

AGENDA



SCHOOLS FORUM

Date : Thursday 15th January 2015

Time : 4.30pm

Place : Badminton Road Offices, Ground Floor, Room 0015

Distribution

Members of the Committee

Richard Badley	Keith Lawrence (Chair)
Dave Baker	Louise Leader
April Begley	Jim Lott
Tania Craig	Anna Klimczak
Fr. Eugene Campbell	Jane Millicent
Mark Dee	Max Reed
Pauline Dixon	Sara-Jane Watkins
Victoria Fitzgerald	Susie Weaver
Steve Forecast	Andrew Wild
Mark Freeman	Alison Wood
Amanda Fry/Lisa Williams	Ann Reed (sub)
Kim Garland	
John Goff	
Geoff Howell	
Janet Hoyle	

Appropriate Officers

Peter Murphy
Martin Dear
Susannah Hill

Councillors

Ian Blair
James Hunt
Gareth Manson

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AGENDA

1	WELCOME AND INTRODUCTIONS	5 mins
2	APOLOGIES FOR ABSENCE	5 mins
3	EVACUATION PROCESS	5 mins
4	ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT	5 mins
5	MINUTES OF THE MEETING HELD ON 4 DECEMBER 2014	5 mins
6	DEPLOYMENT OF THE DSG 2015/16	10 mins
7	COUNCIL BUDGET 2015/16	5 mins
8	CHILDREN AND YOUNG PEOPLE CAPITAL PROGRAMME REPORT 2015/16	20 mins
9	SCHOOLS FORUM WORK PROGRAMME	5 mins
10	ANY OTHER BUSINESS	5 mins

Department for Children, Adults and Health

**SCHOOLS FORUM
Thursday 4 December 2014
Badminton Road Offices**

PRESENT:

Dave Baker	Executive Headteacher, Bradley Stoke and Abbeywood Community Schools
Mark Dee	Executive Head, The Park & Parkwall Primaries
Pauline Dixon	Governor, Our Lady of Lourdes, The Tynings, and Charfield Primary Schools
Steve Forecast	Governor, The Crossways Schools Federation
Mark Freeman	Headteacher, St Michael's CE VC Primary
Kim Garland	Headteacher, Brimsham Green Secondary School
Geoff Howell	Governor, Patchway Community College, Barley Close and Callicroft Schools
Janet Hoyle	Headteacher, Watermore Primary School
Louise Leader	Headteacher, EOTAS
Jim Lott	Governor, The Tynings Primary School
Keith Lawrence	Governor, Culverhill School
Ann Reed	Governor, Kings Forest Primary School
Max Reed	Abbotswood Primary School
Johnnie Walker	Governor, The Ridge Junior School
	South Gloucestershire & Stroud College (representing Sara-Jane Watkins)
Susie Weaver	Headteacher, Wallscourt Farm Primary School
Andrew Wild	Bristol Diocese

Chair: Keith Lawrence

Officers: Martin Dear Head of Business Support

Other Attendees:

Andrew Buckton, Headteacher, New Siblands School (Item 8)

Lisa Parker, Warmley Park School (Item 8)

Louise Lewis, Headteacher, Hawkesbury Upton Primary School (Item 8)

Jim O'Brien, Governor, Hawkesbury Upton Primary School (Item 8)

1. WELCOME AND INTRODUCTIONS

Attendees were welcomed by the Chair.

2. APOLOGIES FOR ABSENCE

April Begley, Tania Craig, Fr. Eugene Campbell, Victoria Fitzgerald, John Goff, Anna Klimczak, Jane Millicent.

3. EVACUATION PROCESS

The Chair drew attention to the emergency evacuation procedure.

4. ANY OTHER ITEMS THE CHAIR DECIDES ARE URGENT

None

5. MINUTES OF MEETING HELD ON 11th SEPTEMBER 2014

Item 7 – New Horizons Learning Centre – Level of Funding

Following the recommendation to investigate why there were no Year 7 pupils at the school, the Chair confirmed that there is no need to pursue this matter as Year 7 pupils are now being placed at the school.

Item 8 – Education Committee Update

This item to be deferred to the January meeting.

Item 11 – Traded Services Update

The move to the company will now be 1st April 2015.

