformed STSA of three or more schools who would be responsible for developing teachers, training teachers, developing teachers into leaders and promoting and developing networks. The STSA would be a conduit for bringing

money and opportunities into Slough. The STSA would run the appropriate body service for NQTs. This option simplifies the current approach to school improvement within Slough. Schools have asked for this to happen, but it would see the end of the Slough Learning Partnership. There is a risk attached to this option which is the long term future of Teaching Schools is not known, however what is known is that the school-led system is here to stay and there are models in other areas of this type of collaborative approach working. This can be viewed as a medium term option that would need to evolve over time.

3.5 Work is currently underway to develop option 6 with Cambridge Education, the Slough Schools Teaching Alliance, the chairs of the two headteacher groups and the council. This also provides a timely opportunity to look at how things are funded and an opportunity to fund from the centrally retained DSG other initiatives which schools have said they would want and would value.

3.6 During the interviews carried out by the consultant relating to school improvement a number of other concerns and comments were raised. Many of these concerns and comments are in the process of being addressed and did not require any money to address them.

3.7 However, three concerns which did require some money to be spent on them were;

- a) Poor communication between the local authority and schools
- b) There is no welcome or induction for new headteacher or headteachers new to Slough
- c) The recruitment of teachers is a major problem for Slough schools

3.7.1 The issue of poor communication is in the process of being addressed and 3.8 below sets out one of the ways in which it is proposed to address this concern.

3.7.2 A welcome pack for head teachers has been commissioned by Cambridge Education and Slough Learning Partnership is in the process of producing it. Further, a welcome meeting for new headteachers and headteachers new to Slough is being proposed by the Council for September 2016.

3.7.3 The Schools Forum has given a sum of money to pay for a consultant to help address this issue and this is in the process of taking place.

3.8 However, one of the learning points for the council that came out of the consultant's report was the lack of a contact directory and information repository for the schools with the council. It is therefore proposed to address this issue using some of the centrally retained DSG to purchase a Schools' Portal which would sit on the external Council's website but only schools would have access to this site. A link to an example of what a school's portal might look like is proved here; <https://www.enfield.gov.uk/schoolsportal/site/index.php>. A

demonstration of this site will be given to the Schools Forum at the meeting. Precise costs for the purchase of a schools' portal are still to be determined. However, it is believed that for a modest investment in a piece of technology it would provide schools with a tool that would have maximum benefits for them and the Council.

3.9 As part of the consultation exercise on the review of statutory school improvement provision neighboring local authorities were contacted to ask if they would be interested in working together to explore routes for delivering statutory school improvement. Embryonic discussions with two local authorities, Bracknell Forest and Wokingham, have led to a possibility of providing some joint training for headteachers to become peer challenge leaders. Peer challenge leaders are a critical part of the self improving school ethos. The self improving school is a major strand in the government's white paper Educational Excellence Everywhere. In recognition of this the local authority is recommending that some centrally retained DSG money is used to fund peer challenge leader training for headteachers who may wish to take part in this training.

3.10 Some thought might also be given to providing some funding to the STSA to enable posts to be back filled when teaching staff with expertise in specific areas of the curriculum are providing support to other schools. A paper from the STSA will set out this and other requests separately.

3.11 There are now fewer maintained schools within Slough than there were at the start of the contract with Cambridge Education in October 2013. This continues to decrease as more schools become academies. Consequently less resource is needed to meet the statutory element of school improvement than previously agreed at the December 2015 meeting of the Schools Forum.

4. Alternative options

4.1. Within the consultant's report; Future options for statutory provision for school improvement in Slough, which was sent to all schools and key partners, seven alternative options were explored, risk assessed and rejected.

4.2 In December 2015 a paper was brought to the Schools Forum which set out how the centrally retained element of DSG was proposed to be spent for 2016-2017. However, since that time there has been the consultant's report on the future delivery of statutory school improvement, the consultation documents on the fair funding proposals and the white paper, Educational Excellence Everywhere. The consultation documents on fair funding and the white paper set out the future remit for local authorities which does not include a school improvement element from September 2017. It is therefore felt that the proposals set out in section 5 of this report are a better reflection for what is needed going forward than those previously recommended in the December 2015 paper to the Schools Forum.

5. Supporting information

5.1 The centrally retained element of the DSG is currently used to fund the statutory elements of school improvement which are undertaken by Cambridge Education on behalf of Slough Borough Council.

5.2 The current distribution of the centrally retained DSG monies for 2016-17 is set out below;

Area	Budget
School Admissions	178,180
School Improvement Support (improvement and standards: early support, monitoring, challenge and intervention)	629,725
Education, School Improvement and Raising Standards leadership, management, business and administrative support with on costs	95,000
Local Authority Safeguarding Children Board: Schools' contribution to the Board	30,000
Total	932,905

The School Improvement Support element referred to above can be considered under the following broad headings:

