

# NOTICE OF MEETING

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**CABINET MEMBER FOR EDUCATION**

**THURSDAY, 30 JUNE 2016 AT 4.00 PM**

**CONFERENCE ROOM B - SECOND FLOOR, CIVIC OFFICES**

Telephone enquiries to Lisa Gallacher 02392 834056

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**CABINET MEMBER FOR EDUCATION**

Councillor Neill Young (Conservative)

## **Group Spokespersons**

Councillor Alicia Denny, UK Independence Party

Councillor John Ferrett, Labour

Councillor Suzy Horton, Liberal Democrat

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(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

**Deputations by members of the public may be made on any item where a decision is going to be taken. The request should be made in writing to the contact officer (above) by 12 noon of the working day before the meeting, and must include the purpose of the deputation (for example, for or against the recommendations). Email requests are accepted.**

## **AGENDA**

- 1 Apologies for absence**
- 2 Declarations of interest**
- 3 Education Budgeting Monitoring Outturn Report for 2015/16 (Pages 1 - 4)**

### Purpose

To inform the Cabinet Member of the revenue expenditure position within the Education portfolio cash limit for the financial year 2015-16. This report sets out the budget position and contributing factors to the final portfolio underspend at the end of the financial year.

**RECOMMENDED that the Cabinet Member:**

**(1) Note the Education service outturn position for 2015/16, of £409k under the approved cash limit provision, and that this has been offset against the Children's Social Care overspend position for that year.**

**(2) Note the anticipated cash limit pressure for the 2016/17 financial year; and that this will continue to be monitored and reported regularly during the year.**

**4 DSG outturn 2015-16 and revised budget 2016-17 (Pages 5 - 14)**

Purpose of report

The purpose of this report is to inform the Cabinet Member of the year-end outturn position as at the end of March 2016 for the Dedicated Schools Grant (DSG) and to propose revisions to the DSG budget for 2016-17.

**RECOMMENDED that the Cabinet Member:**

**(1) Note the year-end outturn budget position for the Dedicated Schools Grant as at the end of March 2016 and the variance explanations contained within this report.**

**(2) Approve the revised DSG budget for 2016-17 as set out in Appendix 1.**

**5 School Balances as at 31 March 2016 (Pages 15 - 32)**

Purpose of report

To inform the Cabinet Member of the level of maintained schools' revenue and capital balances as at 31<sup>st</sup> March 2016.

**RECOMMENDED**

**That the Cabinet Member notes the level of maintained schools' revenue balances and capital balances as at 31<sup>st</sup> March 2016 as shown in Appendices 2 & 3.**

**6 Future School Funding Formula Changes (Pages 33 - 58)**

Purpose of report

To provide the Cabinet Member with an initial summary and impact assessment, of the proposals contained within the 'school funding formula' consultation documents issued by the Department for Education (DfE) on the 7<sup>th</sup> March 2016.

**RECOMMENDED: that the Cabinet Member:**

**(1) Notes the Department for Education's proposed changes to the school funding arrangements and the potential impact of these**

changes, as set out within this report; and in particular:

**2017-18**

- i. The transitional period for 2017-18 and 2018-19. Funding to Local Authorities would be allocated on a national formula basis, but Local Authorities would continue to distribute this to schools based on a local formula.
- ii. Additional ring-fencing. The 'Schools Block' funding will be ring-fenced within the Dedicated Schools Grant (DSG).
- iii. Creation of a new 'Central Schools Block' which will include the 'retained duties' element of the Education Services Grant (ESG).
- iv. The Introduction a formulaic method for distributing High Needs funding from central to local government from 2017-18 (including Special Education Needs (SEN) and Alternative Provision (AP)).
- v. The proposed fundamental review of Schools Forum.

**2019-20**

- vi. The implementation of a single National Funding Formula from 2019-20 (at a school level), with funding being passed directly by the Education Funding Agency.
- vii. Withdrawal of current de-delegation arrangements.

(2) Note the submission of the response to stage 1, of the Department for Education's consultation, as shown at Appendix 1.

(3) Endorse the creation of a working group to guide and inform the development of the local funding arrangements for 2017-18 and 2018-19 as set out in section 10.

**7 Post-Ofsted inspection of the Local Authority's arrangements for school improvement: Action Plan (Pages 59 - 92)**

Purpose of report

The purpose of this report is to seek approval for the action plan that has been developed in order to respond to the findings of the Ofsted inspection undertaken in February 2016 of the council's arrangements for supporting school improvement in Portsmouth. A copy of the Ofsted report (published on 23<sup>rd</sup> March 2016) and the council's action plan are attached at Appendices 1 and 2.

**RECOMMENDED**

**That the Cabinet Member approves the action plan as set out at Appendix 2.**

**8 Education Advisory Board Terms of Reference (Pages 93 - 100)**

Purpose of report

To seek approval for the Terms of Reference of the Education Advisory Board which is to replace the former Schools Standards and Improvement Group (SSIG).

**RECOMMENDED**

**That the Cabinet Member approves the Terms of Reference for the Education Advisory Board as set out at Appendix 1.**



<b>Decision maker:</b>	<b>Cabinet Member for Education</b>
<b>Subject:</b>	<b>Education Budgeting Monitoring Outturn Report for 2015/16</b>
<b>Date of decision:</b>	<b>30 June 2016</b>
<b>Report from:</b>	<b>Chris Ward, Director of Finance and s.151 Officer</b>
<b>Report by:</b>	<b>Richard Webb, Finance Manager</b>
<b>Wards affected:</b>	<b>All</b>
<b>Key decision:</b>	No
<b>Budget &amp; policy framework decision:</b>	No

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## 1. Purpose of report

- 1.1. To inform the Cabinet Member of the revenue expenditure position within the Education portfolio cash limit for the financial year 2015-16. This report sets out the budget position and contributing factors to the final portfolio underspend at the end of the financial year.

## 2. Summary

- 2.1. During 2015/16 Education and Children's Social Care, (CSC) were a combined portfolio and were monitored and managed together. As a whole there was a forecast financial overspend throughout the year with the final position being an overspend of £989,000.
- 2.2. Within this total position, the CSC services produced an overspend of £1.398m, whilst the Education services contributed an offsetting underspend of circa £0.409m.
- 2.3. As the budgets were managed at the higher portfolio level during 2015/16, the Education underspend has been offset against the CSC overspend at a Portfolio level. However, going forward now that the Education service is a separate Portfolio, any underspend that is generated will be available for carry-forward at the end of each financial year for use in future years.

### 3 Recommendations

#### 3.1 It is recommended that the Cabinet Member:

- Note the Education service outturn position for 2015/16, of £409k under the approved cash limit provision, and that this has been offset against the Children's Social Care overspend position for that year.
- Note the anticipated cash limit pressure for the 2016/17 financial year; and that this will continue to be monitored and reported regularly during the year.

### 4 Position against Cash Limited Budget at the end of 2015/16

4.1 The Education budget at the year-end was £6.531m, an increase of £171,000 on the budget originally approved. This increase reflects the additional reserve allocations for redundancy costs, budget provision for the new position of Director of Children's Services, as well as portfolio transfers relating to Early Support activities transferred to the Children Centre budgets.

4.2 Education spending for the year amounted to £6.121m producing an underspend of £0.409m as identified below.

	Original Budget	Final Budget	Actual	Variation
<b>EDUCATION AND STRATEGIC COMMISSIONING</b>				
Strategic Commissioning	£1,020,293	£1,115,150	£1,085,728	-£29,422
Early Support	£625,000	£585,091	£467,933	-£117,158
Education Improvement	£674,500	£614,615	£338,370	-£276,245
Inclusion	£4,039,524	£4,215,772	£4,229,921	£14,149
<b>TOTAL Education And Strategic Commissioning</b>	<b>£6,359,317</b>	<b>£6,530,628</b>	<b>£6,121,952</b>	<b>-£408,676</b>

4.3 The Strategic Commissioning budget incorporates the senior management posts, Information and Policy Unit, as well as Youth Advice Team. The eventual saving on the budget primarily arose from increased staffing vacancies and turnover amounting to £76,000. This was offset by a reduction in income from Dedicated Schools Grant and lodge rental of £41,000 linked with Academy transfers, and £6,000 from other minor areas of variation.

4.4 The Early Years Support service, relates to the management of the funding provision for 2, 3 and 4 year olds together with commissioned services. The main components of the underspend arose from staffing vacancies and training amounting to £36,000, reduced commissioning requirements of £49,000; and increased income of £32,000 from traded activities.

4.5 The Education Improvement service had a substantial underspend of £198,000 from staffing vacancies during a year, where they also undertook a review of their working arrangements. Despite this, income receipts also exceeded budget expectations by £78,000.

**4.6** The Inclusion Service can be a volatile budget area containing, as it does, the Home to School Transport service budget. This area of the budget was once again in excess of the financial provision by £161,000, whilst reductions in the short-break support requirements, partly in anticipation of savings requirements, substantially off-set this cost by £153,000. Additional staffing requirements amounting to £69,000, predominantly related to Statutory Assessments, were also offset by additional service income of £63,000 through attendance fines and traded services.

## **5 Equality impact assessment**

**5.1** No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

## **6 Legal comments**

**6.1** There are no legal implications arising directly from the recommendations in this report.

## **7 Finance comments**

**7.1** On the 3rd December 2015, Cabinet approved the savings proposals of £563k in a full year (as set out within that report), to be commenced immediately, subject to appropriate consultation and notice periods. However, it should be recognised that the level of achievable savings in 2016-17, will be dependent on the outcome of the consultations, the deliverability of the savings and the timing of their implementation.

**7.2** The final outturn for the Education Service incorporated substantial savings arising from staff vacancies and additional income that may not be recurring. The proposed restructuring and savings proposals may also have removed much of this capacity for 2016/17.

**7.3** The Home to School Transport budget has been overspent for a number of years. Despite the implementation of new policies and arrangements designed to reduce the numbers requiring transport, the fixed nature of some of the costs suggest continued pressure in this budget area.

**7.4** As a result it is forecast, based on the information currently available, that going into 2016-17, the Education service will face a financial pressure of some £200k. The service is continuing to actively manage its expenditure requirements and income levels, but as some significant areas of the budget are demand led, fluctuations in these requirements could also impact on the levels of expenditure in 2016/17.

**7.5** The progress being made to deliver the proposed savings, as well as the forecast financial position of the Portfolio will continue to be monitored and reported regularly to the Cabinet Member during the year.

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**Chris Ward, Director of Finance and s.151 Officer**

**Background list of documents: Section 100D of the Local Government Act 1972**

The information upon which this report has been based has been drawn from a variety of sources; however much of the information used is held in budget files prepared by the Children and Education Finance Team. Please contact Richard Webb, Finance Manager, if required.

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by the Cabinet on

.....  
Signed by: Cabinet Member



# Agenda Item 4



Portsmouth  
CITY COUNCIL

<b>Title of meeting:</b>	Cabinet Member for Education
<b>Date of meeting:</b>	30 June 2016
<b>Subject:</b>	2015-16 Dedicated Schools Grant Outturn Report and Revised Budget 2016-17
<b>Report from:</b>	Alison Jeffery, Director of Children's Services
<b>Report by:</b>	Richard Webb, Finance Manager for Children's Services
<b>Wards affected:</b>	All Wards
<b>Key decision:</b>	No
<b>Full Council decision:</b>	No

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## 1. Purpose of report

The purpose of this report is to inform the Cabinet Member of the year-end outturn position as at the end of March 2016 for the Dedicated Schools Grant (DSG) and to propose revisions to the DSG budget for 2016-17.

## 2. Recommendations

It is recommended that the Cabinet Member:

- a. Note the year-end outturn budget position for the Dedicated Schools Grant as at the end of March 2016 and the variance explanations contained within this report.
- b. Approve the revised DSG budget for 2016-17 as set out in Appendix 1.

## 3. Background

- 3.1. The DSG is a ring-fenced grant for education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations.
- 3.2. The original DSG budget for the financial year 2015-16, was approved by the Cabinet Member for Children and Education and endorsed by Schools Forum in February 2015. This report provides the Cabinet Member with the year-end outturn position as at 31 March 2016.

3.3. In respect of the financial year 2016-17, the original DSG budget was agreed on 20<sup>th</sup> Jan 2016 by Schools Forum with a number of changes in regards to the de-delegated budgets. The Cabinet Member for Children and Education approved the budget on 21 January 2016. The changes agreed in January, together with further proposed budget revisions for 2016-17 are clarified within section 5 and Appendix 1 of this report.

#### 4. Dedicated Schools Grant

4.1. The table below sets out the DSG final outturn position as at the 31 March 2016.

<b>DEDICATED SCHOOLS GRANT</b>	<i>Original Estimate 2015/16 £000's</i>	<i>Revised Estimate 2015/16 £'000's</i>	<i>Outturn £'000's</i>	<i>over/ (under) spend £'000's</i>
<b>DSG : Devolved</b>				
Nursery ISB	7,800	7,654	8,094	440
Primary ISB	47,792	45,834	45,834	0
Secondary ISB	21,144	18,640	18,640	0
High Needs ISB	4,893	4,893	4,738	(155)
<b>DSG : Retained</b>				
De-Delegated Budgets & Growth Fund	927	898	757	(141)
High Needs	9,458	9,459	8,752	(707)
Centrally Retained	4,286	3,635	3,558	(77)
<b>Total DSG expenditure</b>	<b>96,301</b>	<b>91,013</b>	<b>90,373</b>	<b>(640)</b>
<b>Funded by:</b>				
DSG and other Specific Grants	(96,301)	(90,919)	(90,919)	0
DSG timing Adjustment	0	0	83	83
DSG Brought Forward	(4,585)	(4,585)	(4,585)	0
DSG Carried Forward	4,585	4,491	5,048	557
<b>Total Retained DSG</b>	<b>(96,301)</b>	<b>(91,013)</b>	<b>(90,373)</b>	<b>640</b>
<b>TOTAL Dedicated Schools Grant</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

*The figures in the above table are subject to rounding to the nearest £1,000 and may not calculate exactly.*

4.2. The variances shown in the table above are explained in more detail below.

#### Nursery ISB

4.3. During 2015-16 it was reported that actual expenditure on placement costs for 3 & 4 year olds in Private, Voluntary and Independent (PVI) Nursery settings, was forecast to exceed the budget provision by an estimated £350,000, although this was being offset by a decrease in the payments made to maintained units. The final outturn for the PVI units in

2015-16 was an over spend of £429,000, with maintained nursery units overspending by £11,000.

- 4.4. The overspend in the maintained and PVI nursery units arose mainly due to an increase in the numbers of children accessing early education when compared to 2014-15. The numbers of 3 & 4 year olds attending PVI nurseries in the spring term rose by 121 when compared to last year. However, £160,000 of the over spend was due to some payments in respect of financial year 14-15 being processed in 15-16 at year-end. Arrangements have now been put in place to mitigate a re-occurrence.

#### Primary & Secondary ISB & De-Delegated Budgets

- 4.5. During 2015-16 there were three Academy conversions. The table below shows the adjustments made to the budgets during the year, to reflect these conversions, for the Primary and Secondary Individual School Budgets (ISB) as well as the De-Delegated Budgets.

	Original Budget as at April 2015 £000's	Impact of Academy Conversions £000's	Revised Budget (as shown above) £000's
Primary ISB	47,792	(1,958)	45,834
Secondary ISB	21,144	(2,504)	18,640
De-Delegated	927	(29)	898

- 4.6. The underspend of £141,000 in the de-delegated and growth fund budgets is due mainly to the schools specific contingency; as during the final year there were no requests for financial support from the contingency fund.

#### High Needs (ISB)

- 4.7. The budget included the costs relating to an additional 29 places in Mary Rose and Cliffdale Special Academies from September 2015, in excess of the agreed place numbers. The under spend arose as a result of the number of additional pupils requiring Special School places being less than predicted.
- 4.8. A new inclusion centre opened at St Edmunds School in September 2015 and was expected to provide 12 high needs places. After discussions between the Inclusion team and the school it was agreed that only 9 places were required reducing the authorities predicted spend by £17,500 in 2015-16. In 2016-17 the three spare places will be utilised in a new centre opening at Trafalgar Academy.

## High Needs

- 4.9. The High Needs budgets are the most volatile area of the DSG budget, due to a significant proportion of the funding being linked to pupil needs and movements. At the end of 2015-16, the High Needs budget was under spent by £707,000 mainly as a result of the areas shown in the table below.

<b>Budget Area</b>	<b>Over/(Under) Spend £000's</b>
Element 3 Top Up Funding	(769)
Pupils with EHCP	31
Post 16 Funding	(65)
Out of City Placements	96
	<b>(707)</b>

### **Element 3 Top Up Funding**

- 4.10. In setting the budget for 2015-16 funding was set-aside to meet the Element 3 costs of the expected additional pupils at Mary Rose & Cliffdale Special Schools from September 2015, as well as the potential "band creep" arising from the new intake of pupils in September. The actual level of funding required to meet these expected pressures, was less than anticipated, leading to an under spend of £491,000 at the end of the year.
- 4.11. A further under spend of £294,000 arose in respect of the Alternative Provision and Resourced Units; as a result of lower than anticipated numbers of pupils being placed by the City Council in these settings.
- 4.12. These underspends were partially offset by a small over spend of £16,000 on the top up payments made for Portsmouth pupils being educated in maintained schools in other local authority areas.

### **Post 16 Funding**

- 4.13. The number of high needs pupils accessing post-16 education has increased between 2014-15 and 2015-16 academic years. In the summer term 2015, the authority was supporting 64 learners, whilst in the autumn term 2015 the number increased to 73 and has remained consistent for the academic year. Effective negotiation by the Special Educational Needs and Disability Team with the Post-16 Colleges led to the overall amount being paid to colleges remaining within the budget; resulting in an overall under spend of £64,500.

### **Out of City Placements**

- 4.14. The number of pupils placed out of the city in private / independent placements has increased over the course of the year from 32 to 38 at an average cost of £43,329 compared to an average cost in 2014-15 of £44,138.