Interviews have taken place and an appointment to Managing Director has been offered. Further updates to follow.

Item 12 – Schools Work Programme 2014/15

5th March meeting to be changed to 12th March as it clashes with a schools event.

The remainder of the Minutes were agreed as a true record.

6. SECOND QUARTER MONITOR REPORT: REVENUE AND CAPITAL 2014/2015

Revenue and Capital for the first 6 months are on target. It is likely that the DSG will be underspent at the end of the year This will help with pressures as schools are likely to apply to the Schools Forum for additional funding for various reasons.

No further comments were received.

7. WATERMORE PRIMARY – SPLIT SITE ANALYSIS

After due consideration it was decided that the figures and reasons provided by Watermore Primary School with regard to additional costs occurred through having a split site was robust.

Agreed: To fund the split site allocation within the funding formulae at £93,436.

8. SCHOOLS FUNDING ARRANGEMENTS FOR 2015/16

Andrew Buckton and Lisa Parker, attended on behalf of South Gloucestershire Special Schools. This was in connection with looking at reducing the bandings from 38 to 12 for Special Schools and Resource Bases.

At a recent Special Headteachers and Resource Bases meeting support was given to go to 12 Bands.

Louise Lewis and Jim O'Brien attended for this item following a letter that had been submitted to Schools Forum by Hawkesbury Upton Primary School re a request for an increase in funding for the school. They made the comment that they were 1 of only 3 schools now paying rent to a Church and as a result they were requesting additional funding to cover this.

The Chair said he had every sympathy with their request; however the formula is set and the LA is unable to change this. He suggested that the school write to the Schools Forum (c/o Martin Dear) and also the Diocese to advise them of the financial situation.

The following was agreed:

(a) The formula factors and notional amounts for the allocation of the Schools Block

Factor	Criteria	Rate £	Notional Amount to be Allocated based on 2015/2016 DSG £000s
1. Basic per-pupil entitlement	Rates for Primary Key Stage 3 and Key Stage 4	2,512 3,977 4,234	111,019
2. Deprivation	Pupils entitled for free school meals Primary Secondary	638 846	2,370

Factor	Criteria	Rate £	Notional Amount to be Allocated based on 2015/2016 DSG £000s
3. Looked After Children	Based on pupils looked after for one day or more	527	68
4. Low Cost, High Incidence Special Educational Needs	Primary Sector – Early Years Foundation Stage Profile all pupils who do not achieve 78 points. For the 2014/2015 cohort moving to KS1 where they have not achieved a good level of achievement. Secondary Sector all pupils who do not achieve Level 4 or above in either English or Maths at Key Stage 2	1,113 1,806	10,394
5. English as an Additional Language (EAL)	Pupils with EAL and who have entered compulsory education within the last 3 years in England. Primary Secondary	948 948	897
6. Lump Sum	A single rate for all schools Primary Secondary	169,484 169,484	18,304
7. Split Sites	Applicable for one primary school	86,408	86
8. Rates	Based on actual cost	Various	2,700
9. Exceptional circumstances	Allocation of rent funding on actual basis for two primary schools	Various	6
10. Minimum Funding Guarantee	Restrict school gains to 1.5% in order to fund the minimum funding guarantee in 2014/2015	Various	1
TOTAL			145,845

- (b) To delegate to the Director for Children, Adults and Health the determination of the split site allowance.
- (c) that for Low Cost High Incidence SEN – Primary Sector the year 1 and 2 results are weighted and scaled back so that there is consistency with the old methodology and the allocations to schools will not be distorted.
- (d) the high needs funding categories, rates and to allocate monthly payments.