Function	Budget £
<p>Early support, monitoring, challenge and intervention: Use of School Improvement specialists.</p> <p>This is to cover:</p> <p>1. Autumn Term Visits (ATVs): compulsory for all maintained schools (23; 46% of all Slough schools), and optional visits for academies on request (16 – 60% of academies - out of 27 academies proposed for this Autumn Term 2015)</p> <p>2. Support, monitoring, challenge and intervention for maintained schools in difficulty during the year as a result of Ofsted inspection or issues arising from the Autumn Term Visit</p> <p>3. Targeted support on areas of agreed curriculum focus and vulnerable pupil groups where emphasis is on closing the gap: which is encompassed in the Children and Young People's Plan</p>	300,000
Budget to support schools in intervention: to facilitate school to school support and achieve rapid and sustainable progress.	130,000

<p>This allocation of funding to schools is primarily related to addressing challenges around leadership and management, teaching and learning and curriculum development.</p>	
<p>System leaders: Development of support networks available to schools facing significant and unexpected leadership and management issues, where in some instances rapid responses are required. Areas being developed are associated with securing the rapid availability of head teachers, members of senior leadership teams, bursars/business managers and governors.</p>	48,000
<p>School to school support: Commissioned to be provided by Slough Learning Partnership</p> <p>1. Primary subject/strand development networks: £33,150</p> <p>2. Secondary subject/strand development networks: £18,575</p>	51,725
<p>Head teacher development. Commissioned to be provided by Slough Learning Partnership</p>	15,000
<p>School Governance: Commissioned to be provided by Slough Learning Partnership: aspects of this work: recruitment, induction, toolkit and conference programme)</p> <p>Needing to cover: Governance requirements specified as statutory requirements by national government and contractual requirements between the Local Authority and Cambridge Education. This addresses</p> <ul style="list-style-type: none"> • Appointment to committees • Setting out requirements for governing bodies: ensuring instruments of governance are in place for all maintained schools • Appointment of LA governors • Advice and support for governors • Information, including newsletter, signposting and training • Producing statements of action for schools in difficulty • Assessing governance through the Autumn Term Visits and Strategy Action Groups (SAGs) • Carrying out external reviews of governance as required by Ofsted or associated with local assessment indicating the need for review • Appointing additional governors where required • Issuing Warning Notices to governors where required • Disbanding governing bodies where necessary and pursuing Interim Executive Boards (IEBs) and the costs 	60,000

associated with their delivery	
Supporting head teacher meetings and consultation groups	10,000
Fischer Family Trust subscription for access by the Local Authority and access for all Slough schools and academies	12,000
CLEAPSS: is an advisory service providing support in science and technology for a consortium of local authorities and their schools including establishments for pupils with special needs	3,000
Total	629,725

5.3 The elements for school improvement support and Education, school improvement and raising standards are in essence funding Lot 1 of the Cambridge Education contract with Slough Borough Council.

5.4 In March 2016 the government published a consultation paper entitled “Schools national funding formula 7 March 2016”. The proposals within this consultation paper clearly set out the role for local authorities in the future. These are set out in Chapter 4: Funding that will remain with the local authorities, it states in 4.1 “The role of the local authorities in supporting the provision of excellent education for all children of compulsory school age is to ensure that every child has a school place and ensuring that fair access through admissions and transport arrangements; ensuring the needs of vulnerable pupils are met; to act as a champion for all parents and families. On top of these responsibilities, local authorities have a key role in shaping school provision in their area, and to encourage an increasing number of academies. In 4.3 it goes on to state; “The funding for these functions is not within the scope of this consultation” which means that schools will not be consulted about the amount of money that will be put into the proposed central block for funding local authorities to carry out their retained functions .

5.5 The white paper Educational Excellence Everywhere was also published in March 2016. It states that all schools are to become academies by 2022 and to have plans in place to become academies by 2020. In chapter 4 of the white paper entitled; A school-led system with every school an academy, empowered pupils, parents and communities and a clearly defined role for local government 4.24 states ‘regional School Commissioners (RSGs) will intervene promptly where academies or MATs are underperforming”. 4.71 states; ‘Beyond the removal of their duties to run schools....responsibility for school improvement is moving away from local authorities to the school- led system and local authorities’ role in allocating local funding will be overtaken by the National Funding Formula.’ 4.72

continues; “ We therefore intend to legislate to change local authorities’ powers and duties instead of running schools or school improvement, local authorities will focus on delivering their core functions working as partners with the school system of the future and champions for parents and the local community.” The white paper proposes that this will be the case from September 2017.

5.6 In response to concern expressed by a number of groups about all schools having to become academies the government announced on the 6th May 2016 that good or outstanding maintained schools would not be required to become academies. However, where local authorities were too small to support any remaining maintained schools the Regional Schools Commissioner would require those schools to become academies.

5.7 Given the timescales set out in the consultation paper the Council proposes to fund statutory school improvement service for another two years, but with a break clause at the end of the first year if the government’s proposal to end the role of local authorities having a role in statutory school improvement be implemented in September 2017.

5.8 Two years are the maximum length of time a contract can be extended for without it having to be fully commissioned again. It is also the proposed length of time for the soft fair funding arrangements to be in place and where the Schools Forum will still be able to influence where and how the centrally retained Dedicated Schools Grant can be spent

5.9 The funding for the statutory school improvement service is proposed to come from the centrally retained block of the DSG but at a reduced rate given the reduction of the number of maintained schools and the number of maintained schools in a failing category since the beginning of the contract period with Cambridge Education in October 2013.