### Other centrally retained budgets

- 4.15. The under spend of £77,000 has arisen from small variances in a number of areas; nursery quality standards, 2 year old place funding and 2 year old trajectory funding.
- 4.16. The nursery quality standards under spend of £52,500 is due to the service carrying a vacancy for the financial year.
- 4.17. The revised expenditure budget for 2 year old places in 2015-16 was based upon the census count in January 2015 and the year-end position showed a small underspend of £33,000 indicating that our numbers of 2 year olds has remained consistent throughout the year.

### DSG Grant & Carry-forward

- 4.18. The funding received directly by the Council in respect of the Dedicated Schools Grant continued to reduce during the financial year, as a consequence of schools converting to Academy status and their funding being allocated directly to them from the Education Funding Agency. The final amount allocated to Portsmouth City Council amounted to £90,919,000 compared to an initial budget estimate of £96,301,110.
- 4.19. The budget was revised during the year at various stages to reflect the changes to the Council's grant allocations, such as the recoument adjustments for maintained schools converting to Academy status. During the year, the DfE reduced the funding by a further £83,000 in respect of the Early Years Block which related to an expected late adjustment of 2014-15.
- 4.20. The carry forward increased in 2015-16 to £5,048m. However, it should be noted that the Secretary of State for Education has now approved the Council's request (which was endorsed by Schools Forum) to use £2m of the carry forward balance, to support a programme of capital improvements to special school facilities in the city to enable them to support pupils with higher levels of need.

## 5. Revised Budget 2016-17

5.1. Appendix 1 shows the initial budget for 2016-17 which was approved in January 2016. Since agreeing the initial budget for 2016-17 the following changes have occurred which has required the proposed revisions below.

- Conversion of Westover Primary to academy status from 1 February 2016
- Proposed changes to the funding arrangements with The Harbour School, in respect of:
  - the number of High Needs SEN places
  - the number Alternative Provision places
  - Element 3 top-up rates for both SEN and AP places
  - Medical funding.

### **Conversion of Westover Primary School**

5.2. Westover Primary converted to Academy status from 1st February 2016; therefore adjustments were required to the Primary ISB as well as the de-delegated budgets. As schools continue to convert to Academy, further adjustments to these budgets will be required.

### **The Harbour School**

#### ***Place funding and Element 3 Top-up for SEN and AP***

- 5.3. In setting the initial budget for 2016-17, it was highlighted that following the recommendations of the Social, Emotional and Mental Health (SEMH) review, the number of commissioned places at The Harbour School were being reviewed. Following detailed financial modelling and discussions with the school a number of changes to the High Needs places and the Element 3 Top-up were agreed with The Harbour School.
- 5.4. It is expected that these proposed changes will come into effect from 1 September 2016 and provide the school with greater stability in its funding. The table below sets out the proposed changes to the commissioned places.

The Harbour School	Academic Year		Financial Year 2016-17	
	2015-16	2016-17	Apr to Aug	Sep to Mar
SEN Places	84	95	35	55
AP Places	151	111	63	65
Total Places	<b>235</b>	<b>206</b>	<b>98</b>	<b>120</b>
Total funding	<b>£2,350,000</b>	<b>£2,060,000</b>	<b>£980,000</b>	<b>£1,200,000</b>

- 5.5. The reduction in place funding of £290,000 (full year effect) would be used to increase the level of Element 3 Top-up payable to the school from 1 September for both SEN and AP, as shown in the table below.

Band	April to August 2016	From 1 September 2016
SEN	£	£
A	18,011	21,283
B	9,859	11,898
C	8,255	10,051
D	6,933	8,529
E	5,284	6,630
F	3,012	4,014
G	2,219	3,101
H	781	1,446
Stamshaw	28,190	28,190
<b>AP</b>	<b>2,714</b>	<b>6,000</b>

#### ***Medical Tuition Funding***

- 5.6. In 2014-15 Schools Forum agreed an increase to medical / individual tuition funding to The Harbour School by £220,000, to support the delivery of full time education to pupils following a decision made by a medical practitioner. This funding was netted off against the charges made by The Harbour School to those schools who commissioned medical tuition directly with them, which was both confusing and administratively burdensome. It is now proposed that the full amount £660,000 to the Harbour School, thus removing the need for The Harbour School to charge other schools when pupils who require educating due to a decision made by a medical practitioner.
- 5.7. Where schools have requested one to one tuition that has not been directed by a medical practitioner then Harbour School will still be able to charge.

## **6. Reasons for recommendations**

It is recommended that the Cabinet Member note the contents of the report in respect of the financial outturn for 2015-16 and to approve the amendments to

the budget for 2016-17, (which was originally approved in January 2016) for the reasons set out in section 5.

**7. Equality impact assessment (EIA)**

This report does not require an Equality impact Assessment as the proposal does not have any impact upon a particular equalities group.

**8. Legal implications**

There are no legal implications arising from the recommendations in this report.

**9. Director of Finance’s comments**

Finance comments have been included within the body of this report.

Signed by: Alison Jeffery, Director of Childrens Services

**Appendices:** None

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
School & Early Years Finance (England) Regulations	<a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a>
DSG Budget Estimates and Monitoring Records	Education Finance

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
 Signed by:



**Appendix 1 - Dedicated Schools Grant Revised Budget 2016-17**

	<b>Proposed 2016-17 budget</b> (Schools Forum 20 Jan 2016)	<b>Changes agreed at Schools Forum 20 Jan 2016</b>	<b>Original Approved 2016-17 Budget</b> (including Academies)	<b>Proposed Budget Changes</b>	<b>Revised 2016-17 Schools Budget</b> (including Academies)	<b>Revised 2016-17 Schools Budget</b> (excluding Academies)
	£000	£000	£000	£000	£000	£000
<b>Individual School Budgets (ISB)</b>						
Primary	61,537	64	61,601	-	61,601	45,492
Secondary	44,332	21	44,353	-	44,353	19,141
Special School Place Funding	5,197	-	5,197	64	5,261	2,901
Resourced Unit Place Funding	925	-	925	-	925	635
Alternative Provision Place Funding	1,650	-	1,650	(233)	1,417	1,297
	<b>113,641</b>	<b>85</b>	<b>113,726</b>	<b>(169)</b>	<b>113,557</b>	<b>69,466</b>
<b>De-delegated and central budgets</b>						
Growth Fund	365	-	365	-	365	365
De-delegated budgets	477	55	532	-	532	523
Licences	120	-	120	-	120	120
Schools Forum	15	-	15	-	15	15
Admissions	252	-	252	-	252	252
	<b>1,229</b>	<b>55</b>	<b>1,284</b>	<b>-</b>	<b>1,284</b>	<b>1,275</b>
<b>Early Years</b>						
3 & 4 Year Old Provision <sup>1</sup>	8,048	-	8,048	-	8,048	8,048
2 Year Old Provision	2,332	-	2,332	-	2,332	2,332
Central Expenditure on under 5	599	-	599	-	599	599
	<b>10,979</b>	<b>0</b>	<b>10,979</b>	<b>-</b>	<b>10,979</b>	<b>10,979</b>
<b>High Needs</b>						
Element 3 Top-up funding	7,170	-	7,170	82	7,252	7,252
Out of City Placements	1,750	-	1,750	-	1,750	1,750
SEN Support Services	707	-	707	-	707	707
Medical Education	573	-	573	87	660	660
Outreach Services	187	-	187	-	187	187
Fair Access Protocol	60	-	60	-	60	60
	<b>10,447</b>	<b>0</b>	<b>10,447</b>	<b>169</b>	<b>10,616</b>	<b>10,616</b>
<b>Total Expenditure</b>	<b>136,296</b>	<b>140</b>	<b>136,436</b>	<b>0</b>	<b>136,436</b>	<b>92,336</b>
DSG Income <sup>2</sup>	(133,649)	-	(133,649)	-	(133,649)	(89,549)
DSG Income (2 Year Old Funding) <sup>3</sup>	(2,260)	-	(2,260)	-	(2,260)	(2,260)
3 & 4 year old pupil premium	(218)	-	(218)	-	(218)	(218)
One-off use of Carry Forward	(169)	(140)	(309)	-	(309)	(309)
<b>Total Income</b>	<b>(136,296)</b>	<b>(140)</b>	<b>(136,436)</b>	<b>0</b>	<b>(136,436)</b>	<b>(92,336)</b>

<sup>1</sup> Includes pupil premium for 3 and 4 year olds

<sup>2</sup> Per EFA allocations 17<sup>th</sup> December including provisional Early Years funding

<sup>3</sup> Estimated funding. Initial allocation will be announced by EFA in June 2016

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# Agenda Item 5



Portsmouth  
CITY COUNCIL

<b>Title of meeting:</b>	Cabinet Member for Education
<b>Date of meeting:</b>	30th June 2016
<b>Subject:</b>	Maintained School Balances as at 31 <sup>st</sup> March 2016
<b>Report from:</b>	Alison Jeffery, Director of Children's Services
<b>Report by:</b>	Richard Webb, Finance Manager for Children's Services
<b>Wards affected:</b>	All Wards
<b>Key decision:</b>	No
<b>Full Council decision:</b>	No

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## 1. Purpose of report

- 1.1. The purpose of this report is to inform the Cabinet Member of the level of maintained schools' revenue and capital balances as at 31<sup>st</sup> March 2016.

## 2. Recommendations

- 2.1. It is recommended that the Cabinet Member notes the level of maintained schools' revenue balances and capital balances as at 31<sup>st</sup> March 2016 as shown in Appendices 2 & 3.

## 3. Background

- 3.1. Each year schools are given delegated budgets which are calculated using a locally agreed fair funding formula. These budgets are supplemented by specific government grants (e.g. Pupil Premium) and through the efforts of the school. Delegated budgets are intended to be spent during the year on the existing cohort of pupils, although it is prudent for a school to retain a small surplus to provide for future uncertainties.
- 3.2. Schools do spend the vast majority of funds directly on the education of their pupils. However, there are a number of genuine reasons why schools may accumulate a balance at the year-end, for example, to provide for planned building works or to provide consistency in staffing levels during funding fluctuations relating to predicted changes in numbers on roll.

- 3.3. In some cases, factors outside of the control of the school can cause increases in balances; for example, large capital building schemes may slip from one year into the next.
- 3.4. Whilst devolved formula capital allocations are ring fenced for capital purposes only, schools may use revenue balances to support capital schemes. In 2015/16, schools allocated some £1.6m (£1.13m 2014/15) of revenue funding to capital purposes.
- 3.5. Schools were surveyed during the spring term to ascertain future commitments against estimated closing balances in order to provide data in accordance with Consistent Financial Reporting (CFR) requirements. This data has since been updated to reflect actual, rather than estimated, closing balances.
- 3.6. In 2014 Schools Forum agreed to continue without a "balance control mechanism" (i.e. a "clawback" system) and to implement proposals to strengthen the monitoring arrangements. An extract from the current Scheme for Financing Schools is shown at Appendix 1 and highlights the 'controls on surplus balances' together with the items that can be deemed to be committed within the year-end balances.

#### 4. Revenue Balances

- 4.1. The following table illustrates the level of school revenue balances over the last three years:

Sector	Balance as at 01/04/14	% of 2013/14 budget allocation	Balance as at 01/04/15	% of 2014/15 budget allocation	Balance as at 01/04/16	% of 2015/16 budget allocation
Nursery & Primary schools	6,595,449	12.6	5,458,781	11.77	5,767,384	12.02
Secondary schools	3,892,843	10.6	2,060,385	9.84	1,420,558	7.60
Special schools	312,384	7.3	(134,901)	(2.12)	(666,203)	(9.21)
Total	10,800,676	11.6	7,384,265	10.02	6,521,740	8.83

- 4.2. Since presenting the balances report last year, the following schools have converted to Academy status and any surplus balances will have transferred to the new Academy Trusts:

- City of Portsmouth Boys School
- Stamshaw Junior School

In order to provide a consistent comparison between 2014/15 and 2015/16, the balances for these schools have been excluded from the restated 2014/15 figures in the table below.

Sector	Balance as at 01/04/15 Restated	% of 2014/15 budget allocation	Balance as at 01/04/16	% of 2015/16 budget allocation
Nursery & Primary schools	5,391,210	11.95	5,767,384	12.02
Secondary schools	2,068,100	11.31	1,420,558	7.60
Special schools	-134,901	-2.12	-666,203	-9.21
Total	7,324,409	10.50	6,521,740	8.83

- 4.3. It is important to note that the total schools' balances of £6.5m as at 1 April 2016 include £0.581m (£0.570m 2014/15) of community related balances e.g. Community Improvement Partnerships, community lettings, breakfast and after school clubs etc. leaving £5.9m (£6.8m 2014/15) of "curriculum" balances relating to core activity. Of this, a further £2.0m (£2.3m 2014/15) has been committed to specific projects or initiatives, leaving a balance of £3.9m, or 5% of the 2015/16 budget allocation, as genuinely uncommitted, which exceeds the CIPFA guideline of between 2-3% of budget for uncommitted balances.
- 4.4. Five schools had year-end deficit balances at the end of 2015-16. Mayfield School has an agreed recovery plan in place to recover their deficit. The Authority is supporting both the Harbour School and Brambles Nursery in the process of renewing and resubmitting revised recovery plans for approval. Redwood Park is currently in the process of finalising their deficit recovery plan, which is expected to be submitted shortly for approval by the Authority. Highbury Primary has already put plans in place and has set a surplus budget for 2016-17.

## 5. Review of Specific School Balances

- 5.1 The school revenue balances as at 31st March 2016 are shown by school at Appendix 2. The Scheme for Financing Schools categorises Primary & Special Schools who have uncommitted balances in excess of 8% of budget share as having excessive balances. For Secondary Schools, the threshold is 5% of budget share.
- 5.2 From a review of the balances in Appendix 2, 26 (63%) Primary and Special Schools had uncommitted balances below 8%, this is a small increase from the 25 (60%) schools whose uncommitted balances were under 8% in 2014-15.
- 5.3 Of the remaining 15 Primary and Special schools with uncommitted balances over 8%, seven have balances below 10%, six have balances between 10% and 20% and two have uncommitted balances over 20%.

- 5.4 For Secondary Schools, only two of the four maintained schools had uncommitted balances in excess of 5% of budget share.
- 5.5 The table below highlights the five schools whose total balances exceed 20% of their budget share allocation. Of these five schools, four had uncommitted balances which were also deemed to be excessive (i.e. above the 8% and 5% thresholds).

School	Balance as at 01/04/16	% of 2015/16 budget allocation	% of 2014/15 budget allocation
<b>Primary</b>			
Langstone Infant	387,564	35.67	27.44
Manor Infant	315,620	30.73	36.03
Portsmouth Primary	404,444	22.17	17.25
St Georges Beneficial CE Primary	343,800	24.77	23.96
St John's Catholic Primary	257,917	24.23	15.18
<b>TOTAL</b>	<b>1,709,345</b>		

- 5.6 Of the six schools that had high balances last year and which were reported in detail, three continue to hold high balances (Langstone infant, Manor Infant, St Georges Beneficial CE Primary) and are analysed in detail below. Of the remaining three schools (Cumberland Infant, Fernhurst Junior and Springfield) their balances have decreased during 2015-16 and are now below the 20% threshold.
- 5.7 Explanations for the five schools this year with significant balances are set out below.

#### Langstone Infant

- 5.8 Langstone Infant's year-end balances have increased from £293,749 to £387,564 as at the end of March 2016. Of this balance, the school have indicated that £153,084 (£129,276, 2014/15) is committed. The School has seen falling pupil numbers over recent years and is aware that due to a local housing project that pupil numbers will increase in the future. They have therefore built their balances to maintain the staffing establishment and meet future planned in-year deficits until the predicted pupil numbers increase.
- 5.9 The school has indicated on their year-end return that the balance will be used as follows:
- £22,844 for staffing, in relation to forecast increase pupil numbers.
  - £130,240 in respect of commitments relating to Service Level Agreements, lease and maintenance agreements as well as Salix loan repayments, etc.
- 5.10 On investigation, only £9,320 of the £130,240 met the criteria for 'committed' expenditure as set out in the Scheme for Financing Schools.

Therefore the remaining uncommitted expenditure would be £355,400 (32.7% of budget share) rather than the reported £234,480 (£164,473, 2014/15). The school has been advised of the allowable expenditure criteria in preparation for end of the 2016-17 financial year.

#### Manor Infant

- 5.11 Manor Infant's year-end balances have decreased from £377,567 to £315,620 as at the end of March 2016. Of this balance, £3,223 relates to a deficit community balance and the school have indicated that £227,777 (£30,425, 2014/15) is committed. The committed balance includes a grant of £220,000 from the 2 year old trajectory funding to expand their provision of 2 year old Nursery places which is expected to open in September 2016.
- 5.12 The school has also indicated on their year-end return that the committed balance will be used as follows:
- £219,000 for expansion of 2 year old nursery provision
  - £12,000 for staffing, in relation to forecast increase pupil numbers
  - (£3,223) for a deficit community balance.
- 5.12 The remaining uncommitted balance of £87,842 equates to 8.55% of the schools budget share.

#### Portsmouth Primary

- 5.13 Portsmouth Primary's year-end balances have increased from £285,720 at the end of March 2015 to £404,444 at the end of March 2016. Following the appointment of a new Head-teacher in 2015, the school has been reviewing its expenditure plans, including capital projects and future staffing requirements. The school now has new plans which are expected to lead to a reduction in their level of balances by the end of the 2016-17 financial year.
- 5.14 Of the year-end balance, a deficit balance of £6,064 relates to community balances, and unexpected funding (£48,075) relating to Growth Fund and a growth in early years pupil payments was received in March 2016.
- 5.15 The school are indicating that a further £252,994 (13.87%) is committed.
- 5.16 The school has indicated on their year-end return that the committed balance will be mainly used as follows:
- £12,560 for building projects started in 2015-16 and completed after financial year end in April and May 2016.
  - £36,125 on general maintenance and improving classrooms agreed by Governors in December 2015 and expected to be completed by March 2017.

- £55,000 on Structural maintenance such as windows, roof, and building access. The estimated completion date of these works is March 2017.
- £35,000 upgrading ICT
- £42,000 supporting pupils in receipt of pupil premium, including a residential visit in May 2016, small tuition groups and access to learning
- £30,298 to provide consistency in staffing levels for anticipated fluctuations in the Number on Roll.
- £48,075 unexpected funding relating to the Growth funding and adjustments for additional nursery numbers, which will be used for additional staff and resources for the increased pupil numbers.
- £6,064 deficit community balance.