Primary Resource Bases – Funding

Categories	Current Rate	Proposed Rate	Band
	£	£	
Social Communication A	22,547	22,500	7
Social Communication B	16,524	16,000	4
Social Communication C	14,128	14,500	3
Hearing Impaired – Band A	28,263	29,000	9
Hearing Impaired – Band B	24,247	24,500	8
Hearing Impaired – Band C	16,217	16,000	4
Speech & Language A	13,009	14,500	3
Speech & Language B	10,619	11,000	1
Visual Impairment Total	39,674	41,000	12
Visual Impairment High	35,359	37,000	11
Visual Impairment Medium	17,973	18,000	5
Physical Disability Total	37,395	37,000	11
Physical Disability High	24,523	24,500	8
Physical Disability Medium	13,541	14,500	3

Secondary Resource Bases - Funding

Categories	Current Rate	Proposed Rate	Band
	£	£	
Communication – Band A	29,125	29,000	9
Communication – Band B	16,034	16,000	4
Hearing Impaired – Band A	29,435	31,000	10
Hearing Impaired – Band B	25,384	29,000	9
Hearing Impaired – Band C	17,285	18,000	5
Physical Disability – A*	29,945	31,000	10
Physical Disability – A	21,801	21,000	6
Physical Disability – B	14,971	16,000	4
Physical Disability – C	10,000	11,000	1
Autistic Spectrum Disorder	40,562	41,000	12

Special Schools - Funding

Categories	Current Rate	Proposed Rate	Band
	£	£	
MLD	10,257	11,000	1
CLD	12,142	12,500	2
SLD	14,116	14,500	3
CLD/CHB	16,350	16,000	4
PD	17,688	18,000	5
Autism	20,337	21,000	6
PMLD	20,337	21,000	6
SLD/CHB	20,337	21,000	6
VHLN	26,146	29,000	9
BESD Standard	24,333	24,500	8
BESD Enhanced	30,766	31,000	10
PRU – Primary	27,632	27,632	-
PRU – Secondary	27,765	27,765	-
Learning Centre	9,756	9,756	-

(e) that the stated support high incidence funding is calculated annually.

(f) Agree the planned Places for the 2015/2016 academic year for special schools and resource bases in mainstream schools.

Resource Base School/ Special School	Type	Planned Places Sept 2014	Planned Places Sept 2015	Change in Planned Places
Blackhorse Primary	Social Communication	22	22	0
Charborough Road Primary	Speech and Language	20	20	0
Emersons Green Primary	Visually Impaired/ Physical Disabilities	14	14	0
Yate International (All Through)	Hearing Impaired	12	12	0
Brimsham Green Secondary	Physical Disabilities	14	14	0
Hanham High	Language and Communication	25	25	0
Abbeywood Community	Language and Communication	25	25	0

Chipping Sodbury Secondary	Autistic Spectrum Disorder	6	8	2
Culverhill	Complex Learning Difficulties	135	135	0
New Siblands	Severe Learning Difficulties/Autistic Spectrum Disorder	100	104	4
Warmley Park	Severe Learning Difficulties/Autistic Spectrum Disorder	120	120	0
New Horizons Learning Centre	Behavioural, Emotional & Social Difficulties	43	43	0
Pupil Referral Unit	Education Other Than At School	118	118	0
TOTAL		654	660	6

9. SCHOOLS FORUM WORK PROGRAMME 2014/15

The Work Programme was agreed with the exception of moving the 5th March date to the 12th March 2015.

10. ANY OTHER BUSINESS

Breaching of school numbers. Following LA requests for some schools to breach their numbers, it was highlighted that in some circumstances fewer pupils were placed than originally planned for. This then caused a financial difficulty for some schools.

It was agreed that if a school found itself to be financially disadvantaged because the anticipated increase in pupil numbers did not materialise, a submission for one off funding could be made to the Schools Forum. This request would only be considered if less than 2/3rd of the anticipated increase did not materialise.

At the time of presenting the submission, Education officers dealing with admissions, would attend for this item.

Meeting closed 17.35

DEPLOYMENT OF THE DSG 2015/2016

The purpose of this report is to enable the Schools Forum to comment and make recommendations to the Children and Young People Committee before the decision is made concerning the deployment of the Dedicated Schools Grant (DSG) for 2015/2016.

The report that will be presented to the CYP Committee will be available from 13 January 2015. A copy of this report will be sent to School Forum members on 13 January 2015.

Recommendation:

Members of the Forum are requested to make their views known in order that they can be presented to the meeting of the Children and Young People Committee on 21 January 2015.

COUNCIL BUDGET 2015/2016

South Gloucestershire Council's Policy and Resources Committee will receive a report on the Council's draft Budget proposals for 2015/2016 on the 2 February 2015. Papers for this meeting will be available from 23 January 2015.