5.10 The costs for the statutory school improvement element of the revised contract with Cambridge Education are still being negotiated but a paper will be brought to Schools Forum once they have been finalised.

5.11 However, whilst the costs are anticipated to be lower, the elements set out in 5.2 above will still be covered but on a reduced budget as there are now fewer maintained schools and fewer schools in a category than at the start of the contract with Cambridge Education in October 2013.

6 Advice received from statutory and other officers

Borough Solicitor

Section 151 officer – Strategic Director of resources

7. Consultation

Principal groups consulted

All headteachers were invited to take part in the consultation exercise on the review of the provision of statutory school improvement services and again when the draft report was circulated.

The Schools Forum took part in the discussion relating to the review of the provision of statutory school improvement services

The Slough Schools Education forum were also consulted on the proposed option

Method of consultation

Consultation took the form of a written invitation to participate to all schools

22 interviews were carried out by the consultant with headteachers

Discussion took place at the Slough Schools Education Forum

Representations received

A collective response was received on behalf of all the secondary headteachers in support of option 6

Two responses were received supporting working with other local authorities

Two responses were received in support of the Slough Learning Partnership running the statutory school improvement service.

1. Teaching School alliances – the national perspective

Teaching schools were proposed in the 2010 White Paper ‘The Importance of Teaching’. Designated teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government’s plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system. The goal was to create a network of 600 teaching schools by 2016, which has been substantially achieved.

The Teaching School Council continues to champion the ideology of creating a mature truly school led, self-improving system. The TCS’s aim is to ensure that by 2020 the Teaching School and system leader networks across the country continue to grow in strength and be trusted to take on greater responsibility for the development, growth and improvement of our own profession. The Council is organised into regions, and is currently seeking to establish clear regional and sub-regional network structures which operate across local authority boundaries to providing a collaborative, coherent and coordinated approach to sharing effective practice, resources and provision. The vision of the Council is to support a truly inclusive school-led system that is driven by local approaches that work for local schools.

The March 2016 white paper **Educational Excellence Everywhere** makes it clear that the Government will route funding for school improvement increasingly through teaching school alliances and system leaders such as NLEs.

*5.5 But we will also significantly expand the number of teaching schools and national leaders of education – with a targeted approach focused on areas where they are most needed – to create a comprehensive national network of school-led support for leaders to draw on as they choose. **Funding for school improvement will be increasingly routed through these system leaders**, who will be held to account for the quality and impact of the support they provide.*

*5.7. Many of the country’s best leaders are already working together to spread excellent practice based on evidence of what works. We therefore intend to legislate so that **responsibility for school improvement will sit squarely with the best leaders and the best schools** – meaning that those with experience of turning schools around and achieving high standards will be able to drive change across the system.*

*5.8. This change will also allow schools to form clusters and draw on support based on their school’s specific needs and requirements. It will be a dynamic system, where **schools choose the partnerships that will deliver continuous improvement for their own school and for others**. most schools will join or establish a MAT and in many cases, they will draw school improvement support from the MAT. But we do not want to create monopolies – schools will also be able to choose to access support from other sources, including teaching school alliances and system leaders with high standards in their own schools.*

*5.13. To avoid the situation where the strong get stronger and the weak fall further behind, we will invest in a targeted way in up to 800 more NLEs and **up to 300 more teaching schools**, ensuring full coverage across the country. We will work with the Teaching Schools Council and existing system leaders to support and develop the network – for example, by **partnering schools with the potential to become strong system leaders with existing teaching schools** and NLEs.*

5.18. To enable this to work effectively, teaching schools will be centres of excellence, taking on a more focused role that prioritises:

- a. Co-ordinating and delivering high quality school-based ITT*
- b. Providing high quality school-to-school support to spread excellent practice*
- c. Providing evidence-based professional development for teachers and leaders across their network*

*5.19. Teaching schools will also adopt an important role as **brokerage ‘hubs’** for other system leaders, facilitating access to improvement support by **coordinating the supply and activity of NLEs and SLEs**. They will be responsible for providing or brokering effective support for schools that need extra help.*

*5.21. From September 2017, **school improvement funding will be increasingly routed through teaching schools** in line with their core functions outlined above. In turn, they will be held to account more effectively for the quality, reach and impact of the support which they broker. This new fund will focus on **building capacity across the system** and ensuring the most vulnerable schools improve and do not fail.*

2. School improvement in Slough from October 2016

The LA's proposed option for school improvement ('Option 6') is as follows:

To develop a joint approach to school improvement with Cambridge Education and the Slough Teaching Schools Alliance (STSA). This option would be to develop a more holistic and coherent approach to school improvement between the two organisations. Cambridge Education would undertake the role as described in option five but working in parallel would be a reformed STSA of three or more schools who would be responsible for developing teachers, training teachers, developing teachers into leaders and promoting and developing networks. The STSA would be a conduit for bringing money and opportunities into Slough. The STSA would run the appropriate body service for NQTs. This option simplifies the current approach to school improvement within Slough. Schools have asked for this to happen, but it would see the end of the Slough Learning Partnership. There is a risk attached to this option which is the long term future of Teaching Schools is not known, however what is known is that the school-led system is here to stay and there are models in other areas of this type of collaborative approach working. This can be viewed as a medium term option that would need to evolve over time.