5.17 The remaining £151,450 equates to 8.30% of the schools budget share.

5.18 There are a number of items within the committed balances which are outside of the permitted use of surplus funds within the Scheme for Financing Schools, as set out in Appendix 1. The school has been advised of the criteria in preparation for the end of 2016-17 financial year.

#### St Georges Beneficial CE Primary

5.19 St George's year-end balances have increased from £305,969 at the end of March 2015 to £343,800 at the end of March 2016. Of the year-end balance £5,212 relates to community balances, whilst the school are indicating that a further £87,154 (6.28%) is committed.

5.20 The school has indicated on their year-end return that the committed balance will be mainly used as follows:

- £60,000 contribution to Capital. This includes playground redevelopment (£10,000) and saving towards an additional classroom (£50,000) to be completed by 1 September 2018.
- £27,154 to provide consistency in staffing levels for anticipated fluctuations in the Number on Roll.

5.21 The remaining uncommitted balance of £256,646 (£203,679 2014/15) equates to 18.49% of the schools budget share.

#### St John's Catholic Primary

5.22 St John's year-end balances have increased from £156,024 at the end of March 2015 to £257,917 at the end of March 2016. The school have indicated that none of their balance is "committed". Further discussion with the school has identified that whilst they do have future commitments, they believe that these would not meet the criteria within the Scheme for Financing Schools.

5.23 The £257,917 equates to 24.23% of the schools budget share.



5.24 In conclusion, the findings from the detailed review of the five schools with high levels of balances, indicates that the majority of the schools have clear commitments for the use of these balances. It also indicated that the schools are planning ahead to manage their funding to in order to be able undertake capital, ICT and maintenance works, provide consistency in staffing levels for anticipated fluctuations in NOR, as well fund as other school priorities.

## 6. Capital Balances

6.1 Devolved capital allocations are ring fenced and schools are expected to spend them on priority capital needs of school buildings. These allocations will therefore be held as capital balances until they are used and may be supplemented by funding from other sources.

6.2 An analysis of schools' current capital balances is given at Appendix 3 together with proposed spending plans as returned in the school survey. Where spending plans exceed balances there will need to be additional funding proposals.

6.3 The table below illustrates the level of school capital balances for the last three years:

Sector	Balance as at 01/04/14	Balance as at 01/04/15	Balance as at 01/04/16
Nursery & Primary schools	1,347,084	1,730,655	1,034,247
Secondary schools	682,358	737,052	1,533,335
Special schools	163,280	112,762	22,667
<b>Total</b>	<b>2,192,722</b>	<b>2,580,469</b>	<b>2,590,249</b>

Note: the above totals are the aggregate of surplus and deficit balances.

6.4 As with the revenue balances, in order to provide a consistent year-on-year comparison, the closing balances in respect those schools who converted to Academy status have been excluded from the restated 2014/15 figures in the table below.

Sector	Balance as at 01/04/15 Restated	Balance as at 01/04/16
Nursery & Primary schools	1,729,886	1,034,247
Secondary schools	734,817	1,533,335
Special schools	112,762	22,667
<b>Total</b>	<b>2,577,465</b>	<b>2,590,249</b>

6.5 In order to bring forward proposed capital schemes, schools were permitted to seek to spend against future Devolved Formula Capital (DFC) funding with the agreement of the Local Authority. DFC allocations were reduced significantly in 2011/12, meaning that it is no longer appropriate for schools to “anticipate” future capital funding.

**7. Reasons for recommendations**

As this report is for information only, the Cabinet Member is asked to note the contents of the report.

**8. Equality impact assessment (EIA)**

This report does not require an Equality impact Assessment as the proposal does not have any impact upon a particular equalities group.

**9. Legal comments**

There are no legal implications arising from the recommendation in this report.

**10. Director of Finance’s comments**

Financial comments have been included within the body of this report.

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Signed by:  
Alison Jeffery - Director of Children's Services

**Appendices:**

- Appendix 1: extracts from the current Scheme for Financing Schools
- Appendix 2: schools’ revenue balances at 31<sup>st</sup> March 2016
- Appendix 3: schools’ capital balances and commitments at 31<sup>st</sup> March 2016

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
School Balances Files and Spreadsheets	Education Finance
Scheme For Financing Schools	PCC website and intranet

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
Signed by:

**Extracts from the current Scheme For Financing Schools**

**4.2 Controls on surplus balances**

As schools are moving towards greater autonomy and should not be constrained from making early efficiencies and to support medium term budgeting in a tighter financial climate, the balance control (clawback) mechanism for excessive balances continues to be withdrawn.

Schools will be deemed to have excessive balances, when Primary and Special Schools have uncommitted balances in excess of 8% and Secondary Schools 5% of their budget shares.

The control framework for monitoring school balances and their intended use requires that:

- a. Schools will continue to be asked to provide a breakdown of their year-end balances between committed and uncommitted, as well as an analysis of the intended use of any committed balances. The Education and Children's Finance team will continue to co-ordinate the process.
- b. A School Balances report will be presented to both the Cabinet member for Children's and Education and Schools Forum, following the completion of the year-end closedown process. This report will provide an analysis of the balances by school and schools with significant balances may be highlighted specifically within the report.
- c. Those schools identified as potentially breaching the balance thresholds, will be asked to provide further evidence of the planned use of their balances. The information will be reported back to Elected Members, the Schools Forum and the Education Department.
- d. The Education Department will consider this information as part of its school performance and improvement service provision, school challenge and specific reviews.

In determining whether school balances are committed, schools are only permitted to assign as committed, items listed in Annex 6.

School Forum may revisit the balance control (clawback) mechanism and the above control framework from time to time and where they believe significant and excessive balances have accumulated.

**Annex 6 –PERMITTED SPECIFIC PURPOSES FOR THE USE OF SURPLUS FUNDS**

- Valid orders placed through the financial system, but for which the goods have not been received.
- Funds held on behalf of other schools by fund holder schools (e.g. cluster funding).
- Balances held for specific community projects e.g. nursery provision, children's centres, extended services.
- Contribution towards capital works with the school (where alternative capital resources have been exhausted). A clear statement of intent signed by the Chair of Governors (subject to clawback if not delivered in stated timescales - maximum 3 years).
- Providing consistency in staffing levels where numbers on roll are predicted to fluctuate within the next year (note that a reasonable commitment would be £3,000 per pupil and forecast variations in pupil numbers should be given).
- Unexpected funds received by the school near the year-end which will be utilised for a specific purpose in the following financial year.

**APPENDIX 2**  
**SCHOOLS REVENUE BALANCES AS AT 31 MARCH 2016**

DFE no.	Balance as at 31/03/2015	% of 2014/15 budget share allocation	School Name	2015/16 Budget Share	Analysis of Balance		Balance as at 31/03/2016	% of 2015/16 Budget Share Allocation	Uncommitted as % of Budget Share Allocation	Committed as % of Budget Share Allocation
					Uncommitted	Committed				
	£	%		£	£	£	£	%	%	%
<b>PRIMARY &amp; NURSERY SCHOOLS</b>										
5000	-71,585	-18.47%	The Brambles Nursery	387,500		-92,247	-92,247	-23.81%		-23.81%
2005	154,078	5.58%	Arundel Court Primary	2,699,037	18,270	33,838	52,108	1.93%	0.68%	1.25%
2653	100,537	8.25%	College Park Infant	1,249,654	171,518		171,518	13.73%	13.73%	
2008	252,969	10.69%	Copnor Primary	2,447,314	237,958	132,983	370,941	15.16%	9.72%	5.43%
3420	105,731	9.55%	Corpus Christi Catholic Primary	1,147,197	130,050		130,050	11.34%	11.34%	
2689	231,189	12.70%	Cottage Grove Primary	1,874,034	185,493	84,535	270,028	14.41%	9.90%	4.51%
2677	134,223	10.96%	Court Lane Infant	1,252,660	94,686	92,250	186,936	14.92%	7.56%	7.36%
2644	86,719	5.75%	Court Lane Junior	1,517,914	1,896	25,426	27,322	1.80%	0.12%	1.68%
2716	182,064	14.27%	Craneswater Junior	1,290,098	17,989	110,491	128,480	9.96%	1.39%	8.56%
2665	154,549	21.43%	Cumberland Infant	758,032	57,439	80,698	138,137	18.22%	7.58%	10.65%
2648	53,330	5.87%	Devonshire Infant	918,633		110,838	110,838	12.07%		12.07%
2714	306,513	22.78%	Fernhurst Junior	1,357,566	119,916	138,054	257,969	19.00%	8.83%	10.17%
2637	89,471	12.09%	Goldsmith Infant	756,541	25,658	84,498	110,157	14.56%	3.39%	11.17%
2674	43,900	4.06%	Highbury Primary	1,296,388	40,646	-41,408	-762	-0.06%	3.14%	-3.19%
2694	293,749	27.44%	Langstone Infant	1,086,646	234,480	153,084	387,564	35.67%	21.58%	14.09%
2700	163,631	14.65%	Langstone Junior	1,188,303	85,192	88,129	173,321	14.59%	7.17%	7.42%
2719	377,567	36.03%	Manor Infant	1,027,180	87,842	227,777	315,620	30.73%	8.55%	22.17%
2673	134,998	14.60%	Medina Primary	933,257	48,495	107,446	155,941	16.71%	5.20%	11.51%
2654	77,839	11.11%	Meon Infant	725,098	63,970	50,000	113,970	15.72%	8.82%	6.90%
2715	64,562	5.80%	Meon Junior	1,174,236	29,430	18,000	47,430	4.04%	2.51%	1.53%
2645	42,016	4.25%	Meredith Infant	1,053,763	14,919	80,556	95,475	9.06%	1.42%	7.64%
2006	188,392	10.09%	Milton Park Primary	2,004,324	242,284	28,100	270,384	13.49%	12.09%	1.40%
2709	59,002	10.31%	Moorings Way Infant	560,976	64,501		64,501	11.50%	11.50%	
2658	109,796	9.05%	Northern Parade Federated School	2,310,848	16,920	-6,226	10,694	0.46%	0.73%	-0.27%
2697	182,971	16.99%	Penhale Infant	1,123,309	98,636	87,510	186,146	16.57%	8.78%	7.79%
2765	285,720	17.25%	Portsdown Primary	1,824,592	151,450	252,994	404,444	22.17%	8.30%	13.87%
2679	94,182	9.91%	Solent Infant	964,691	61,821	31,097	92,918	9.63%	6.41%	3.22%
2666	66,945	5.69%	Solent Junior	1,177,644	87,835	10,000	97,835	8.31%	7.46%	0.85%

DFE no.	Balance as at 31/03/2015	% of 2014/15 budget share allocation	School Name	2015/16 Budget Share	Analysis of Balance		Balance as at 31/03/2016	% of 2015/16 Budget Share Allocation	Uncommitted as % of Budget Share Allocation	Committed as % of Budget Share Allocation
					Uncommitted	Committed				
	£	%		£	£	£	£	%	%	%
2680	64,948	7.69%	Southsea Infant	872,620	32,745	47,712	80,457	9.22%	3.75%	5.47%
3214	305,969	23.96%	St Georges Beneficial C of E Primary	1,388,097	256,646	87,154	343,800	24.77%	18.49%	6.28%
3422	156,024	15.18%	St Johns Catholic Primary	1,064,304	257,917		257,917	24.23%	24.23%	
3212	231,772	15.03%	St Judes C of E Primary	1,556,307	92,601	72,458	165,059	10.61%	5.95%	4.66%
5207	274,040	17.26%	St Pauls Catholic Primary	1,592,218	91,296	121,711	213,007	13.38%	5.73%	7.64%
3423	100,982	8.90%	St Swithuns Catholic Primary	1,169,584	1,560	112,608	114,168	9.76%	0.13%	9.63%
2698	196,179	18.83%	Stamshaw Infant	1,039,824	120,455	56,435	176,890	17.01%	11.58%	5.43%
2706	67,571	7.10%	Stamshaw Junior							
2670	9,235	0.84%	Westover Primary	1,139,064	51,378		51,378	4.51%	4.51%	
2699	74,184	9.88%	Wimborne Infant	778,697	59,428	18,562	77,990	10.02%	7.63%	2.38%
2705	12,819	1.10%	Wimborne Junior	1,257,397	-1	9,002	9,001	0.72%	0.00%	0.72%
	<b>5,458,781</b>		<b>Total Primary &amp; Nursery</b>	<b>47,965,544</b>	<b>3,353,318</b>	<b>2,414,066</b>	<b>5,767,384</b>	<b>12.02%</b>	<b>6.99%</b>	<b>5.03%</b>
<b>SECONDARY SCHOOLS</b>										
5404	-7,715	-0.30%	City Of Portsmouth Boys Secondary							
4302	296,894	7.92%	King Richard Secondary	3,758,285		189,128	189,128	5.03%		5.03%
4303	-102,179	-1.96%	Mayfield Secondary	5,518,217		-100,195	-100,195	-1.82%		-1.82%
4301	1,136,477	22.45%	Springfield Secondary	5,053,380	840,755	69,956	910,710	18.02%	16.64%	1.38%
5413	736,908	16.95%	St Edmunds Catholic Secondary	4,362,790	361,915	59,000	420,915	9.65%	8.30%	1.35%
	<b>2,060,385</b>		<b>Total Secondary</b>	<b>18,692,672</b>	<b>1,202,670</b>	<b>217,889</b>	<b>1,420,558</b>	<b>7.60%</b>	<b>6.43%</b>	<b>1.17%</b>
<b>SPECIAL SCHOOLS</b>										
7472	-366,306	-10.43%	Harbour	4,310,054		-584,813	-584,813	-13.57%		-13.57%
7046	172,076	8.63%	Redwood Park Secondary	2,015,441		-126,278	-126,278	-6.27%		-6.27%
7750	59,330	7.01%	Willows Nursery	910,051	6,375	38,513	44,889	4.93%	0.70%	4.23%
	<b>(134,901)</b>		<b>Total Special</b>	<b>7,235,546</b>	<b>6,375</b>	<b>-672,578</b>	<b>-666,203</b>	<b>-9.21%</b>	<b>0.09%</b>	<b>-9.30%</b>
	5,458,781			47,965,544	3,353,318	2,414,066	5,767,384	12.02%	6.99%	5.03%
	2,060,385			18,692,672	1,202,670	217,889	1,420,558	7.60%	6.43%	1.17%
	(134,901)			7,235,546	6,375	-672,578	-666,203	-9.21%	0.09%	-9.30%
	<b>7,384,266</b>			<b>73,893,762</b>	<b>4,562,363</b>	<b>1,959,377</b>	<b>6,521,740</b>	<b>8.83%</b>	<b>6.17%</b>	<b>2.65%</b>

**APPENDIX 3**  
**SCHOOLS CAPITAL BALANCES AS AT 31 MARCH 2016**

Balance as @ 31/03/2015		Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
<b>PRIMARY &amp; NURSERY SCHOOLS</b>					
878	Arundel Court Primary	5,999	0		5,999
17,177	The Brambles Nursery	17,262	0		0
161,376	College Park Infant	169,426	0		169,426
177,273	Copnor Primary	5,098	23,593	Removal of chimney KS1 building	(18,495)
			23,593		
233	Corpus Christi RC Primary	233	0		233
188,817	Cottage Grove Primary	21,750	16,750	Renovation of MUGA - first week of Easter Hols	
			5,000	Replacement of conservatory doors - first week of Easter hols	
			21,750		0
46,134	Court Lane Infant	14,987	0		14,987
0	Court Lane Junior	(3,022)	0		(3,022)
10,878	Craneswater Junior	8,877	0		8,877



Balance as @ 31/03/2015		Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
33,216	Cumberland Infant	39,117	0		39,117
1,059	Devonshire Infant	812	812	ICT Projects	0
12,270	Fernhurst Junior	2,985	12,000	Contribution to roofing works	(9,015)
19,339	Goldsmith Infant	18,837	18,837	Internal refurbishment of school	0
6,695	Highbury Primary	146	0		146
0	Langstone Infant	18,001	15,000	Yr R Toilet refurbishment	
			3,001	Trim Trail Ground Covering	
			18,001		0
0	Langstone Junior	10,908	0		10,908
732	Manor Infant	7,499	0		7,499
51,054	Medina Primary	16,031	10,000	Contribution to lighting works	6,031
7,036	Meon Infant	7,036	6,025	Contribution to heating system	1,011
137	Meon Junior	425	0		425



Balance as @ 31/03/2015	Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
128,075	Meredith Infant <b>(3,829)</b>	0		<b>(3,829)</b>
127,715	Milton Park Primary <b>44,935</b>	6,716	MUGA sports pitch final payment	38,219
		6,716		
2,924	Moorings Way Infant <b>3,003</b>	0		3,003
3,632	Northern Parade Federation <b>2,768</b>	0		2,768
13,113	Penhale Infant <b>17,649</b>	14,685	Year 1 Toilets PO 2864077	
		15,000	Contribution to annual school modernisation capital Programme	
		29,685		<b>(12,036)</b>
<b>(5,583)</b>	Portsdown Primary <b>21,248</b>	0		21,248
40,419	Solent Infant <b>40,420</b>	2,727	Installation of a new staff entrance	
		3,159	Hall Lighting Replacement	
		5,886		34,534
20,958	Solent Junior <b>17,094</b>	10,000	Contribution to heating project	
		10,000		7,094
21,197	Southsea Infant <b>10,866</b>	0		10,866
117,179	St Georges Beneficial Primary <b>85,410</b>	15,000	Completion of lodge grounds	
		15,000		70,410





Balance as @ 31/03/2015	Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
400,622		10,000	Replace hall doors & reception doors	
		50,000	Replacement of nursery roof & enclosure of area under	
		200,000	Additional working space for adults	
		25,000	Additional car parking spaces	
		11,043	New Curriculum Server	
	<b>328,404</b>	296,043		32,361
27,753		3,132	Flooring YR1 toilets and both stairs	
	<b>38,146</b>	3,132		35,014
52,959				
	<b>37,651</b>	0		37,651
(1)				
	<b>0</b>	0		0
38,165				
	<b>21,029</b>	0		21,029
767				
	<b>0</b>	0		0
103				
	<b>3,794</b>	0		3,794
6,343				
	<b>(598)</b>	0		(598)
9				
	<b>3,850</b>	0		3,850
<b>1,730,653</b>	<b>1,034,247</b>	<b>477,480</b>		<b>539,505</b>



Balance as @ 31/03/2015		Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
<b>SECONDARY SCHOOLS</b>					
2,235	City of Portsmouth Boys	0	0		0
342	King Richard	1,402	0		1,402
(35,270)	Mayfield	1,970	0		1,970
(43,921)	Springfield	53,488	0		53,488
813,666	St Edmunds RC		200,000	Atrium project has been delayed New Technology block build planned completion Aug 17	
			806,475	2*new science labs planned 2017	
			80,000	Pool hall full refurbishment	
			20,000	Planned resurfacing work	
			50,000	New window/facias (drama/music/pool external)	
		1,476,475	1,276,475		200,000
<b>737,052</b>	<b>Total Secondary</b>	<b>1,533,335</b>	<b>1,276,475</b>		<b>256,860</b>
<b>SPECIAL SCHOOLS</b>					
80,037	Redwood Park	(6,800)	0		(6,800)
7,235	Harbour	2,568	0		2,568



Balance as @ 31/03/2015		Balance as @ 31/03/2016	Spending Plan	Description of Plan	Projected Balance
25,490	Willows Nursery		26,899	Access system replacement Upgrade of fixtures in one of the classrooms	
		<b>26,899</b>	26,899		0
<b>112,762</b>	<b>Total Special</b>	<b>22,667</b>	<b>26,899</b>		<b>(4,232)</b>
<b>SUMMARY</b>					
1,730,653	Primary Schools	<b>1,034,247</b>	477,480		539,505
737,052	Secondary Schools	<b>1,533,335</b>	1,276,475		256,860
112,762	Specials Schools	<b>22,667</b>	26,899		<b>(4,232)</b>
<b>2,580,467</b>		<b>2,590,249</b>	<b>1,780,854</b>		<b>792,133</b>

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**Title of meeting:** Cabinet Member for Education  
**Date of meeting:** 30 June 2016  
**Subject:** Future School Funding Formula Changes  
**Report from:** Alison Jeffery, Director of Children's Services  
**Report by:** Richard Webb, Finance Manager  
**Wards affected:** All Wards  
**Key decision:** No  
**Full Council decision:** No

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## 1. Purpose of report

The purpose of this report is to provide the Cabinet Member with an initial summary and impact assessment, of the proposals contained within the 'school funding formula' consultation documents issued by the Department for Education (DfE) on the 7<sup>th</sup> March 2016.