The above report will form the basis of the final proposals that will go to Council for approval on 18 February 2015.

Note that this report does not include the deployment of the Dedicated Schools Grant.

Recommendation

Members of the Forum are recommended to determine if and how they wish to respond to the Council's budget proposals for 2015/2016.

CHILDREN AND YOUNG PEOPLE CAPITAL PROGRAMME REPORT 2015/16 ONWARDS

The purpose of this report is to enable the Schools Forum to comment and make recommendations to the Children and Young People Committee before the Committee agrees the Children and Young People Capital Programme priorities for 2015/16 onwards for inclusion in the Corporate Capital Programme.

The report that will be presented to the CYP Committee will be available from 13 January 2015. A copy of this report will be sent to School Forum members on 13 January 2015.

RECOMMENDATION:

Members of the Forum are requested to make their views known in order that they can be presented to the meeting of the Children and Young People Committee on 21 January 2015.

SCHOOLS FORUM WORK PROGRAMME 2014/15

All meetings at 4.30pm at Badminton Road, Yate

<p style="text-align: center;">15th January 2015 Room 0015 Ground Floor</p> <ul style="list-style-type: none"> • Earmarked Capital Programme 2015/16 • Council Budget 2015/16 • Deployment of the DSG 2015/16 	<p style="text-align: center;">12th March 2015 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Hold for possible 2015/16 Budget Implications • 3rd Budget Monitor 2014/15 • The Schools Forum Constitution from April 2015 • Education Commission Update
<p style="text-align: center;">7th May 2015 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Trading Arrangements • Analysis of Schools Block Funding Formulae 2014/15 	<p style="text-align: center;">2nd July 2015 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • Preparing for 2016/17 (if known) • Provisional Outturn 2014/15 • Schools Forum Membership • Dates of future meetings and the Work Programme 2015/16
<p style="text-align: center;">10th September 2015 Room 0012 Ground Floor</p> <ul style="list-style-type: none"> • DfE Consultation on School Funding 2016/17 • Allocation of Schools Block Growth Funding • 1st Budget Monitor 2015/16 	

ANY OTHER BUSINESS – SCHOOLS FINANCIAL VALUES STANDARD

The Department for Education (DfE) is suggesting some small, proposed amendments to the Schools Financial Values Standard (SFVS); the assurance document filled out and returned annually by LA maintained schools.

The proposed changes respond to a request from the School Teachers' Review Body (STRB) that, given the increased pay freedoms now afforded to schools and governing bodies, the DfE should explore options to increase the scrutiny of schools' pay decisions. Accordingly, the STRB has suggested that the DfE consider adding some questions, relating to schools' pay decisions, to the SFVS.

By revising the SFVS, the STRB believe that LA-maintained schools will be further encouraged to give yearly regard to their pay considerations, in the same way academies do for their annual audit.

Draft questions and support notes are attached. Views on the proposed changes are to be submitted to the DfE by Friday 6 February 2015.

Once the DfE have heard from stakeholders, they will consider if any changes need to be made to the SFVS, which will be published in late February 2015.

Recommendation:

Members of the Forum are requested to make their views known in order that a response can be made to the DfE .January 2015.

Proposed additional SFVS questions and support notes

- 1) **Have your pay decisions been reached in accordance with a pay policy based on clear performance criteria?**
- 2) **Where necessary, or appropriate, has the use of professional independent advice informed part of the pay decision process?**
- 3) **When making pay decisions, has consideration been given to wider context, e.g. pay in schools with similar circumstances or other benchmarking data?**

Q1: Have your pay decisions been reached in accordance with a pay policy based on clear performance criteria?