The LA proposal therefore regards the Teaching School Alliance remit as follows:

- Initial teacher training;
- Appropriate Body service for accreditation and quality assurance of statutory induction;
- Continuing teacher professional development;
- Development and promotion of networks for teachers and leaders;
- Leadership development;
- A conduit for funding and opportunities

3. Current structure of the Slough Teaching School Alliance



**Upton Court
Grammar School**

*Initial teacher
training
Research*



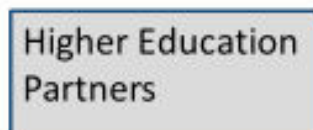
**Langley
Grammar School**

*School-to-school
support
Specialist Leaders of
Education*



**Lynch Hill
Primary School**

*CPD and leadership
development
Succession planning*



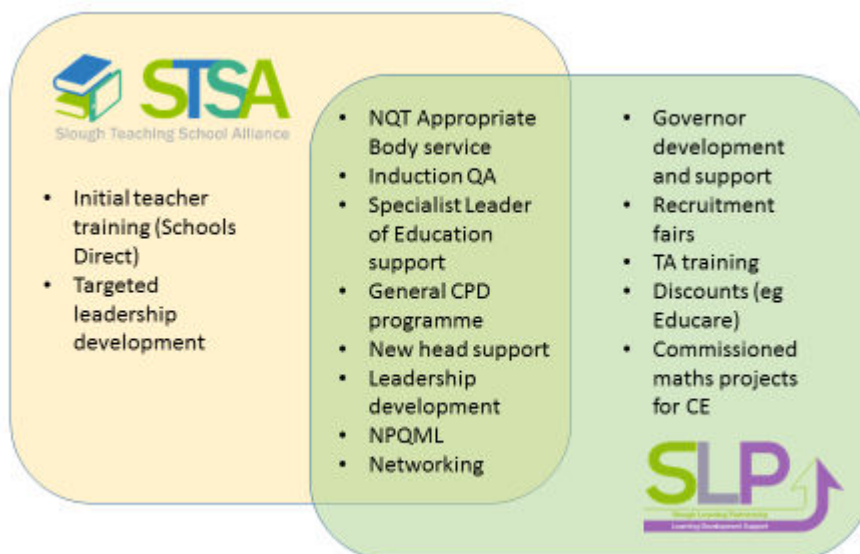
Schools in Slough are considered to be part of the alliance if they are affiliated to the Slough Learning Partnership. The affiliation fee gives access to services at reduced rates. The SLP acts as the operational delivery arm for the CPD and school-to-support aspects of the Teaching School remit.

The Slough Learning Partnership consists of two companies:

- **Slough Learning Partnership** – a charitable trust which employs the staff
- **Slough Learning Services Limited** – a non-charitable VAT registered trading company through which traded services are managed.

4. Current activity – STSA and SLP

The Slough Learning Partnership works on behalf of the designated teaching schools to deliver various aspects of the teaching school remit. The SLP also carries out other work which does not directly constitute teaching school activity.



5. Proposed STSA structure

The proposal is for a simplified structure for the Teaching School alliance which retains the current designated teaching schools but develops a wider range of schools acting as partners.

Accountability <ul style="list-style-type: none"> Department for Education - impact of funding Local steering group – headteachers from primary, secondary, special and nursery phases Pan-Berkshire sub-regional TSC network → Teaching School Council 	
Designated teaching schools <ul style="list-style-type: none"> Langley Grammar School Lynch Hill Primary Academy Upton Court Grammar School 	<i>Designated by DfE through NCTL as a multiple teaching school alliance</i> <i>Conduit of funding from DfE</i> <i>Able to bid for grants</i> <i>Conduit for school improvement funding from Sept 2017</i> <i>Initial Teacher Training coordination</i> <i>Appropriate Body for NQT</i> <i>Leadership of large-scale programmes</i>
Strategic partner schools Partner schools provide support to other schools either individually or through programmes and networks, supported by funding from the designated teaching schools.	<i>Various roles which could include</i> <ul style="list-style-type: none"> National Support Schools NLEs and SLEs Leaders of teacher/middle leader networks Centres of pedagogical excellence and expertise Coordinators/leaders of training programmes Leaders of particular initiatives
Strategic partner organisations Organisations other than schools which work closely with the teaching school alliance.	<i>These could include</i> <ul style="list-style-type: none"> Higher Education Institutions for initial teacher training and research-based teacher development Slough Borough Council through Head of Education Services CAS Network of Computing Excellence National Centre for Excellence in Teaching Mathematics

6. Key principles

There are a number of principles which would underpin the work of the Slough Teaching School Alliance (STSA).