## 2. Recommendations

**It is recommended that the Cabinet Member:**

- a. **Note the Department for Education's proposed changes to the school funding arrangements and the potential impact of these changes, as set out within this report; and in particular:**

### **2017-18**

- i. **The transitional period for 2017-18 and 2018-19. Funding to Local Authorities would be allocated on a national formula basis, but Local Authorities would continue to distribute this to schools based on a local formula.**
- ii. **Additional ring-fencing. The 'Schools Block' funding will be ring-fenced within the Dedicated Schools Grant (DSG).**
- iii. **Creation of a new 'Central Schools Block' which will include the 'retained duties' element of the Education Services Grant (ESG).**
- iv. **The Introduction a formulaic method for distributing High Needs funding from central to local government from 2017-18 (including Special Education Needs (SEN) and Alternative Provision (AP)).**

- v. The proposed fundamental review of Schools Forum.

**2019-20**

- vi. The implementation of a single National Funding Formula from 2019-20 (at a school level), with funding being passed directly by the Education Funding Agency.
- vii. Withdrawal of current de-delegation arrangements.

- b. Note the submission of the response to stage 1, of the Department for Education's consultation, as shown at Appendix 1.
- c. Endorse the creation of a working group to guide and inform the development of the local funding arrangements for 2017-18 and 2018-19 as set out in section 10.

### 3. Background

3.1. On the 7<sup>th</sup> March 2016, the government issued its consultation documents, setting out its plans for reforming funding for schools and for high-cost special educational needs and alternative provision.<sup>1</sup>

3.2. The proposals seek to implement a 'national funding formula for schools' and meet the commitment set out in the Spending Review 2015:

*'1.165 The government will introduce the first ever national funding formula for schools, high needs and early years, so that funding is transparently and fairly linked to children's needs. This will end the unfair system where a child from a disadvantaged background in one school attracts half as much funding as a child in identical circumstances in another school, simply because of where they live.*

3.3. This report seeks to provide Members with an initial summary and impact assessment, of the proposals contained within the consultation documents issued by the DfE. Further updates will be provided as the consultation and implementation processes develop and further details are made available.

### 4. DfE Consultation Process

4.1. The DfE launched a two stage consultation process, as detailed below:

**Stage 1:**

***Mainstream Schools*** - a vision for the future funding system as a whole:

- the principles that underpin the formula

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<sup>1</sup> <https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula>

- the building blocks that are used to construct the formula
- the factors to be included in the formula

**High Needs** - covers high level principles, key proposals and options for changes to high needs funding to the local authority and changes to the way High Needs funding supports providers.

The stage 1 consultation closed on 17<sup>th</sup> April 2016.

**Stage 2:**

**Mainstream Schools** - will focus on how the government will propose to balance the different factors in the national funding formula and the impact of the formula for individual areas and schools.

**High Needs** - will set out detailed proposals on factor weightings, the impact for local authorities and transitional protection.

These consultation dates are not yet published.

- 4.2. An initial draft response to the stage 1 consultation process was circulated for comments and suggested amendments on the 30<sup>th</sup> March 2016. The final consultation response was submitted to the DfE by the deadline of the 17<sup>th</sup> April (for both mainstream and high needs). A copy of the response can be found at Appendix 1.

## 5. Underpinning Principles

- 5.1. The reforms that the government is proposing within the consultation are underpinned by the following 7 principles:

- **Supports opportunity for all pupils to achieve their potential.**
- **Is fair.** Allocates funding based on objective measures, not historical reasons.
- **Is efficient.** Allocates resources to match need.
- **Gets funding straight to the frontline.**
- **Is transparent.** Schools understand the funding they receive and how it is likely to change.
- **Is simple.**
- **Is predictable.** Enables schools and local authorities to manage and plan for year on year changes.

- 5.2. In responding to the consultation question on the underpinning principles above, it was highlighted it would be helpful to also have a set of principles to guide and support the transition phase towards the new national funding formula. For example: a proposed target ratio for the

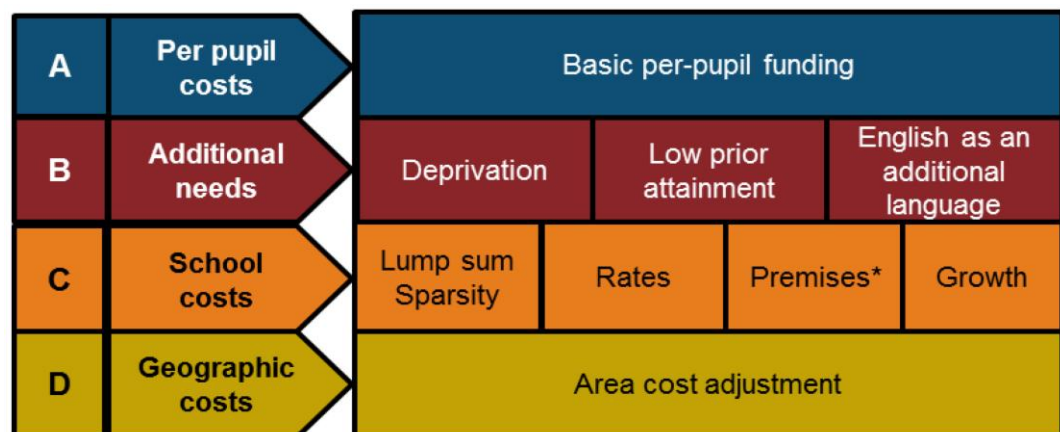
primary/secondary funding proportions, guidance as to acceptable levels of Minimum Funding Guarantee (MFG) protection.

## 6. Mainstream Funding Arrangements

- 6.1. The main proposed changes to the mainstream funding arrangements can be summarised as:
- A single National Funding Formula from 2019-20.** A national funding formula at a school level from 2019-20, with funding being passed directly by the Education Funding Agency.
  - Withdrawal of current de-delegation arrangements.**
  - A transitional period.** For 2017-18 and 2018-19, funding to Local Authorities (LAs) would be allocated on a national formula basis, but Local Authorities would continue to distribute this to schools based on a local formula.
  - Additional ring-fencing.** The 'Schools Block' funding will be ring-fenced within the Dedicated Schools Grant (DSG).

### Proposed changes to the mainstream funding formula

- 6.2. The DfE are proposing to construct the new national funding formula model based on the following 4 building blocks (A to D):



*\*Private finance initiative commitments, split sites and exceptional premises circumstances*

- 6.3. The proposed model includes funding formula factors that are used within the current funding formula model. However, the DfE are considering reviewing some of the data sets used for these factors; such as deprivation and use of the Free School Meal (FSM) or Income Deprivation Affecting Children Index (IDACI) data sets.
- 6.4. For 2017-18 and 2018-19, the DfE are also considering allocating funding, based on historic spend for the following factors:



- Business rates
- Private Finance Initiatives (PFI)
- Split Sites (not used in Portsmouth)
- Other exceptional circumstances (not used in Portsmouth)
- Growth Funding

6.5. Whilst not all of the above factors are currently used in Portsmouth, the use of historic spend figures, as a basis of allocating funding to local authorities, for Business Rates, PFI or the Growth Factor in 2017-18 and 2018-19 is not felt to be an appropriate method to reflect the changing local funding requirements for these factors.

6.6. For example, allocating growth funding based on historic spend, is unlikely to be an adequate predictor of future growth funding requirements as highlighted within the consultation document. Currently, in setting our annual Dedicated Schools Grant budgets, we are able to factor our annual growth fund requirements in setting the overall schools budgets.

This proposed methodology also continues the potential unfairness for schools in different local authorities. For example:

- Authority A might provide a lump sum payment for a school opening up a new class
- Authority B might provide the equivalent of the AWPU or other formula funding, for each new child expected
- Authority C might not have a growth fund at all

Alternative proposals would be:

- To allocate growth funding to local authorities based on submitted forecasts.
- To require local authorities to estimate pupil numbers for new basic needs classes on the Authority Proforma Tool and fund accordingly.

6.7. There are some current funding factors that are proposed to be removed in developing the new formula:

- Mobility (not used in Portsmouth)
- Post 16 (not used in Portsmouth)
- Looked After Children (currently in use)

6.8. The government is also proposing to remove the Looked After Children funding factor and transfer that funding from the Dedicated Schools Grant to the Pupil Premium Plus funding; in order to increase the Pupil Premium Plus rate (currently £1,900). This change is proposed to be introduced from **2017-18**. Currently Portsmouth allocates £281,392 through this factor to 34 schools and Academies.

6.9. In moving to the new single National Funding Formula, the current ability to de-delegate expenditure to be managed centrally by the Local Authority on behalf of mainstream schools is proposed to be removed. These services will need to move towards a fully traded model. The budgets that are currently de-delegated and will be affected by this change include:

- MABS
- Union Duties
- Free School Meal Eligibility checking
- Museums
- CLEAPS

#### Transitional arrangements

6.10. The DfE's objective is to implement a national funding formula at a school level from 2019-20, with funding being passed directly by the Education Funding Agency. However, for the financial years 2017-18 and 2018-19, transitional arrangements will be put in place, whereby the Local Authority will continue to have a role in the funding arrangements.

6.11. In 2017-18 and 2018-19 there will be some significant changes to the funding arrangements:

- a. Local Authorities will no longer be funded based on the current basis of Guaranteed Units of Funding (GUF) per pupil. Instead, the Schools Block funding will be allocated to Local Authorities based on a 'shadow' school level formula.
- b. An exercise to re-baseline the funding allocations between the Schools, Early Years and High Needs Blocks has been undertaken, which will also see the creation of a new 'Central Schools' funding block; as explained later in the report.
- c. The Schools Block funding will be ring-fenced from 2017-18, with an expectation that this funding is allocated in full to schools and Academies. This will reduce the flexibility to meet the pressures in other areas of the DSG, such as high needs; and potentially remove the current financial incentives for all schools to remain inclusive.
- d. There will be a national Minimum Funding Guarantee (MFG) and a cap on gains from 2017-18 in order to set the shadow formula. However, the DfE are currently proposing that there will be flexibility for Local Authorities to use a local MFG and a variable cap (and/or scale) during the transition period. No specific details are currently available on these local MFG flexibilities, but they are expected to be required in order for Local Authorities to be able afford the funding

allocations to schools and Academies; once they receive their new funding allocations based on the DfE's new 'shadow' formula.

### Potential Impact for Schools, Academies and the Local Authority

- 6.12. As stage one of the consultation is focused on the building blocks and principles of the funding formula framework, the consultation documents do not provide specific details on funding levels and potential impacts on individual areas or schools; as this will be provided in stage two.
- 6.13. Whilst the proposed funding rates for 2017-18 are not yet available, it has been possible to undertake some provisional modelling, using the Minimum Funding Level's (MFL's)<sup>2</sup> that the DfE had previously published. These levels were used by the DfE in determining the "least fairly funded" Authorities for the purposes of allocating the £390m of additional funding in 2015-16.
- 6.14. By applying these MFL's to the 2016-17 Portsmouth funding formula, (which includes the pupil data from the October 2015 census), it has been possible to attempt to quantify the possible funding Portsmouth may receive in 2017-18 and also the potential impact at a school level. See Appendix 2 for the current funding rates and the MFL's.
- 6.15. A number of other assumptions have also been applied in this modelling, including:
- The Looked After Children factor has not been removed
  - The business rates, PFI and Growth fund remained unchanged.
  - The MFG and cap remained at 1.5%
  - An area cost adjustment has not been applied
- 6.16. Based on the assumptions above and the current pupil level data, the overall estimated funding through this model would be £107.076m. When comparing this to our current allocation through the school funding formula, it would lead to an overall increase in funding of circa £730k.
- 6.17. However on further review of the model, it was clear that as a result of the changes in the funding rates attached to each funding factor, at a school level there would be significant fluctuations in the level of funding each school would receive before the application of MFG. The model also shows that there would be a movement in funding from the Primary to the Secondary sector, as the 'primary to secondary' ratio increased from 1:28 to 1:33.

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<sup>2</sup> Fairer schools funding Arrangements for 2015 to 2016, DfE, July 2014

6.18. The table below shows an analysis of the potential movement in funding (before the application of MFG or capping) by school phase:

		No. of Schools & Academies			
		Infant	Junior	Primary	Secondary
Increase:	6 - 10%	-	-	-	-
	4 - 5.99%	2	1	3	1
	0 - 3.99%	9	10	2	9
Decrease:	0 - 3.99%	4	1	4	-
	4 - 5.99%	1	-	2	-
	6 - 10%	-	-	9	-
<b>TOTAL</b>		<b>16</b>	<b>12</b>	<b>20</b>	<b>10</b>

6.19. The largest absolute potential increases and decreases in the schools funding allocations (before the application of MFG or capping) are shown in the table below:

	No. of Schools & Academies			
	Infant	Junior	Primary	Secondary
Max Increase	40,054	77,081	93,363	216,285
Max increase as %	3.56%	5.93%	3.97%	3.53%
Max Decrease	(56,886)	(31,297)	(246,948)	-
Max increase as %	(4.91)%	(2.70)%	(9.69)%	-

6.20. The table above shows that 9 Primary schools would see a potential reduction in funding of between 6% and 10%, as a consequence of the using the MFL's referred to above. The 9 Primary schools affected within the model are those in some of the most deprived areas of the city; and would be affected as a result of the reduction in funding through the deprivation and prior attainment factors.

6.21. It will be necessary to undertake further modelling at stage 2 of the consultation process; when it is anticipated that the DfE will provide further details of the actual funding rates that they will be using.

## 7. Central Expenditure & Education Services Grant

7.1. As Members will be aware, the DSG is allocated through three blocks: the Schools, Early Years and High Needs Blocks. The government is now proposing to introduce a fourth block: the Central Schools Block. It is proposed that this block will contain funding for central services (i.e. Admissions Service, Schools Forum, etc.) as well as the retained duties element of the Education Services Grant. The table at Appendix 3

summarises the areas of expenditure which may be funded through this block.