A	What does the question mean?
1	<p>What kind of pay decisions does my school need to make?</p> <p>Since 2013, schools have the freedom and responsibility to make individual pay decisions for all classroom teachers and senior leadership teachers, explicitly linking annual pay decisions to performance.</p>
2	<p>What do we mean by ‘clear performance criteria’?</p> <p>Schools will need to set out clearly in their pay policy what criteria will be taken into account in making judgements about whether teachers have met their objectives and the relevant standards.</p>
B	Good Practice
3	<p>Schools should ensure they have a robust pay policy which is based on clear performance criteria.</p> <p>This will help ensure that pay decisions are objective and equal. To support this, schools should give due regard to equalities considerations throughout the appraisal and pay determination cycle – if unsure, schools should refer to p.13-17 of the Department advice.</p>
4	<p>Should teacher’s objectives be based on student achievement?</p> <p>Teacher’s performance objectives should be closely linked to their school’s priorities as defined by school leadership and governing body. It may well be appropriate for an appraisal process to consider a number of factors for example: impact on pupil progress; impact on wider outcomes for pupils; improvements in specific element of practice e.g. behaviour management or lesson planning; impact on wider teacher effectiveness; and, wider contribution to the work of the school.</p> <p>Ultimately the responsibility to set a suitable pay policy is schools, with oversight</p>

	from the governing body. All objectives, however, should be clearly defined and measurable.
5	Are schools obliged to create their own pay policy? Schools have to freedom to decide their own individual needs in terms of pay policy.
C	What do you do if things are not right in your school?
6	What to do if you do not have a pay policy linked to clear performance criteria As set out in the School Teachers' Pay and Conditions Document (STPCD) 2013, schools must comply with this requirement. The first pay decisions linking pay to performance should have been in September 2014. If you believe that your pay policy does not comply with the new requirements, you should review and revise you pay policy at the nearest opportunity, taking advice from HR experts and/or Department guidance.
7	Further Information: STPCD Departmental Advice (including advice on equalities.) Local Authority

Q2: Where necessary, or appropriate, has the use of professional independent advice formed part of the pay decision process?

A	What does the question mean?
1	What is professional independent advice? Impartial advice from a provider not attached to your school. Examples of Professional Independent advice providers could be: <ul style="list-style-type: none"> • External HR Providers • Other Governing Bodies • LA HR providers
2	When is it necessary or appropriate to use professional independent advice? The School Teachers Pay and Conditions Documents states that professional independent advice must be sought in the event of a leadership salary reaching 25% above the maxima of its pay range. Schools may also wish to seek independent advice at any time in which they feel

	unsure about any part of their pay decision processes.
3	Why is it important to use professional independent advice? When awarding salaries which exceed the maxima of the pay range by 25%, it is important that decisions are well-informed. HR providers can help schools to examine the reasons behind these decisions, as well as ensure that they are following correct procedures.
B	Good Practice
4	All schools should seek professional independent advice when applying leadership salaries exceeding 25% of the stated maxima of the pay range. Final decisions are at the discretion of schools, however, due regard should be given to all relevant advice.
C	What do you do if things are not right in your school?
5	What to do if you do not currently have access to professional independent advice Please contact your local authority, or an external HR provider.
6	Further Information STPCD Departmental Advice (including advice on equalities.) Local Authority

Q3: When making pay decisions, has consideration been given to wider context, e.g. in pay in schools with similar circumstances, or other benchmarking data?

A	What does the question mean?
1	What is benchmarking in relation to pay? Benchmarking is the process of using data to compare your school's salary decisions with the salary decisions of other schools, particularly schools with similar characteristics, taking account of challenge and context.
2	Why is it important to benchmark pay decisions? The recent pay reforms have afforded schools greater flexibility within their pay policies. Taking account of wider context can help schools to ensure that they are making well-informed pay decisions, which represent good value-for-money.

3	<p>Where can schools find benchmarking data in relation to pay?</p> <p>Some local authorities and/or HR providers will be able to provide schools with salary data for similar local schools. Schools may also find it useful to engage with others schools to discuss salary considerations and to look at public adverts.</p> <p><i>[Additionally, the Department is exploring options for providing benchmarking on leadership salaries which it hopes to publish sometime in the current academic year.]</i></p>
B	Good Practice
4	<p>Governors and senior staff involved in pay decisions should give due regard to benchmarking data.</p> <p>This data should be considered when a pay decision is under review, or on an annual basis, as part of the pay decision process</p>
C	What do you do if things are not right in your school?
5	<p>What to do if a pay decision appears out of line</p> <p>Ensure that you understand the factors that have influenced the pay decision, and the impact and/or benefits to your school.</p>
6	<p>Further information</p> <p>DfE</p> <p>LAs</p>