- a) The STSA exists to provide support to schools both in Slough and in the surrounding area – ie the operation of the alliance is not restricted to political boundaries.
- b) The STSA will regard itself as a champion of the school-led system and will actively seek to establish links with other teaching school alliances in the region.
- c) Affiliation to the STSA would be primarily based on participation rather than on an affiliation fee. Differential rates for traded services, eg for NQT Appropriate Body services may be applied for schools in and outside Slough local authority.
- d) In line with the DfE White Paper the core remit of the STSA is to provide
 - High quality school-based ITT
 - High quality school-to-school support to spread excellent practice
 - Evidence-based professional development for teachers and leaders

7. Proposed Teaching School Alliance activity for 2016-17

Initial Teacher training	Schools Direct programme, salaried and unsalaried Support for assessment-only route
Appropriate Body service for NQT induction	Management of NQT assessments through online NQT Manager software. Training and support for NQT Manager use. Mentor training Quality assurance of induction process and assessments
Ongoing teacher professional development	Access to nationally recognised ITP and OTP programmes Themed network meetings for NQTs Teacher development networks (led by SLEs, hosted by partner schools) Teach-meet programme (organised by strategic partner schools) Conference-style training as appropriate to school needs, focusing on the development of pedagogy Training and development programmes in Computing and Mathematics through NCETM and CAS links.
Leadership development	Access to franchised leadership development programmes eg NPQML/NPQH and their successor programmes, SSAT Middle Leader development programme, Inspired to Lead etc. Termly Slough-focused headteacher day conferences on relevant themes. Targeted leadership development programmes.
School to school support	Maintenance of directory of local and regional system leaders, both designated (NLEs, SLEs, SSAT Lead Practitioners) and locally-recognised. Brokerage of school-to-support. Recruitment, designation and ongoing support for SLEs.
Economies of scale	The Alliance will continue to act as licence holder for the currently operational brokered deals eg Educare online training package, FFT data, Sophos system, etc. (Licences currently held by Slough Learning services Ltd)

8. Funding

The Teaching School Alliance will receive a core grant from the DfE, expected to be a maximum £40,000 in 2016-17. This is sufficient only for minimal leadership and administrative support. The Alliance proposes that funds currently held by the Slough Learning Partnership be transferred to the Alliance for the purpose of directly employing staff to provide additional leadership and administrative capacity to support ITT and CPD programmes, organising events and activity programmes. The existing company Slough Learning Services Ltd will be used for traded services and as the licence holder for brokered economy of scale deals such as Educare. The Alliance will also request the LA set aside money for a school support fund, to backfill schools providing support to other schools. The Alliance will also consider further activity as negotiated with the Slough's Head of Education Services, subject to a fair funding allocation. Further detail on funding proposals is given in Appendix 2.

John Constable
Slough Teaching School Alliance, May 2016

Appendix 1: Teaching School Alliance organisational/operational structure for 2016-17

a) Accountability

The Teaching School Alliance will be accountable to the following stakeholders:

Stakeholder group	Note
Department for Education through the National College for Teaching and Leadership	<p>The STSA is accountable to the DfE for the spending and impact of the Collaborative Fund annual grant.</p> <p>An online annual return to NCTL is made in July each year for the previous year's grant.</p> <p>The NCTL have set out general KPIs for teaching school alliances.</p>
The Slough schools' community	STSA will have an advisory board which includes representatives from primary, secondary and special phases. Representatives will be appointed by the phase groups. The advisory board will meet on at least a termly basis.
The 'self-improving system' through the Teaching School Council network	Teaching schools are increasingly accountable to the 'self-improving system' through the work of the Teaching School Council and its regional subsidiary networks. There are termly meetings of the Pan-Berkshire teaching schools' network, with a remit to share good practice and coordinate activities across the region to support the most effective use of resources. Berkshire is in turn represented on the executive board of the SE Region of the Teaching Schools Council.
Slough Local Authority	STSA will be accountable to Slough Local Authority through Schools Forum for the impact of any future funding which is provided from centrally retained DSG and relating to a particular strand of school improvement work. The terms of any such commissioned work will be set out in an agreed SLA or Partnership Agreement between STSA and SBC.

b) Organisational structure and staffing

Level	Proposals
Designated Teaching Schools	<p>Two senior posts totalling 1.0-1.2 FTE</p> <ul style="list-style-type: none"> • Teaching School Director (ITT and Qualification) • Teaching School Director (CPD and Leadership development) <p>Administrative support totalling 2.5 FTE and covering</p> <ul style="list-style-type: none"> • ITT programme administration • NQT induction administration • Events organisation and management • Bookings • Invoicing and financial control
Strategic Partner Schools	<p>Designated system leaders – SLEs, NLEs.</p> <p>Other accredited practitioners</p>

Staff from Slough Learning Partnership be transferred across to the Slough Teaching School Alliance and will be directly employed by one or more of the teaching schools on behalf of the alliance. TUPE regulations will apply where proposed roles within the simplified structure will be closely related to those within the Slough Learning Partnership.

Appendix 2: Proposed Teaching School Alliance funding from September 2016

a) Use of funds held by Slough Learning Partnership

The legacy funding (comprising NCTL Collaborative Fund, grants from centrally retained DSG underspend, traded service income and funding for work commissioned by Cambridge Education) currently held by Slough Learning Partnership will be passed to the Slough Teaching School Alliance. Legal advice confirms this is possible under charity law if the funding is passed to one or more of the designated teaching schools, as they have charitable status with a charitable object which closely aligns with that of the Slough Learning Partnership.