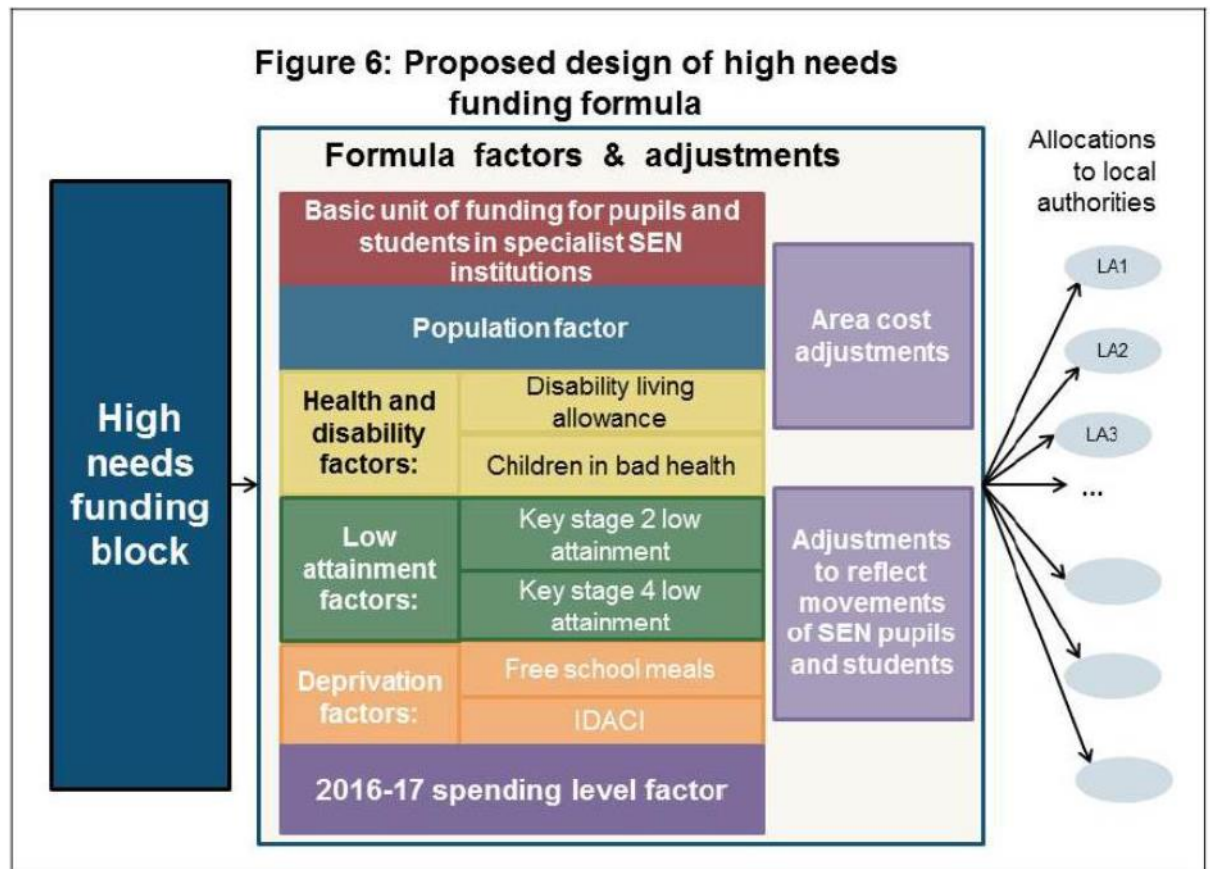
- 7.2. The second phase of the consultation will set out a proposal for a formula through which the funding for this block will be provided to Local Authorities as well as the pace of transition. At this stage it is not possible to quantify the financial impact of these proposed changes.

## 8. High Needs Funding Arrangements

- 8.1. Whereas it is proposed that the funding for mainstream schools will be allocated directly to them from the Education Funding Agency in future, it is proposed that the other elements of the DSG including High Needs will continue to be managed by Local Authorities (other than the funding for high needs places in Academies). The proposed design of the overall DSG funding system is shown at Appendix 4.
- 8.2. The main changes to the high needs funding arrangements can be summarised as:
  - a. **Introduce a formulaic method for distributing funding** from central to local government from 2017-18 (including Special Education Needs (SEN) and Alternative Provision (AP)).
  - b. **An improvement to the current funding arrangements at local level**, including changes to the way funding is distributed to various types of institution.

### High Needs Funding Formula Design

- 8.3. The funding formula which is proposed to be used to allocate funding from central government to Local Authorities in the future, (instead of the current 'block allocation') is shown in the diagram below.



- 8.4. The DfE have based the above model on the research and analysis undertaken by Isos on their behalf. The above funding formula comprises five main factors, which will each use specific data sets.
- Basic unit of funding for pupils in specialist settings
  - Population
  - Health
  - Low attainment
  - Deprivation
- 8.5. In relation to Alternative Provision, the DfE propose to use the population and deprivation factors in the allocation of funding.
- 8.6. In addition to the core funding, the DfE are proposing to include an element of current spending, based on 2016-17 planned spending levels, for a least the next five years, in order to give local authorities time to plan and implement infrastructure and other changes in future provision.

- 8.7. Furthermore, the DfE are proposing additional adjustments for the following:
- An area cost adjustment
  - An adjustment to reflect pupil movements between areas (there will be an adjustment of £6,000 for each pupil who is in an SEN place (not AP), outside of their area of residence.
- 8.8. An overall MFG will also be applied, so that the overall funding an Authority receives would not reduce by more than a specified percentage each year.

#### Hospital Education Funding

- 8.9. It is proposed to continue to distribute hospital education funding based on information about local authorities' and academies' current spending levels, and any adjustments needed from year to year to reflect changes in hospital provision.

#### Funding Formula Re-Design - Financial Impact

- 8.10. Again, as with the mainstream consultation, stage one is focused on the building blocks and principles of the funding formula framework, the consultation documents do not provide specific details on funding levels and potential impacts; as this will be provided in stage two.
- 8.11. Additionally, there are no MFL's or similar data available on which to undertake some early financial modelling. Therefore at this stage it is not possible to assess the financial impact of these proposals.

#### Resourced Units

- 8.12. It is proposed that Resourced Units and Special SEN Units attached to mainstream schools will receive a lower level of place funding (i.e. £6,000 rather than £10,000. In order to replace the £4,000 of place funding, it is proposed that these units include the pupils within their schools pupil count in order to attract the relevant funding through the mainstream funding formula.
- 8.13. No changes are proposed to the funding arrangements for Special Schools.

## 9. Schools Forum

- 9.1. In advance of the full introduction of the single national funding formula in 2019-20, the DfE propose to carry out a review of the role, functions and membership of Schools Forums; they do not intend to make changes to the make-up or functions of the Forum during the period 2017-18 and 2018-19.

## 10. Working Groups

- 10.1. As we have done in previous years, we are proposing to establish a funding reform working group. Based on the consultation documents and the DfE's proposals as summarised within this report, we believe it is only necessary to establish a mainstream working group at this stage. The role of the working groups is to agree the set of principles which will guide and inform the financial modelling, necessary to developing the funding arrangements.

- 10.2. It is proposed that the working group will be comprised of representatives as shown below.

	Mainstream Group	
	Primary	Secondary
Head Teacher	✓	✓
Governor	✓	✓
Finance	✓	✓
Academy Rep	✓	✓

- 10.3. It will be necessary to wait until the second stage of the consultation process is released, before we can confirm the scope for this group as well as the timing of the meetings. However, we propose to seek nominees at this early stage in order to ensure we can proceed as quickly as possible.

## 11. Reasons for recommendations

The purpose of this report is to provide the Cabinet Member with an initial summary and impact assessment, of the proposals contained within the 'school funding formula' consultation documents issued by the Department for Education (DfE) on the 7<sup>th</sup> March 2016. It is recommended that report is noted.



**12. Equality impact assessment (EIA)**

This report does not require an Equality Impact Assessment as the recommendations are for noting and do not have any impact upon a particular equalities group.

**13. Legal comments**

There are no legal implications arising from the recommendations in this report.

**14. Director of Finance's comments**

Financial comments have been included within the body of this report.

.....  
 Signed by: Alison Jeffery, Director of Children's Services

**Appendices:**

1. Consultation Response
2. The Current 2016-17 Funding Rates and the 2015-16 Minimum Funding Levels
3. Central Schools Block
4. Proposed Design of the DSG Funding System

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
DfE Consultation documents	<a href="https://consult.education.gov.uk/">https://consult.education.gov.uk/</a>
Fairer schools funding Arrangements for 2015 to 2016, DfE, July 2014	<a href="https://www.gov.uk/government/publications/fairer-schools-funding-arrangements-for-2015-to-2016">https://www.gov.uk/government/publications/fairer-schools-funding-arrangements-for-2015-to-2016</a>
School Budget Shares	Education Finance Team

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
 Signed by:

## **Appendix 1 - Consultation Response**

### **Schools National Funding Formula (mainstream) - stage 1** **Consultation Response**

#### **Q1 - Do you agree with our proposed principles for the funding system?**

Yes.

In addition to the principles for the new funding formula arrangements, we would also like to see a set of principles that will guide and support the transition phase towards the new national funding formula. For example: a proposed target ratio for the primary/secondary funding proportions, guidance as to acceptable levels of Minimum Funding Guarantee (MFG) protection.

#### **Q2 - Do you agree with our proposal to move to a school-level national funding formula in 2019-20, removing the requirement for local authorities to set a local formula?**

No.

Whilst we support the proposed principles for the funding system, we do not support the proposal to move towards a complete "hard" national funding formula in 2019-20. Through moving to a completely "hard" formula, the ability to make funding decisions locally to support schools will be removed. For example:

- In order to meet growing pressure to find places in our primary phase, it was decided to convert one of our existing secondary schools into an "all-through" school. Through the current local flexibility with the growth fund criteria, it was possible through Schools Forum to seek agreement to allocate one-off funding to support the revenue costs of expanding the school.
- By having local control over our PFI factor we are able to adjust this factor annually to reflect the indexation increases within our PFI Project Agreement; in order for the school to receive funding to match the increase in its underlying costs; which would not be possible with a nationally set funding rate.
- Through local knowledge we are able to adjust the rates factors locally to reflect changes in the multiplier rate as well as rateable value adjustments. It is highlighted within the consultation that this will become more difficult with a "hard" funding formula.
- Following a spate of infant and junior school amalgamations, we have considered, with our Schools Forum, the appropriateness of introducing a split sites factor. We have concluded that the factor is not necessary for our schools due to the geographical nature of the city, but this decision may not be appropriate in other

local authorities where schools are not in close proximity to each other. A "hard" national formula would provide "one size fits all" funding which would not be appropriate for some schools.

- It's unclear how a "hard" national formula would treat exceptional circumstances e.g. joint agreements, listed buildings or additional funding for off-site PE activities, where local knowledge of the circumstances is not available. This could disadvantage some schools, particularly small, necessary, schools, which do not have the resources to write "winning" bids for additional funding.

**Q3 - Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and key stage 4?**

Yes.

**Q4 (a) Do you agree that we should include a deprivation factor?**

Yes.

**Q4 (b) Which measures for the deprivation factor do you support?**

- Pupil-level only (current FSM and Ever6 FSM)
- Area-level only (IDACI)
- Pupil and area level

Pupil and area level.

**Q5 Do you agree we should include a low prior attainment factor?**

Yes.

**Q6 (a) Do you agree that we should include a factor for English as an additional language?**

Yes.

**Q6 (b) Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)?**

Yes.

**Q7 Do you agree that we should include a lump sum factor**

Yes.

However, consideration should be given to the level of the lump sum factor for primary phase schools. Where schools are considering amalgamation for educational reasons, the loss of the lump sum factor (despite transitional protection) has been a potential factor in preventing the amalgamation taking place. We have therefore been decreasing the amount of the primary lump sum factor in recent years to remove this potential barrier and have reallocated funding through pupil led factors. Where schools are small and necessary, the sparsity factor should ensure that overall funding is sufficient.

**Q8 Do you agree that we should include a sparsity factor?**

Yes.

**Q9 Do you agree that we should include a business rates factor?**

Yes.

**Q10 Do you agree that we should include a split sites factor**

Yes.

Whilst we do not believe the factor is appropriate for our schools, as set out in our response to question 2, we do recognise that it may be appropriate for some areas. We would therefore advocate local discretion over this factor.

**Q11 Do you agree that we should include a private finance initiative factor?**

Yes.

We do not believe that a PFI factor could be implemented nationally on generic or formulaic basis, since all PFI contracts are unique. We would therefore advocate local discretion over this factor.

**Q12 Do you agree that we should include an exceptional premises circumstances factor?**

Yes.

We do not believe that exceptional premises factors could be implemented nationally on a fair and consistent basis, since the circumstances for each school are, by their nature, exceptional. We would therefore advocate local discretion over this factor.

**Q13 Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors?**

- **Business rates**
- **Split sites**
- **Private finance initiatives**
- **Other exceptions circumstances**

No.

Whilst not all of the above factors are currently used in Portsmouth, the use of historic spend figures, as a basis of allocating funding to local authorities, for Business Rates, PFI or the Growth Factor in 2017-18 and 2018-19 is not felt to be an appropriate method to reflect the changing local funding requirements for these factors.

**Q14 Do you agree that we should include a growth factor?**

Yes.

**Q15 Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend?**

No.

Allocating growth funding based on historic spend, is unlikely to be an adequate predictor of future growth funding requirements as highlighted within the consultation document. Currently, in setting our annual Dedicated Schools Grant budgets, we are able to factor our annual growth fund requirements in setting the overall schools budgets.

This proposed methodology also continues the potential unfairness for schools in different local authorities. For example:

- Authority A might provide a lump sum payment for a school opening up a new class
- Authority B might provide the equivalent of the AWPU or other formula funding, for each new child expected
- Authority C might not have a growth fund at all

Alternative proposals would be:

- To allocate growth funding to local authorities based on submitted forecasts.
- To require local authorities to estimate pupil numbers for new basic needs classes on the Authority Proforma Tool and fund accordingly.

**Q16 (a) Do you agree that we should include an area cost adjustment?**

Yes.

**Q16 (b) Which methodology for the area cost adjustment do you support?**

- **General labour market methodology**
- **Hybrid methodology**

Hybrid Methodology.

**Q17 Do you agree that we should target support for looked after children and those who have left care via adoption, special guardianship or a care arrangement order through the pupil premium plus, rather than include a looked-after-children factor in the national funding formula?**

Yes.

**Q18 Do you agree that we should not include a factor for mobility?**

Yes.

We do not currently use this factor.

**Q19 Do you agree that we should remove the post-16 factor for 2017-18?**

Yes.

We do not currently use this factor.

**Q20 Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18?**

No.

Whilst we agree with the principle of allocating as much funding as possible directly to schools, the above proposal is based on the underlying principle that the schools block funding will be ring-fenced from the other funding streams within the Dedicated Schools Grant (DSG) from 2017-18. The current flexibility within the DSG to move funding between blocks encourages schools to support pupils with additional needs within the mainstream sector. The separation of funding for mainstream and high needs settings from 2017-18, (through the ring-fencing arrangement) removes the financial incentive for schools to remain inclusive; as it will no longer be possible to move funding from the schools block to the high needs budgets to meet increased demand.

The current consultation document does not address or propose any arrangements that will encourage schools to remain inclusive within this proposed ring-fenced funding arrangement.

In addition, if local authorities do not have the flexibility to move funding between blocks, this will place a huge additional pressure on the high needs block at a time when the profile of need is increasing exponentially. This will potentially prevent them from fulfilling their statutory duties to our most vulnerable children.

**Q21 Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee?**

No.

The proposal to allocate funding to local authorities using the national funding formula, (on a shadow basis) whilst expecting local authorities to continue to allocate funding using the existing national funding formula arrangements, will potentially create a lack of transparency and understanding in the school funding arrangements, particularly if different levels of Minimum Funding Guarantee (MFG) are being applied across the country.

If the government is fully committed to implementing a national formula, then the transition should be made as quickly and transparently as possible, so that schools across the country are treated on an equal basis. The continuation of a national MFG will ensure that all schools are protected at the same level.

Allocating funding to schools using the new National Funding Formula from 2017-18 and applying a national MFG, would enable clarity and transparency at all levels.

**Q22 Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula?**

Yes.

**Q23 Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities?**

Yes.

**Q24 Are there other duties funded from the education services grant that could be removed from the system?**

No.

**Q25 Do you agree with our proposal to allow local authorities to retain some of their maintained school's DSG centrally - in agreement with the maintained schools in the forum - to fund the duties they carry out for maintained schools?**

Yes.



**Schools National Funding Formula (High Needs) - stage 1**  
**Consultation Response**

**Q1 - Do you agree with our proposed principles for the funding systems?**

Yes.

In addition to the principles for the new funding formula arrangements, we would also like to see a set of principles that will guide and support the transition phase towards the new national funding formula.

**Q2 - Do you agree that the majority of high needs funding should be distributed to local authorities rather than direct to schools and other institutions?**

Yes.

**Q3 - Do you agree that the high needs formula should be based on proxy measures of need, not the assessed needs of children and young people?**

Yes.

**Q4 - Do you agree with the basic factors proposed for a high needs formula to distribute funding to local authorities?**

No.

It is difficult to comment on the proposed factors as whilst they suggest that they are effective indicators of the level of high needs within a local authority, it is not clear:

- How the funding will be allocated through these factors and what impact this will have on the distribution of high needs funding nationally and locally, (particularly in the longer term when the transitional protection arrangements are removed);
- How the periodic updating of underlying data sets will be managed, in terms of mitigating the potential significant fluctuations in funding caused by these changes (e.g. the IDACI updates every 5 years and the population census updates every 10 years).

**Q5 - We are not proposing to make any changes to the distribution of funding for hospital education, but welcome views as we continue working with representatives of this sector on the way forward.**

No comment.

**Q6 - Which methodology for the area cost adjustment do you support?**

Hybrid methodology

**Q7 - Do you agree that we should include a proportion of 2016-17 spending in the formula allocations of funding for high needs?**

Yes.

**Q8 - Do you agree with our proposal to protect local authorities high needs funding through an overall minimum funding guarantee?**

Yes.

**Q9 - Given the importance of schools' decisions about what kind of support is most appropriate for their pupils with SEN, working in partnership with parents, we welcome views on what should be covered in any national guidelines on what schools offer for their pupils with SEN and disabilities.**

All local areas are required to publish the provision that is 'ordinarily available' in schools for pupils with SEND, as part of their local offer. It would be helpful to strengthen and build on this requirement in order to ensure equity and consistency across schools, national guidelines could include examples of best practice.

**Q10 - We are proposing that mainstream schools with special units receive per pupil amounts based on a pupil count that includes pupils in the units, plus funding of £6,000 for each of the places in the unit; rather than £10,000 per place. Do you agree with the proposed change to the funding of special units in mainstream schools?**

No.

We believe this would potentially reduce the core funding for Resourced/Special Units, if at the time of the census count there are less pupils in the unit than there are agreed places.

**Q11 - We therefore welcome, in response to this consultation, examples of local authorities that are using centrally retained funding in a strategic way to overcome barriers to integration and inclusion. We would be particularly interested in examples of where this funding has been allocated on an "invest-to-save" basis, achieving reductions in high needs spending over the longer term. We would like to publish any good examples received.**

No comment. We are not using centrally retained funding.

**Q12 - We welcome examples of where centrally retained funding is used to support schools that are particularly inclusive and have a high proportion of pupils with particular types of SEN, or a disproportionate number of pupils with high needs.**

No comment. We are not using centrally retained funding for this purpose.

**Q13 - Do you agree that independent special schools should be given the opportunity to receive place funding directly from the EFA with the balance in the form of top-up funding from local authorities?**

No.