The trading company Slough Learning Services will continue as the trading company for the teaching school alliance. For accounting purposes this enables teaching school funding to be kept separate from the individual schools' revenue funding.

The legacy funding held by Slough Partnership is intended to support the leadership, support and administrative capacity (ie staff and premises costs) of the Slough Teaching School Alliance in 2016-17 and 2017-18. Details of staffing levels and associated costs are shown in appendix 1 and in the table in Appendix 2. The assumption is that staff currently employed by the Slough Learning Partnership will be directly employed by one or more of the schools within the STSA.

From the academic year 2017-18 onward, the DfE White Paper proposes that school improvement funding will be routed through teaching school hubs. However, the uncertainty of the future of the designation itself and the associated collaborative grant from DfE mean that it is unwise to make commitments to structures and staffing beyond August 2018. A provision for redundancy costs at the end of the 2017-18 academic year is therefore included in the staff costings.

b) Teaching school grant (DfE Collaborative grant)

In 2015-16 this amounted to £40,000. The grant is given on a declining scale for the 4 years of teaching school designation. Cohort 1 teaching schools have been given funding into the 5th year. A 5th year grant of £30,000 is therefore assumed.

c) Appropriate Body fees and Schools Direct income

Income from Appropriate Body fees is currently £300 per NQT registered to cover admin costs.

With the Schools Direct programme, the costs of recruiting and supporting each trainee average at £2,500 per participant regardless of the route they opt for (salaried or unsalaried). The STSA recruits 20 to 25 trainees every year at a cost of over £50,000. The funding the trainees attract is different according to the route. Funding allocations in 2015-16 are as follows:

Unsalari ed	Reading University passes on £2,800 to the STSA per trainee. The majority of this money (£2,300) is devolved to school to cover mentoring costs. £500 is retained by the STSA to cover admin costs.
Salaried	There is a basic grant of £14,900 which may have a "high demand" top-up added. The grant is shared between 3 parties: Reading University course fee, the money paid to schools up to £10,400 and the retained STSA funds to cover recruitment and support including admin costs.

d) School-to-school support fund

STSA requests funding from DSG to set up a school support fund. This would enable schools to be compensated for staff time when agreeing deployments of NLEs, SLEs and other system leaders(*) to support other schools. The intention is that this fund mirrors at a local level the current national arrangements for school-to-school support and pre-empts the proposed routing of school improvement funding through teaching school alliances from 2017 onwards.

(*) The term system leaders is intended to encompass all school-based staff who may be deployed in school-to-school support activity. Some will carry a recognised designation eg NLE, SLE or Lead Practitioner; others may be recognised as local or regional champions or 'experts' in particular areas.

Slough Teaching School Alliance – base funding 2016-2018

2016-17 academic year

Income			
SLP legacy funds	50% of anticipated SLP legacy funds (at end of 2015-16) of £310,000	£155,000	
DfE collaborative grant	Assumed for 2016-17 subject to satisfactory annual return due July 2016.	£40,000	
Appropriate Body fees	Based on current fee and levels of uptake	£30,000	
Schools Direct income	Known for 2016-17, based on 11 salaried, 9 unsalaried trainees	£28,000	
Traded services surplus	Surplus from other events and activities, contributing towards salary costs	£10,000	
School support fund	[1] One-off funding of £150k requested from 2016-17 school improvement retained DSG (revised CE contract) to fund school-to-school deployment of designated and local system leaders over two years	£75,000	£338,000
Costs			
Premises	Retention of office and training room at 551 Fairlie Road	£15,000	
Professional services	Audit, legal, NQT software etc	£15,000	
Staffing [2] (salary and oncosts)	TSA Directors 1.2 FTE	£100,000	
	General admin (1.0 FTE), Schools Direct and NQT administration support (1.0 FTE)	£60,000	
	Financial control 0.5 FTE	£20,000	
	Schools Direct recruitment and QA (variable), Induction QA and support (0.1 FTE)	£15,000	
Contribution to reserves	Provision for staff redundancy at end of 2017-18 if required	£32,000	
Direct school support	Backfill to schools providing school-to-school support across alliance	£75,000	£332,000

2017-18 academic year

Income			
SLP legacy funds	50% of anticipated SLP legacy funds (at end of 2015-16) of £310,000	£155,000	
DfE collaborative grant	Provisional indication of 5 th year grant	£30,000	
Appropriate Body fees	Based on current fee and levels of uptake	£30,000	
Schools Direct income	Assume similar numbers?	£30,000	
Traded services surplus	Surplus from other events and activities, contributing towards salary costs	£10,000	
School support fund	See [1] above – 50% of one-off funding from 2016-17 school improvement DSG allocation	£75,000	£330,000
Costs			
Premises	Retention of office and training room at 551 Fairlie Road	£15,000	
Professional services	Audit, legal, NQT software etc	£15,000	
Staffing	Breakdown as for [2] above	£195,000	
Contribution to reserves	Provision for staff redundancy at end of 2017-18 if required	£30,000	
Direct school support	Backfill to schools providing school-to-school support across alliance	£75,000	£330,000

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SLOUGH SCHOOLS' FORUM
14th June 2016

New Centrally Held DSG 2017-18

(Directorate of Wellbeing)

1 PURPOSE OF REPORT

To inform Schools' Forum of the DFE's proposal to create a new centrally held block budget and to inform the Forum of the request from the DFE for information relating to the centrally retained budgets.