**Q14 - We welcome views on the outline and principles of the proposed changes to post-16 place funding (noting that the intended approach for post-16 mainstream institutions which have smaller proportions or numbers of students with high needs, differs from the approach for those with larger proportions or numbers), and on how specialist provision in FE colleges might be identified and designated.**

All local areas are required to publish the provision that is 'ordinarily available' in schools for pupils with SEND, as part of their local offer. It would be helpful to strengthen and build on this requirement in order to ensure equity and consistency across schools, national guidelines could include examples of best practice.

## Appendix 2 - The Current 2016-17 Funding Rates and the 2015-16 Minimum Funding Levels<sup>3</sup>

	<b>Current 2016-17 Funding Rates</b>		<b>2015-16 Minimum Funding Levels</b>	
	Primary	Secondary	Primary	Secondary
AWPU - Pri	2,918		2,880	
AWPU - KS3		3,727		3,950
AWPU - KS4		4,336		4,502
FSM	237	300	882	1,052
IDACI - 1	0	0	209	289
IDACI - 2	0	0	260	379
IDACI - 3	946	635	347	470
IDACI - 4	1,261	846	422	554
IDACI - 5	1,577	1,058	477	614
IDACI - 6	1,892	1,270	691	819
LAC	2,811	2,811	1,004	1,004
Prior Attainment	740	2,000	669	940
EAL	359	1,822	466	1,130
Lump Sum	115,000	139,150	115,797	125,155

<sup>3</sup> Source: Fairer schools funding Arrangements for 2015 to 2016, DfE, July 2014



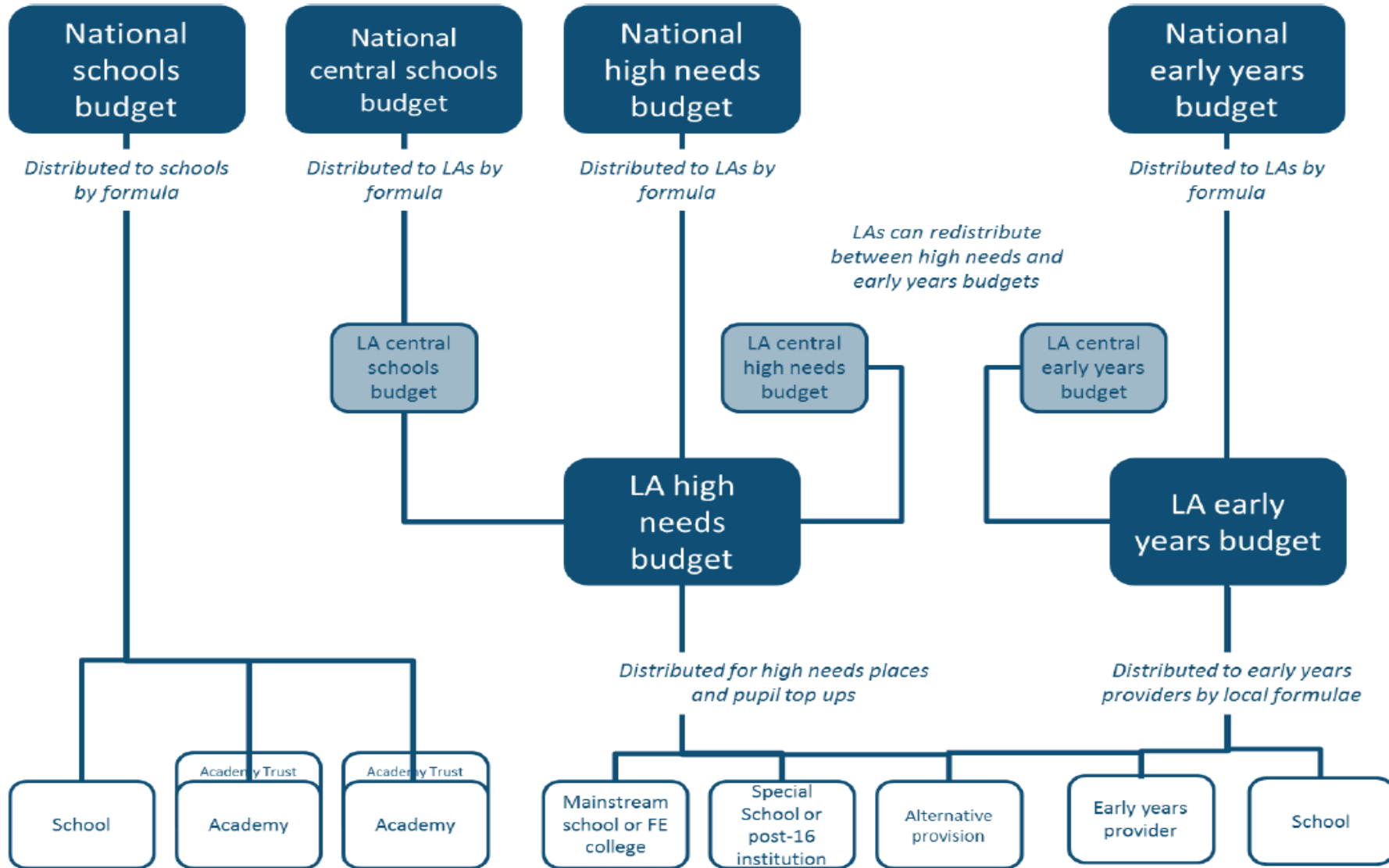
## Appendix 3 - Central Schools Block

Functions that may be funded from the central schools block:<sup>4</sup>

Allocation route	Previously funded from centrally retained DSG	Previously funded from ESG
Central schools block per pupil rate	School admissions Servicing of schools forums Fees to independent schools for pupils without SEN	Education welfare services Asset management Statutory and regulatory duties
Central schools block historic commitments funding	Contribution to combined budgets: costs of providing combined education and children's services Termination of employment costs: premature retirement or dismissal costs for maintained school staff Equal pay – back pay: costs of meeting equal pay commitments in schools Capital expenditure from revenue (CERA): where the authority uses revenue funding to meet capital costs Prudential borrowing costs: for repayment of some authority loans Exceptions agreed by the Secretary of State: centrally retained schools budget expenditure that has been approved by application to the Secretary of State	

<sup>4</sup> Source: Schools National Funding Formula, Government Consultation - Stage 1, DfE, March 2016

### Appendix 4 - Proposed Design of the DSG Funding System



# Agenda Item 7



Portsmouth  
CITY COUNCIL

<b>Decision maker</b>	Cabinet Member for Education
<b>Subject:</b>	Detailed action plan to address issues identified by Ofsted in its inspection of the council's arrangements for school improvement in Portsmouth
<b>Date of meeting:</b>	30 June 2016
<b>Report by:</b>	Alison Jeffery, Director of Children's Services
<b>Wards affected:</b>	All
<b>Key decision (over £250k):</b>	No
<b>Full council decision:</b>	No

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## 1. Purpose of report

- 1.1 The purpose of this report is to seek approval for the action plan that has been developed in order to respond to the findings of the Ofsted inspection undertaken in February 2016 of the council's arrangements for supporting school improvement in Portsmouth. A copy of the Ofsted report (published on 23<sup>rd</sup> March 2016) and the council's action plan are attached at Appendices 1 and 2.

## 2. Recommendation

- 2.1 It is recommended that the Cabinet Member approves:
- The action plan as set out at Appendix 2.

## 3. Background

- 3.1 The action plan responds to the findings of the Ofsted inspection undertaken in February 2016 of Portsmouth City Council's arrangements for supporting school improvement. The plan acknowledges that the achievement of pupils and learners in Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures and too many pupils are not well prepared for the next stage of their education. A step change is required in outcomes at all ages
- 3.2 The action plan also acknowledges the changing educational landscape and a sharper focus on accountability in an increasingly autonomous schools system, as set out in the Government's White Paper '*Educational Excellence Everywhere*'. The Government's aspiration is that every school should become an academy or in the process of becoming an academy by 2020, with the large majority of academies operating within Multi Academy Trusts.

The Government's expectation is that the role of local authorities should change accordingly; in particular the expectation is that responsibility for school improvement moves away from local authorities to a school-led system. Currently a third of all schools in Portsmouth are academies, operated by 11 Academy Trusts.

- 3.3 The action plan addresses the five areas for improvement identified by Ofsted:
1. Robustly challenge all providers of education to improve pupils' and learners' rates of progress at every stage, particularly disadvantaged pupils and boys
  2. Set out clearly the role and function of local authority school improvement services in championing excellence in all Portsmouth schools and colleges, including academies
  3. Agree precisely with stakeholders how officers broker and quality assure the support made available to schools and other providers from external sources and between schools
  4. Ensure all local authority school improvement services are held firmly to account for their contribution to raising standards and improving lives
  5. Promote effective collaboration between local authority school improvement services, to accelerate improvements in department's performance and maximise the local authority's impact in raising educational standards

### **Developing a collaborative approach**

- 3.4 To make the step change that is required to improve standards and accelerate the progress of our pupils' will require a collaborative approach that acknowledges the changing educational landscape and the limited and reducing resources of the local authority for school improvement. Partners will harness the collective resource that is available in the City in a way which adds value and supplements the work that already goes on in individual schools, Multi Academy Trusts and Teaching Schools.
- 3.5 Headteachers and other partners in the city have committed to establishing an education partnership and collaborative programme of school improvement that can embed shared values and build on the historically strong relationships between the local authority and the education sector in Portsmouth, supplementing without duplicating work within MATs. The partnership will seek to establish clear and accountable arrangements to support sector-led school improvement and capitalise on potential economies of scale. It will provide a structure to support the transition from local authority to sector led school improvement arrangements. The local authority will continue to deliver its statutory duties in relation to school improvement and act as a strategic commissioner and champion for parents, children and young people, and in particular those who are vulnerable to poor outcomes including disadvantaged pupils and white British boys.



- 3.6 The local authority will work closely with the Regional Schools Commissioner to oversee a smooth transition towards academisation and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate

### **Key priorities**

- 3.7 The five areas for improvement are addressed through 8 key priorities which are set out in more detail in the action plan at [Appendix 2](#):
1. Establish and implement collaborative arrangements in Portsmouth to support sector-led school improvement
  2. Robustly challenge all providers of education to improve pupils' and learners' rate of progress at every key stage
  3. Make more effective use of the local authority's statutory powers of intervention in order to bring about a significant improvement in school performance
  4. Improve outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND
  5. Building on existing strengths make effective use of available school performance data, information and predictions and systematically analyse data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors
  6. Accelerate improvements in school attendance particularly for vulnerable groups (LAC, SEND, young carers and children on child protection plans) and those of a secondary school age
  7. Ensure all local authority school improvement services are held firmly to account for their contribution to raising standards and promote effective integration of services to maximise the council's impact on raising standards in schools
  8. Improve post-16 outcomes for young people with a particular focus on achievement and progression to skilled employment or higher education

### **4. Equality impact assessment**

- 4.1 No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

### **5. Legal comments**

- 5.1 The general duty for local authorities to promote high standards of education and training is set out within the Education Act 1996. Under s.13A a local authority has a duty to promote high standards, ensure fair access to opportunity for education and training and promote the fulfilment of learning potential. In addition, under s.13, the local authority has a general

responsibility to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population of its area. The action plan recommended within this report will assist the City Council in meeting these statutory duties.

5.2 It is within the cabinet member's powers to make the recommendation sought.

**6. Finance comments**

6.1 There are no financial implications in the short term arising directly from the recommendation in this report. The resources required to deliver the action plan are contained with existing cash limits for 2016/17 and should be delivered within the same budget as currently available. However, if the Government proceed with the proposed cut to the Education Services Grant for 2017/18 then consideration will have to be given to how this area is resourced in the future.

.....  
Signed by: Alison Jeffery, Director of Children's Services

**Appendicies**

- Appendix 1 - Letter from Ofsted
- Appendix 2 - Action Plan

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
Detailed Action Plan to address issues identified by Ofsted in its inspection of the arrangements for school improvement in Portsmouth	Education
Achieving Excellence - Portsmouth City Council's education strategy for 2015/16	Education

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

Signed by:  
.....

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16 March 2016

David Williams  
Chief Executive  
Portsmouth City Council  
Guildhall Square  
Portsmouth  
PO1 2AL

Dear Mr Williams

### **Inspection of local authority arrangements for supporting school improvement**

Following my visit with Her Majesty's Inspectors Sue Frater, Jeremy Loukes and James Sage to Portsmouth local authority, I am writing on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

Thank you for your cooperation and that of all the staff whom we met during our visit which took place between 8 and 12 February 2016. We particularly appreciate the time and care taken to prepare the programme for us. Please pass on our thanks to your staff, elected members and contracted partners, headteachers, principals and governors, who kindly gave up their time to meet us.

The inspection of local authority arrangements for supporting school improvement in England is conducted under section 136(1) (b) of the Education and Inspections Act 2006.

### **Evidence**

During the inspection, discussions were held with you, elected members, senior officers and school improvement staff. Inspectors met with headteachers, principals and governors from schools, colleges, academies, teaching school alliances and the schools forum. Discussions were also held with representatives of services that deliver support for school improvement, and with contracted consultants.

Inspectors took account of discussions held with school leaders during seven recent school inspections and 15 telephone calls to headteachers and principals of schools and academies carried out between 1 and 8 February 2016.

A range of documents were scrutinised, including council plans, the strategy for school improvement, information about pupils' achievement, case studies about schools receiving support, notes of visits to schools made by education officers, and Ofsted school inspection reports.

The inspection followed a focused inspection of Portsmouth schools in February 2013 and monitoring by Her Majesty's Inspectors of educational standards achieved in the local authority since that time.

## **Summary findings**

The achievement of pupils and learners in Portsmouth is not improving quickly enough. At ages 11 and 16, and from 16 to 19, outcomes remain well below the national figures. In 2015, the progress made by pupils across the primary and secondary phases of education, and by learners between the ages of 16 and 19, remained in the lowest performance bands nationally. The continuing picture of slow progress and low attainment means that too many pupils are not well prepared for the next stage of their education.

From the early years to age 16, the underachievement of disadvantaged pupils and boys has not been addressed successfully. The underachievement of disadvantaged learners continues after the age of 16. Pupils with special educational needs or disability do not make sufficient progress given their starting points, particularly in English and mathematics between the ages of 11 and 16.

The absence of a consistent vision for excellence in education in Portsmouth has limited the local authority's effectiveness in bringing about improvement in schools and colleges. Until recently, the need to raise educational standards in the city was not a prominent feature of council plans to develop local prosperity.

The local authority's approach to school improvement lacks urgency and precision. Officers have promoted a broad aim for standards of achievement at ages 11 and 16 to match or exceed national figures, without challenging schools and colleges effectively to accelerate pupils' progress towards these goals. A similar lack of challenge to providers is evident in the early years and at age seven, where the underachievement of boys and disadvantaged pupils continues.

Local authority school improvement services have not sustained a persistent and coherent approach to raising pupils' and learners' achievement. A succession of fresh-start approaches and restructuring of services have impeded progress. Short-term strategies, such as arrangements for cluster working between schools and an authority-wide project to promote progress for disadvantaged pupils, have been introduced and then ceased with limited effect.

The local authority has not maintained effective systems to hold schools and colleges to account for pupils' and learners' outcomes. Until recently, school and college leaders, including governors, did not have trust and confidence in the local authority.

These shortfalls have limited the local authority's capacity to challenge and support schools, and attempts to work together.

In recent months, the council has given a higher priority to improving educational outcomes for all pupils and learners in Portsmouth schools and colleges. However, this fresh approach is not yet expressed in a sharply focused and practical strategy, clarifying the exact role of local authority school improvement services and how these will raise educational standards urgently.

Recent changes in senior leadership, particularly the appointment in January 2016 of the permanent Director of Children's Services and the current interim deputy director, are improving the confidence and trust of school and college leaders. Senior officers now understand that the local authority needs to do more to ensure that Portsmouth schools deliver the substantial improvements in pupils' and learners' achievement which are required. The impact of these positive changes on outcomes for pupils and learners is untested.

Senior officers rightly acknowledge the local authority's role to broker and check the quality of support to schools, including from school to school. However, the way this will be done has not been agreed with school and college leaders, and the impact is patchy.

Local authority school improvement leaders have not held officers consistently to account for their impact on raising educational standards in the city's schools and colleges. The effective features of some school improvement services, such as the ethnic minority service and support for the education of pupils and learners looked after, are not shared across the running of other services. School improvement leaders have recently devised a better structure to remedy this and to increase accountability, but this has yet to be implemented.

In the last year some practical steps have been taken to support school improvement. A successful governor recruitment drive has been linked to the council's initiative to engage commerce and industry in developing the city's prosperity. The council has also taken action to support schools and colleges to recruit high calibre teachers. The local authority's analysis of schools' performance has improved recently. Local authority governor services now challenge and support governors more effectively to enable them to hold school and college leaders to account. Governor support services are beginning to play a more central role in the local authority's monitoring of school performance. It is too soon to see the impact of these recent developments on achievement across the city.

Recent changes in local authority and school leadership have brought a sense of urgency and opportunity to raise educational standards for all groups of pupils and learners. Senior school improvement leaders recognise a 'step change' is required in outcomes at all ages. One school leader told inspectors, 'this is an opportunity to do something special', and another said, 'it feels lately that we are all pulling together'.

Nevertheless, this recognition and goodwill are not yet translated into practical strategies to raise standards.

### **Areas for improvement**

The local authority should tackle with urgency the long-standing underachievement of children, pupils and learners at all stages of education by:

- robustly challenging all providers of education to improve pupils' and learners' rates of progress at every stage, particularly disadvantaged pupils and boys
- setting out clearly the role and function of local authority school improvement services in championing excellence in all Portsmouth schools and colleges, including academies
- agreeing precisely with stakeholders how officers broker and quality assure the support made available to schools and other providers from external sources and between schools
- ensuring all local authority school improvement services are held firmly to account for their contribution to raising standards and improving lives
- promoting effective collaboration between local authority school improvement services, to accelerate improvements in departments' performance and maximise the local authority's impact in raising educational standards.

The inspection team recommends that the local authority's progress in tackling areas for improvement is monitored by Her Majesty's Inspectors.

### **Corporate leadership and strategic planning**

- Elected members have not ensured that local authority leaders of school improvement maintain a persistent approach to raising standards. Frequent changes in the local authority's senior leadership, including for school improvement, have resulted in a lack of consistency in the challenge and support provided for Portsmouth's schools and colleges.
- Despite continuing underachievement at all stages of education, the council's plans to regenerate the local economy have not placed enough importance on raising attainment in the city's schools and colleges.
- Published last summer, the council's 'Plan on a page' clearly states that raising educational standards is the first priority, but this has yet to be confirmed in a comprehensive strategy agreed with all stakeholders.
- The new Director of Children's Services has begun to work more closely with secondary headteachers, building on a start made by her interim predecessor. Trust and confidence between local authority, school and college leaders are growing. All parties now agree on the need for rapid improvement in the achievement of pupils and learners. The interim deputy director is due to consult with the headteachers' executive group about forming a strategic partnership between all schools and colleges and the local authority to achieve this aim.
- The local authority is open to innovative partnerships with schools and colleges, such as the current work to establish a university technical college. This is

designed to ensure that more pupils gain the mathematical and scientific knowledge and skills needed to support the council's vision for the city in the 21st century.

- After the age of 16, a significant proportion of Portsmouth's learners attend provision out of the city. The significant reduction recently in young people not in education, employment or training shows there is now sufficient provision at most levels. An exception is at level 1, where relevant work is being done to promote traineeships and an effective pre-apprenticeship programme.
- Officers place suitable importance on learners' employability skills, as well as their qualifications. They recognise that effective action has not been taken to remedy post-16 the weak achievement of many pupils at the end of Key Stage 4, particularly disadvantaged learners. Useful work is underway to develop separate programmes to promote and monitor learners' progress in wider employability skills. The new post-16 adviser is working closely with partners beyond the local authority to secure wide-ranging provision. The local authority has improved, and continues to develop, arrangements for tracking learners' progress after age 16.

### **Monitoring, challenge, intervention and support**

- The local authority does not have a secure picture of how well pupils are progressing towards the standards expected for their age, particularly at ages 11 and 16. Education officers are too accepting of schools' predictions of future results.
- The local authority's challenge to those providing education at all stages to improve outcomes for disadvantaged pupils has not been incisive. The local authority lacks a focused strategy to promote rapid improvement in the achievement of this key group. An initiative launched in 2014 was allowed by the local authority to dissipate with too little success.
- In the last year, the local authority has set out more clearly how officers will review the effectiveness of individual schools and colleges annually, and the action the local authority will take if concerns are identified. Already established local authority 'school assessment meetings' have been refocused in the last year to provide better evaluation of schools' performance. Officers now consider a range of factors, including governance and pupils' attendance, to determine the specific involvement of the local authority. However, information about pupils' progress is still mainly considered by the local authority at the end of each school year, limiting opportunities for early intervention if there are concerns.
- The local authority has not made best use of the capacity of schools to support each other. Arrangements to ensure that support from school to school is of good quality and targeted where it is needed most are weak. While primary headteachers told inspectors they value instances of external support arranged by the local authority, this is not set up systematically or well tailored to needs across the city's schools.
- In the last year, the local authority has broadly doubled the number of two-year-olds receiving education provision, significantly enhancing opportunities to learn for the youngest disadvantaged children. However, the early years team implements projects without always considering beforehand the difference they

expect to make to children's progress, particularly disadvantaged children and boys, and checking this afterwards.

- In the primary sector, the local authority has contributed to the rising proportion of good schools, which now reflects the national figure. Officers are acutely aware that a proportion of these schools are infant schools, where pupils' performance is stronger, and that the challenge remains to improve outcomes for disadvantaged pupils and at Key Stage 2. Recent improvements in the primary sector show that officers are becoming more adept at identifying schools that require intensive support. The local authority has not maintained a suitable level of challenge in the secondary phase, and until recently did not have the trust and cooperation of secondary school leaders. Four of the 10 Portsmouth secondary schools are maintained by the local authority. Two of these schools are judged to be good or better and two to require improvement, one having recently declined. All of the three special schools maintained by the local authority are currently judged to be good, two having declined from outstanding. The council's new commitment to school improvement in the city is becoming clear in the recent investment to promote an improving secondary school as a centre of excellence.
- The local authority has not made use of its statutory powers to bring about significant improvement in school performance over time, especially in the secondary sector. Where it has intervened, the local authority has achieved some improvements in the senior leadership, governance and outcomes in individual schools causing concern.
- The local authority is better placed to influence pupils' achievement in the city's academies through the growing trust of academy leaders and by meeting the Regional Schools Commissioner. An agreed protocol sets out the local authority's relationship with academies, although it is not clear enough when a referral to the commissioner would be made if an academy gave cause for concern.
- Most schools and academies purchase the local authority's attendance service. Through rigorous monitoring and effective work with pupils and their families, the rate of persistent absence has been reduced in primary and secondary schools in the last year, from well above national averages, to broadly match national figures.
- The local authority's behaviour support strategy provides clear agreement between schools to retain pupils and prevent exclusion. In the past year, 50 pupils were reintegrated from specialist provision at the Harbour School back into mainstream education.
- The ethnic minority achievement service and virtual school advocate strongly for the pupils they support. As a result, pupils from ethnic minority groups and those looked after by the local authority make good progress. The precise monitoring and high levels of challenge to providers, routinely seen in the way these services work, are not mirrored well in other areas of school improvement.



## **Support and challenge for leadership and management (including governance)**

- Until recently, the need for urgent improvement in education outcomes has not been set out by the local authority clearly and with sufficient challenge. Termly briefings to headteachers include relevant information about pupils' achievement across Portsmouth but have not set out the overall picture, or the strategy to tackle the issues, well enough.
- Direct support for leadership in primary schools is provided by local authority link officers. The local authority brokers limited direct support for leadership in secondary schools, deploying a small team of external consultants, usually for a single annual visit. Neither the work of local authority link officers or secondary consultants is quality assured sufficiently and headteachers report variable impact from their visits.
- The local authority has been unsuccessful in growing and coordinating a sufficient range of expert leadership in schools. Where national and local leaders of education are in place, a lack of clarity about roles and responsibilities has led to some tensions between the local authority and leading schools. The local authority is not sufficiently well informed about joint working between schools and how strengths are being shared. The lack of insight limits the officers' ability to make links on behalf of schools requiring support.
- Elected members actively promote the recruitment of high calibre teachers into the local authority, and work with businesses to develop leadership support such as mentoring for headteachers and to enlist skilled governors. It is too soon to see the impact of the current teacher recruitment drive, but headteachers highly value this initiative and the mentoring programme. The successful governor recruitment campaign has improved the effectiveness of governing bodies and provided a reserve pool of knowledgeable people.
- Arrangements to support governing bodies are improving. A revised strategy, introduced in September 2015, has moved the service from one which reacts to problems to one seeking to bring change. By meeting, at least annually, with the Chair of Governors and clerk, the service has a better knowledge of the quality of governance in each school. Relevant and timely training is provided, including through the deployment of a national lead governor. Governors are well supported if concerns about a school's senior leadership are identified. The local authority acts swiftly if significant concerns about the quality of governance arise. For example, the service has allocated additional governors and put interim governance arrangements into place.

## **Use of resources**

- The local authority has not deployed and monitored all school improvement resources effectively to ensure rapid improvement in educational outcomes in the city. As a result, slow rates of improvement in pupils' achievement in Key Stage 2, declines at Key Stage 4 and the continuing underachievement of boys and disadvantaged pupils at all ages have not been challenged vigorously enough by the council's school improvement services.

- Firmer scrutiny of the impact of resources allocated by the council to school improvement is developing. The council's lead member for children's services is increasingly well informed about the impact of spending on improvement in identified schools.
- Due to recent improvements in the local authority's management of school performance information, decisions about where and when to challenge and support schools are becoming increasingly reliable. Clearer links are developing between the local authority's monitoring and the funding for schools placed in a local authority category of concern. However, checks on the cost-effectiveness of the use of these resources are not well developed.
- The local authority provides a basic level of security to ensure all schools use their budget well. Finance officers contact any school with an excess surplus budget, seeking information about future spending plans. These are checked but not challenged by the local authority, leaving the school's governing body to monitor into the future.

I am copying this letter to the Secretary of State and the Director of Children's Services. This letter will be published on the Ofsted website.

Yours sincerely

Siân Thornton  
**Her Majesty's Inspector**



Detailed action plan to address issues identified by Ofsted in its inspection of the arrangements for school improvement in Portsmouth

3 June 2016

## 1. Introduction

The Action Plan responds to the findings of the Ofsted inspection undertaken in February 2016 of Portsmouth City Council's arrangements for supporting school improvement. The plan acknowledges that the achievement of pupils and learners in Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures and too many pupils are not well prepared for the next stage of their education. A step change is required in outcomes at all ages.

The Action Plan also acknowledges the changing educational landscape and a sharper focus on accountability in an increasingly autonomous schools system, as set out in the Government's White Paper 'Educational Excellence Everywhere'. The Government's aspiration is that every school should become an academy or in the process of becoming an academy by 2020, with the large majority of academies operating within Multi Academy Trusts. The Government's expectation is that the role of local authorities should change accordingly; in particular the expectation is that responsibility for school improvement moves away from local authorities to a school-led system. Currently a third of all schools in Portsmouth are academies, operated by 11 Academy Trusts.

The Action Plan addresses the five areas for improvement identified by Ofsted:

1. Robustly challenge all providers of education to improve pupils' and learners' rates of progress at every stage, particularly disadvantaged pupils and boys
2. Set out clearly the role and function of local authority school improvement services in championing excellence in all Portsmouth schools and colleges, including academies
3. Agree precisely with stakeholders how officers broker and quality assure the support made available to schools and other providers from external sources and between schools
4. Ensure all local authority school improvement services are held firmly to account for their contribution to raising standards and improving lives
5. Promote effective collaboration between local authority school improvement services, to accelerate improvements in department's performance and maximise the local authority's impact in raising educational standards

## 2. Vision

Our vision as set out in the current education strategy 'Achieving Excellence' is *'To achieve the best education outcomes for all children and young people. We expect excellence in education for every child and young person, at every stage of their learning, regardless of their background or circumstance'*

We will achieve this vision by:

- Working with the Regional Schools Commissioner (RSC) to develop Multi Academy Trust (MAT) arrangements in Portsmouth which are best suited to achieving rapid improvement in educational attainment in the city
- Working with the RSC, system leaders, Teaching Schools, schools and MATs in the city to create arrangements through which all schools experience on a regular basis both high challenge and high support that is well targeted to meet their needs
- Ensuring that the school improvement support available to schools across the city is effectively prioritised and co-ordinated, based on a sound collective analysis of strengths and weaknesses
- Working with schools, academies, MATs and Teaching Schools to drive implementation of agreed strategies to tackle common issues and themes such as teacher recruitment and retention, attendance, leadership development and effective inclusion
- Supporting all stakeholders and partners to get behind educational attainment: parents; health visitors; family support; and social care.

## 3. Developing a collaborative approach

To make the step change that is required to improve standards and accelerate the progress of our pupils' will require a collaborative approach that acknowledges the changing educational landscape and the limited resources of the Local Authority for school improvement. We will harness the collective resource that is available in the City in a way which adds value and supplements the work that already goes on in individual schools, Multi Academy Trusts and Teaching Schools.

Headteachers and other partners in the city have committed to establishing an education partnership and collaborative programme of school improvement that can embed shared values and build on the historically strong relationships between the Local Authority and the education sector in Portsmouth, supplementing without duplicating work within MATs. The partnership will seek to establish clear and accountable arrangements to support sector-led school improvement and capitalise on potential

economies of scale. It will provide a structure to support the transition from Local Authority to sector led school improvement arrangements. The Local Authority will continue to deliver its statutory duties in relation to school improvement and act as a strategic commissioner and champion for parents, children and young people, and in particular those who are vulnerable to poor outcomes including disadvantaged pupils and white British boys.

The Local Authority will work closely with the Regional Schools Commissioner to oversee a smooth transition towards academisation and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate.

#### **4. Getting behind education**

In support of the plan the Local Authority is working with all Children's Trust agencies on how they can step up their contributions to improving pupils' outcomes and raising educational standards: e.g. health visitors being more proactive on how parents need to support early communications development and ensure children's readiness for school at age 4+; social workers challenging families over poor school attendance; working with colleagues in Public Health and Solent NHS Trust to help support parents and carers to value and champion their children's education and aspirations; and the implementation of the *Stronger Futures* strategy, including the formation of Multi Agency Teams, to improve integrated front-line delivery for families and better early intervention for the most vulnerable.

#### **5. Priorities**

The Action Plan comprises 8 key priorities:

1. Establish and implement collaborative arrangements in Portsmouth to support sector-led school improvement
2. Robustly challenge all providers of education to improve pupils' and learners' rate of progress at every key stage
3. Make more effective use of the LA's statutory powers of intervention in order to bring about a significant improvement in school performance
4. Improve outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND

5. Building on existing strengths make effective use of available school performance data, information and predictions and systematically analyse data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors
6. Accelerate improvements in school attendance particularly for vulnerable groups (LAC, SEND, young carers and children on child protection plans) and those of a secondary school age
7. Ensure all LA school improvement services are held firmly to account for their contribution to raising standards and promote effective integration of services to maximise the LA's impact on raising standards in schools
8. Improve post-16 outcomes for young people with a particular focus on achievement and progression to skilled employment or higher education

## 6. Success measures

The success measures below are subject to a review by the Portsmouth Education Partnership and will be revised as part of the commitment to prepare and implement a three year city wide vision and action plan. [Appendix 1](#) provides a three year trend for a range of performance measures and how Portsmouth compares nationally including its LA ranking quartile. This has informed the success measures below.

- At **Early Years Foundation Stage** we will maintain and improve on our high ranking nationally for all pupils and improve results for SEN pupils and boys to be in the top quartile of LAs by September 2018. The gap between disadvantaged pupils and their peers within Portsmouth will be closed to less than the gap nationally.
- At **Key Stage 1** we will maintain and improve on our high ranking nationally for all pupils and raise performance levels for higher level Writing to the top 50% of LAs by September 2018. We will ensure the high ranking of results for all pupils is emulated in outcomes for SEN pupils and boys at higher level writing and maths.
- At **Key Stage 2**, our results have improved but are within the bottom 25% or 50% of authorities for nearly all indicators. We will accelerate improvement so that all indicators are within the top 50% of authorities by September 2018. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- At **Key Stage 4**, our results have not seen any significant improvement in the last three years and remain within the bottom 25% of local authorities for the majority of indicators. We will ensure rapid improvement so that all indicators, including

Ebac achievement, Progress 8 and Attainment 8, are within the top 50% of authorities by September 2018. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.

- **Attendance levels** have improved but are still in the bottom 25% nationally. We will ensure that overall absence and persistent absence rates for all schools are better than those nationally by September 2018.
- The **percentage of Portsmouth's schools judged good or outstanding** has improved substantially and is now in line with national. We will sustain this improvement and ensure that all schools are good or outstanding by September 2018.
- **Participation in education and training at ages 16 & 17** has improved but is in the bottom 25% of local authorities. By September 2018 we will improve performance by at least 5 points and be within the top 50% of authorities.
- **Achievement at age 19** has improved but results are still a long way short of national (up to 8 percentage points below). We will halve the gaps to national for achievement at Level 2, Level 3 and GCSE English & Maths (for those who didn't achieve at age 16) by September 2018.