2 RECOMMENDATION

This report is for information only and Schools' Forum is asked to note this report.

3 BACKGROUND

Money from the Schools' Block is set aside to pay for services that the Council undertake on behalf of schools. This needs to be agreed\approved by the Schools' Forum each year.

4 PROPOSAL

5 From 2017-18 the DfE will create a Centrally Retained Block of money for the local authority. The main purpose for doing so is to reflect the on-going duties/services local authorities perform for both maintained schools and academies.

The new block will bring together the 2 funding streams listed below:

- a) DSG centrally retained, and
- b) ESG retained duties

This will be distributed using a simple per pupil formula.

6 REQUEST FROM THE DFE

The DFE has asked the council to itemise the Combined Budget Item and the Capital Expenditure Revenue Accounts (CERA) as presented in the statutory S251 return required by the DFE. The council completed and returned this report on 27th May 2016.

7 SUPPORTING DOCUMENT

Table of DSG Centrally Retained commitment for 2017-18				
Description	Budget £000	Definition in the S251 Return	DFE Request for Additional Information (with proof of commitment prior to 2013-14)	Assumption
School Forum costs	53	School Forum costs	No information requested	Assumed this will be allowed in 17-18
School admission	178	School Admission	No information requested	Assumed this will be allowed in 17-18
Capital Expenditure funded from Revenue (CERA)	149	CERA	Requested information to prove (with contracts etc) that the on-going commitment in 2013-14 is still applicable	No evidence is available for this, so the council can expect to lose this funding. Commitments are disallowed funding is set aside for different capital works each year.
School improvement support for early support, monitoring, challenge and intervention.	630	Combined budget	As above	Evidence being sought
Education, School improvement and raising standard – Leadership, management, business and administration support.	95	Combined budget	As above	As above
LA Safeguarding children board	30	Combined budget	As above	As above
Virtual head staffing costs for LAC education	100	Combined budget	As above	As above
Safeguarding training	49	Combined budget	As above	As above

This return also requires an end date to the commitment and will need to be signed by the Chief finance officer.

7 CONSULTATION

Principal Groups Consulted

7.1 None.

Method of Consultation

7.2 Not applicable.

Representations Received

7.3 Not applicable.

Contact for further information

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SLOUGH SCHOOLS' FORUM
14th June 2016

PFI Proposal 2017-18
(Directorate of Wellbeing)

1 PURPOSE OF REPORT

- 1.1 To ask Schools' Forum for permission to use £500k from the DSG's School Block to fund the PFI affordability gap from 2017-18.

2 RECOMMENDATIONS

- 2.1 That the Schools' Forum support the Council and agrees to fund the affordability gap from the School Block budget from 2017-18.

3 BACKGROUND

- 3.1 Schools' Forum will be aware that the Council presented a report in May 2015 which considered the options to reduce the funding pressure arising the School's PFI scheme on the overall Slough taxpayer. This report recommended a number of options with varying contributions from the DSG. Schools' Forum did not support any these options.
- 3.2 Since then there has been a number of developments. These are described below:
- 3.2.1 Council's Financial Outlook
The Council expects to make savings of over £12m in 2017/18. This is part of a series of budget reductions required to bring the Council's expenditure down by at least **35%** over the current Medium Term Financial Planning cycle in line with the national government's funding decisions. As a result, all areas for making savings to the Council's General Fund budget are being examined, again.
- 3.2.2 Academy Conversion of 2 PFI mainstream schools
Both mainstream PFI schools have now been approved to become Academies with an expected conversion date of 1st September 2016. This has brought into sharp focus the need to address **now**, how the funding for PFI is treated by the Council as it is best that these arrangements are finalised now before conversion takes place.
- 3.2.3 Planned Introduction of a School National Funding Formula
The School National Funding Formula (SNFF) will be an agreement between the DfE and the Schools with Local authorities having no involvement in schools funding. The EFA currently has no policy on how to treat or access the Local Authority General Fund budgets.

Accordingly, the Council has received clear advice from the DFE to bring this matter back to Schools' Forum and request that the funding for PFI is brought within the Council's DSG.

4 REASONS FOR RECOMMENDATIONS

As a result of the developments above the Council has considered these matters and have decided to come back to Schools' Forum with the recommendation that the PFI funding is taken from the Schools Block. The reasons for this recommendation are set out below:-

- 4.1 **The School National Funding Formula (SNFF)** - will change the landscape for schools' financing. The current arrangements in Slough are likely to be out of sync with the new proposals and furthermore, Local Authorities that delegate funding via the Schools Block will be in a more transparent place when the non-recoupment funding formula is designed in the future.
- 4.2 **EFA Requirement.** The EFA guidelines indicate that other Local Authorities fund the PFI affordability gap from the School block DSG.
- 4.3 **Academisation** - At present the budgets are allocated on a recoupment basis, in future due to the above, the budgets will be calculated by the EFA with no involvement from Local Authorities. Therefore, presently, the EFA does not have a mechanism to increase the Schools' Block budget with the council's contribution, as budgets will be set on a individual basis rather than at local levels.
- 4.4 **Independence** - The policy of the DfE is to make all schools independent from the Local authority control. With Slough's current PFI arrangement, schools will not be free from Local Authority control. With the EFA's new way of working they would require that all schools costs and budgets are within the DSG School Block Budget.
- 4.5 **Council Savings** – Funding the PFI from the Schools block will assist the Council in achieving its savings plans to ensure that as many priority services as possible can continue to be delivered in the future.

4 ALTERNATIVE OPTIONS CONSIDERED

4.1 Not applicable.

5 SUPPORTING INFORMATION

5.1 Not applicable.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

6.1 Borough Solicitor

The relevant legal provisions are contained within the main body of this report.

6.2 Section 151 Officer – Strategic Director of Resources

The financial implications of the report are outlined in the supporting information.

6.3 Access Implications

There are no access implications.

7 CONSULTATION

7.1 Principal Groups Consulted

None.

Contact for further information

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Slough Schools' Forum – 2015-16 Forward Agenda Plan

Tuesday 14th June 2016

1.	Election of Chair and Vice Chair	Clerk
2.	Update on 17-18 DFE proposals and consultation for National Funding Formula (verbal update)	Coral Miller
3.	Growth Fund out turn	Coral Miller
4.	Proposals for the use of centrally retained DSG in 2016-2017	Sharon Scott
5.	Slough Teaching School Alliance (STSA)	John Constable
6.	New Centrally Held DSG 2017-18	Coral Miller
7.	PFI Proposal	TBC
8.	Schools Forum Membership (verbal update)	Maggie Waller / John Constable
9.	Update from Task Groups: 5-16, SENSOG and Early Years (verbal)	Maggie Waller
10.	Cambridge Education	Robin Crofts
11.	Academies update	Robin Crofts
12.	2015-16 Forward Agenda Plan and Key Decisions Log	Maggie Waller

Wednesday 6th July 2016

No.	Description	Lead
1.	Education Services Grant (ESG)	Sharon Scott
2.	14/15 Update on 2-year block funding spend and carry forward if required.	Robin Crofts
3.	Update on 17-18 DFE proposals and consultation for National Funding Formula	Coral Miller
4.	Early Years Block update (post DfE verification)	Coral Miller
5.	High Needs Block update post arrangements with Trust and including update on centrally retained items	Coral Miller
6.	Centrally retained out-turn reports 2015-16 (High Needs, Early Years and Schools Block) <ul style="list-style-type: none"> • SBC • Cambridge Education 	Coral Miller Robin Crofts
7.	Review of Scheme for Financing Schools (tbc)	Coral Miller
8.	SEND update	
9.	Update from Task Groups: 5-16, SENSOG and Early Years (verbal)	Maggie Waller
10.	2016-17 Forward Agenda Plan	Coral Miller & Maggie Waller
11.	Cambridge Education (verbal)	Robin Crofts
12.	Academies update (verbal)	Robin Crofts
13.	Key Decisions Log	Maggie Waller
14.	Dates and venues of next year's meetings	Coral Miller/ Maggie Waller & clerk

Meeting frequency for academic year 2016/2017

October 2016 (w/c 17th October)

December 2016

January 2017

March 2017

May 2017

July 2017

Brought forward / future items:

- Growth Fund updates in year
- Virtual School Head report with KPIs (autumn term meeting)
- Update on HNB (other blocks?) centrally retained spend and progress (October meeting)

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Schools Forum Key Decisions Log September 2014 and ongoing V4 March 2016 updated

Item 439: Jon Reekie (Baylis Court MAT/Godolphin Infant), Eddie Neighbour (Upton Court) and Jo Matthews (Littledown) now elected as academy members and resignation of Hardeep Singh (Khalsa Primary) noted. Item 441: Confirmed that the £190,000 to be transferred to the High Needs Block was a one off transfer from under spend, not a permanent arrangement.	09/12/2015	3	449
Growth Fund 2016			
Agreed 2016-17 DSG top slice for Growth Fund, increased by £250k, to £1.1 million. Growth Fund criteria, to be brought to January Schools Forum; to include funding for permanent expansion, emergency bulge classes, additional places in primary school classes and secondary places above PAN where requested by LA.	09/12/2015	6	452
Centrally Retained items Schools Block			
Agreed £933k proposed for 2016-17 for Cambridge Education contractual school improvement work; balance of the £1.2m to be discussed at January Schools Forum. LA centrally retained budget of £230k agreed in part: Schools Forum (£53k) and CERA (£149k). Balance to be brought back to Schools Forum in January.	09/12/2015	7	453
De-delegated items 2016-17			
The de-delegation of the proposed budget for the behaviour support service (SEBDOS) was agreed by primary and secondary maintained schools. Trades Union budget de-delegation was deferred pending further clarification from the LA.	09/12/2015	9	454
Review of SEBD Outreach Funding Methodology			
Schools Forum supported the change in funding methodology proposed by SEBDOS.	09/12/2015	8	455
Split site criteria review			
The proposed revised split site criteria was agreed.	09/12/2015	10	456

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