<b>Priority 1: Establish and implement collaborative arrangements in Portsmouth to support sector-led school improvement</b>  <b>Ofsted areas of improvement: 2 &amp; 3</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• A collective focus on improving standards in Portsmouth underpinned by school to school support and peer assessment</li> <li>• The majority of schools and providers are engaged in intervention, improvement or system leadership through the partnership</li> <li>• There is clarity about the respective roles of the LA, Multi Academy Trusts, Teaching Schools and individual schools in terms of school improvement</li> </ul>	
No	Actions	Who	When	Milestones
1.1	<p>Establish an Education Partnership for Portsmouth securing the support of all LA maintained schools, academies, academy post-16 providers and the University of Portsmouth</p> <p>Agree and publish a strategic approach to school improvement, supported by the development of a city-wide vision and strategy co-constructed with schools and other partners through the education partnership, replacing the LA's Achieving Excellence Strategy</p>	DCS / DDCS	<p>May - Sept 2016</p> <p>Embryonic partnership by Sept 2016</p> <p>Fully developed by Jan 2017</p>	<ul style="list-style-type: none"> <li>• Consultation with Heads &amp; Principals and other key partners (workshops to be held on 6<sup>th</sup> &amp; 12<sup>th</sup> May 2016) - follow up meeting with Joint Executive on 29<sup>th</sup> June 2016</li> <li>• Model for School Improvement and the Partnership agreed including establishment of Executive Board and Commissioning Group</li> <li>• Terms of reference and protocols in place</li> <li>• City-wide vision and strategy published</li> </ul>
1.2	Through the partnership establish a new forward looking annual challenge process, focusing on schools where pupils make below expected progress, underpinned by an annual needs based analysis to determine priorities and use of resources	HSI / SIM	<p>Annual</p> <p>Fully developed from Sept 2017</p>	<ul style="list-style-type: none"> <li>• Needs based analysis undertaken to determine annual set of priorities</li> <li>• Annual set of priorities to determine an annual commissioning plan</li> <li>• Impact of all commissioned interventions reported to Executive Board and to elected members through the Education Advisory Panel</li> </ul>

1.3	Through the partnership and developing further the Challenge Partners model which is already widely used in the City, put in place a local peer assessment targeting schools where progress is less than the agreed threshold, making more effective use of the capacity of schools to support each other, raising aspirations, driving professional accountability and highlighting CPD needs within a school	DDCS / HSI	From Jan 2017	<ul style="list-style-type: none"> <li>Model for local peer assessment agreed</li> </ul>
1.4	Agree a system of quality assurance for judging the effectiveness of school improvement work and make more effective use of National, Local and Specialist Leaders of Excellence focused on agreed priorities and schools causing for concern.	HIS	From Jan 2017	<ul style="list-style-type: none"> <li>Establish a new framework for quality assurance, monitoring and evaluation of school improvement work that is commissioned through the Partnership</li> </ul>
1.5	Put in place a collective leadership development strategy focusing on all levels of leadership from middle to executive headship / MAT leadership, to include: <ul style="list-style-type: none"> <li>Staying Good and Good to Great networks in partnership with Portsmouth Teaching School Alliance</li> <li>Headteacher &amp; Deputy Headteacher induction programme led by Portsmouth Teaching School Alliance</li> <li>Improving maths and English leadership</li> <li>Challenge Partners Programme</li> </ul>	HSI PTSA Challenge Partners	Fully developed from Sept 2017	<ul style="list-style-type: none"> <li>Leadership strategy agreed</li> </ul>
1.6	Working with the University of Portsmouth and FE Colleges in Portsmouth establish: <ul style="list-style-type: none"> <li>A student volunteer placement programme to support teaching and learning in schools focussing on curriculum areas where</li> </ul>	HSI DDCS EGM	By April 2017	<ul style="list-style-type: none"> <li>Student volunteer placement model agreed with clear protocols in place</li> <li>Model of accreditation of student's work agreed</li> </ul>

	<p>performance is weak</p> <ul style="list-style-type: none"> <li>• A Science/Technology Hub to expand teacher capacity, develop stronger links with local STEM employers and promote career opportunities - linked to the UTC which opens in Sept 2017</li> </ul>		<p>From Sept 2017</p>	<ul style="list-style-type: none"> <li>• Development and launch of Hub</li> <li>• Opening of the UTC</li> </ul>
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<p><b>Priority 2: Robustly challenge all providers of education to improve pupils' and learners' rate of progress at every key stage</b></p> <p><b>Ofsted areas of improvement: 1</b></p>		<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• An effective system of identifying and monitoring schools causing concern and clear protocols in place for academies and when to refer a concern to the RSC</li> <li>• Pool of National Leaders of Governance and skilled governors which the LA can call upon to strengthen governing bodies and / or implement IEBS</li> <li>• No schools causing concern</li> <li>• All schools judged to be good or better</li> <li>• All schools (3) and academies (1) that are currently Requiring Improvement to be good or better</li> </ul>		
No	Actions	Who	When	Milestones
2.1	Introduce a new peer challenge process (refer to 1.3)	DDCS / HSI	From Jan 2017	<ul style="list-style-type: none"> <li>• Model for local peer assessment agreed</li> </ul>
2.2	Strengthen the LA's School Assessment Meetings (SAM) and refine the 3Ms schools causing concern categorisation (minimum, moderate and maximum) so there is a stronger focus on disadvantaged pupils and cohorts of underperforming pupils such as boys, drawing on the peer challenge process above and widening the review process to include the new partnership and Headteacher representation on the SAM	HSI	By Sept 2016  Half termly SAM meetings	<ul style="list-style-type: none"> <li>• Revised schools causing concerning categorisation process, involving the new partnership</li> </ul>
2.3	In addition to 2.2 focus the LA's school improvement support on LA maintained schools due for re-inspection in 2016/17	HSI	On-going	<ul style="list-style-type: none"> <li>• All schools to be Good or better</li> </ul>

2.4	<p>Adopt a consistent and robust challenge for academies that are a cause for concern and refer to the Regional Schools Commissioner as appropriate.</p> <p>Where academies are underperforming and are referred to the RSC, ensure there is clear evidence to demonstrate that the LA has both offered support and challenge in discussion with the Academy Trust.</p>	DDCS / HSI	<p>By Dec 2016</p> <p>By Sept 2016</p> <p>Annual</p>	<ul style="list-style-type: none"> <li>• Revision to Portsmouth Academies Protocol and the Support and Intervention Framework</li> <li>• Criteria and processes for LA referral to RSC in place and clearly communicated to Academy Trusts</li> <li>• Annual strategic meetings with each Academy Trust</li> </ul>
2.5	<p>Strengthen the challenge and support available to governing bodies and support governors to enable them to hold school leaders to account focusing the work of governors services on schools causing concern through:</p> <ul style="list-style-type: none"> <li>• Governance reviews</li> <li>• Monitoring of minutes</li> <li>• Strengthening the network of expert governors and National Leaders of Governance (NLG) to further develop skills and expertise to support challenging circumstances e.g. IEB</li> <li>• Establish a closer link between Governor Services and school improvement officers</li> </ul>	HSI	By Sept 2016	<ul style="list-style-type: none"> <li>• Revision to Governance Strategy</li> </ul>
2.6	<p>Strengthen the challenge in the secondary phase with a focus on the two LA maintained schools that are Requiring Improvement (King Richard and Mayfield Schools); and improve the quality assurance arrangements of external advisers commissioned by the LA for secondary school improvement</p>	HSI	2016/17	<ul style="list-style-type: none"> <li>• All LA maintained secondary schools to be good or better</li> <li>• Clear quality assurance and supervision in place for external secondary advisers</li> </ul>

<b>Priority 3: Make more effective use of the LA's statutory powers of intervention in order to bring about a significant improvement in school performance</b>  <b>Ofsted areas of improvement: 1 &amp; 2</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• No schools in financial deficit</li> <li>• All schools with strong leadership and governance in place</li> <li>• No inadequate schools</li> </ul>	
No	Actions	Who	When	Milestones
3.1	Revise and strengthen the LA's Support and Intervention Framework in line with the latest DfE guidance 'schools causing concern' and provide clarity about the LA's role in terms of challenge, support and intervention	HSI	By Sept 2016	<ul style="list-style-type: none"> <li>• Revised Support and Intervention Framework</li> <li>• Revised Academies Protocol</li> <li>• Revised school visit programme based on intervention in inverse proportion to success</li> </ul>
3.2	Use LA powers more swiftly for LA maintained schools that are causing concern in order to effect rapid improvement: <ul style="list-style-type: none"> <li>• Improve consistency and regularity of issuing warning notices to schools that are a cause for concern</li> <li>• Strengthen the role of the School Review Group for schools that are of maximum concern</li> <li>• Strengthen governing bodies where progress has been insufficient and / or</li> <li>• Suspend delegated powers or replace governing bodies with an Interim Executive Board (IEB)</li> </ul>	DDCS	By May 2016	<ul style="list-style-type: none"> <li>• All schools that are of maximum concern to have been issued with a warning notice and to have School Review Groups in place</li> <li>• All schools that are judged to be inadequate to become a sponsored academy</li> </ul>

<b>Priority 4: Improve outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND</b>  <b>Ofsted areas of improvement: 1</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Gap between disadvantaged and peers narrowed (refer to success measures)</li> </ul>	
No	Actions	Who	When	Milestones
4.1	Subject to a review through the education partnership, deliver targeted work on pupil premium in partnership with the Portsmouth Teaching School Alliance: <ul style="list-style-type: none"> <li>Train a small group of NLE/LLE/other Heads or Senior Leaders to work as facilitators supporting schools to improve PP outcomes. Using agreed protocols, facilitators would offer: pupil premium reviews and bespoke support</li> <li>Select a targeted sample of schools based on analysis of data to undertake a review</li> <li>Train other facilitators e.g. LLEs</li> <li>Roll out reviews to all interested schools</li> </ul> Follow up e.g. 'Challenge the Gap' (refer to 4.3)	HSI PTSA	From Sept 2016	<ul style="list-style-type: none"> <li>Complete review and agree specification for the programme of work during 2016/17</li> <li>Secure the support of system leaders and agree a targeted sample of schools for implementation</li> </ul>
4.2	Implement 'Challenge the Gap' - a whole school improvement programme of evidence based strategies tailored to each school that will initially target a small group of each school's most vulnerable pupils and then scale up effective strategies to impact all pupils	HSI PTSA Challenge Partners	June, Sept, Nov 2016 & Jan, March, June 2017	<ul style="list-style-type: none"> <li>Minimum of 10 schools to take part targeting schools with underachieving vulnerable pupils who are currently not being supported by targeted interventions</li> <li>Delivery of six training workshops</li> </ul>
4.3	Complete the evaluation of the secondary	HSI	June 2016	<ul style="list-style-type: none"> <li>Evaluation and final report of the secondary</li> </ul>

	schools 2015/16 pupil premium initiative and update the LA's Narrowing the Gap publication to include case studies of best practice in terms of strategies, interventions and use of pupil premium (to include the targeted work referred to in 4.1 and 4.2)		Jan 2017	<p>school pupil premium initiative</p> <ul style="list-style-type: none"> <li>Updated Narrowing the Gap publication</li> </ul>
4.4	Strengthen the use of proven strategies to meet the needs of all learners who are new to English in particular through Reading Recovery (ECAR) and the Ethnic Minority Achievement Service (EMAS) focusing on some of the most vulnerable groups	HSI	From Sept 2016	
4.5	<p>Improve the outcomes for pupils on SEN Support or who have a EHCP by:</p> <ul style="list-style-type: none"> <li>Extending the ordinarily available provision suite of documents to cover health, pre-school and post-16</li> <li>Develop a shared understanding of how we monitor 'good progress' for those on SEN support</li> <li>Develop an offer of workforce development and support to promote good inclusive practice</li> <li>Monitor the effectiveness of the outreach service (PENSP) on building capacity within mainstream schools</li> <li>Develop school leadership via the SENCO network and through the annual inclusion conference</li> </ul>	HI	2016/17	<ul style="list-style-type: none"> <li>Extension of 'ordinarily available provision' suite of documents - distributed to all schools with follow up support</li> <li>Improved outcomes for SEND pupils in terms of progress and achievement (refer to success measures) supported by better monitoring</li> </ul>



<p><b>Priority 5: Building on existing strengths make effective use of available school performance data, information and predictions and systematically analyse data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors</b></p> <p><b>Ofsted areas of improvement: 1, 2 &amp; 4</b></p>		<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• A clear understanding within the partnership of the strengths and weaknesses and priorities for action</li> <li>• Rigorous data analysis across all key stages, including in-year analysis, supported by data sharing agreements</li> </ul>		
No	Actions	Who	When	Milestones
5.1	Establish data sharing agreements between the LA and schools / academies (under the auspices of the Portsmouth Education Partnership) whereby the LA collates in-year progress data for all year groups and all core subjects including a focus on disadvantaged pupils, boys and SEND, in addition to the suite of data the LA already draws upon	SIM	Agreements in place by Sept 2016 Fully developed by Sept 2017	<ul style="list-style-type: none"> <li>• Data sharing agreements established</li> <li>• Annual programme of data analysis agreed</li> <li>• New process for collecting in-year progress data</li> <li>• Internal reporting systems and processed designed for analysing in-year progress data</li> </ul>
5.2	Scrutinise and challenge school predictions at KS2 and KS4 through in-year analysis allowing for earlier intervention if required, rather than at the end of each Key Stage, linked to annual performance letters and follow up by School Improvement officer visits	SIM	As above Termly	<ul style="list-style-type: none"> <li>• Establish an Attendance Network to promote good practice across the city</li> <li>• Provide training for school governors on their role in relation to school attendance</li> <li>• Data collection / data sharing protocols in place</li> </ul>
5.3	Revise and strengthen the LA school profiles that are provided to all schools in order to highlight strengths and areas of development with a particular focus on disadvantaged pupils, boys and SEND  Build on the good practice already in place in terms of training in the use of data for headteachers and governing bodies	SIM	By Sept 2016 Annual	<ul style="list-style-type: none"> <li>• Revised school profiles</li> <li>• Individual School Improvement Plans updated to reflect areas of development identified from the profiles</li> </ul>

<p><b>Priority 6: Accelerate improvements in school attendance particularly for vulnerable groups (LAC, SEND, young carers and children on child protection plans) and those of a secondary age</b></p> <p><b>Ofsted areas of improvement: 1</b></p>			<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Profile of attendance in schools raised so that all communities, parents &amp; carers are aware of its importance and impact on achievement and life chances</li> <li>• Reduction in overall absence and persistence absence in both primary and secondary schools (refer to success measures)</li> </ul>	
No	Actions	Who	When	Milestones
6.1	<p>Ensure parents meet their responsibilities to make their child(ren) attend school regularly</p> <ul style="list-style-type: none"> <li>• Ensuring media messages regularly reinforce the link between good attendance and achievement at school and how this impacts positively on employment opportunities and other life outcomes</li> <li>• Highlighting the risks that are not going to school regularly can bring</li> <li>• Ensure parents understand their responsibilities and legal consequences</li> <li>• Ensure parents know what we mean by 'school ready'</li> <li>• Ensure schools and parents have access to information about recuperation timescales if their child is sick</li> <li>• Ensuring parents know who they can talk to if they have a concern about attendance</li> </ul>	HI	2016/17 Termly messages to parents	<ul style="list-style-type: none"> <li>• Attendance Strategy published</li> <li>• Communications / media campaign in place for 2016/17 - strong focus on parents / carers</li> <li>• Market research completed to capture parent's views on what would help them to support regular attendance</li> </ul>
6.2	Strengthen the challenge to schools and ensure schools have in place effective leadership and management of attendance	HI	2016/17	<ul style="list-style-type: none"> <li>• Programme of targeted support and training in place from Sept 2016</li> <li>• Support and Intervention Framework updated</li> </ul>

	<ul style="list-style-type: none"> <li>• LA to provide targeted support and training to school leaders and governors to promote best practice, make effective use of attendance data,</li> <li>• Where school attendance rates are a cause for concern the LA will formally write to the Head/CoG requesting a response and where there is insufficient progress the LA will visit the school and if necessary issue a warning notice in accordance with the LA's support and intervention framework</li> <li>• Intelligence about attendance shared at LA's School Assessment Meetings (SAM)</li> <li>• Strengthen the information available to schools in terms of proven strategies / examples of best practice 'what works' ; data reports</li> </ul>			<ul style="list-style-type: none"> <li>• Publication of best practice from local schools in reducing absence</li> <li>• Traded Service offer updated to provide additional support to schools</li> <li>• Governors provided with a checklist of questions to help drive improvements in attendance</li> </ul>
6.3	<p>Partners provide additional needs based support that contributes to improvement in attendance</p> <ul style="list-style-type: none"> <li>• Provide meaningful pupil and school level attendance data for schools that helps to identify those who are known to be vulnerable / risk of becoming persistently absent</li> <li>• Schools and partners put in place effective approaches, assessments and plans for pupils where attendance is a concern</li> </ul>	HI	2016/17	<ul style="list-style-type: none"> <li>• Support partners in ensuring Early Help Profile is used by schools and informs work with Multi Agency Teams</li> <li>• Ensure appropriate plans are in place, including Single Assessments, for pupils who are chronic absentees.</li> </ul>
6.4	<p>Strengthen the profile of key attendance messages in the community with messages that inspire young people to think about plans and goals and where they want to go with their life; raising the profile of role models and key</p>	HI	206/17	<ul style="list-style-type: none"> <li>• Communications / media campaign in place for 2016/17</li> </ul>

	<p>messages from local employers</p> <p>Develop and implement the school attendance marketing campaign <i>Get involved</i> campaign with Capital FM Radio targeting Year 10 pupils in all secondary schools</p>	<p>HI / DDCS</p>	<p>By Sept 2016</p>	<ul style="list-style-type: none"> <li>• Consultation with secondary heads during the summer term 2016</li> <li>• Launch and implementation for 2016/17 academic year</li> </ul>
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<p><b>Priority 7: Ensure all LA school improvement services are held firmly to account for their contribution to raising standards and promote effective integration of services to maximise the LA's impact on raising standards in schools</b></p> <p><b>Ofsted areas of improvement: 4 &amp; 5</b></p>			<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Accountability for the impact of LA actions and use of resources is visible and measurable</li> <li>• Monitoring is carried out routinely and summarised for Senior Management Team and Elected Members</li> <li>• Members provide effective scrutiny and challenge</li> </ul>	
No	Actions	Who	When	Milestones
7.1	Replace the Schools Standards and Improvement Group (SSIG) with a Member led Education Advisory Panel to enable elected Members to hold senior officers to account both for the direct provision of support and for the facilitation of partnership working	DCS / CM	From May 2016	<ul style="list-style-type: none"> <li>• Education Advisory Panel is established</li> </ul>
7.2	Ensure robust monitoring and evaluation schedule is in place, with clear reporting lines to: <ul style="list-style-type: none"> <li>• Education Advisory Panel</li> <li>• Cabinet Member for Children and Education</li> <li>• Children's Services DMT</li> <li>• The new education partnership</li> </ul>	DCS	By Sept 2016	<ul style="list-style-type: none"> <li>• Monitoring and evaluation schedule is in place</li> </ul>
7.3	Implement the restructure of the Education Service and ensure that the effective features of school improvement services are shared across the service	DDCS	From May 2016	<ul style="list-style-type: none"> <li>• New structure in place</li> <li>• Virtual School moved from Inclusion to School Improvement</li> <li>• LA's School Improvement Service maintained and strengthened in 2016/17 but with agreed transition in place to a school-led system underpinned by the partnership</li> </ul>
7.4	Apply a greater level of scrutiny of LA maintained schools with excess surpluses, implementing more challenge and monitoring	DCS	From May 2016 Annual	<ul style="list-style-type: none"> <li>• Excessive surpluses reduced</li> <li>• Clear plans in place for schools with large surpluses - rigorously monitored by the LA</li> </ul>

	with respect to schools that are causing concern		review, termly monitoring	
7.5	Elected Members to regularly carry out scrutiny reviews in relation to school improvement, as part of the annual cycle	DCS / CM	From May 2016	<ul style="list-style-type: none"> <li>Annual cycle of scrutiny review agreed to include a focus on education and school improvement / raising standards / improving outcomes for disadvantaged, boys and SEND</li> </ul>

<p><b>Priority 8: Improve post-16 outcomes for young people with a particular focus on achievement and progression to skilled employment or higher education</b></p> <p><b>Ofsted areas of improvement: 1</b></p>			<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• A collective focus on improving post-16 outcomes for young people in Portsmouth (refer to success measures)</li> <li>• Increased profile of Apprenticeships and Traineeships linked to skill needs required by local employers</li> <li>• Clear pathways to employment and Higher Education, supported by high quality careers information, advice and guidance</li> </ul>	
No	Actions	Who	When	Milestones
8.1	<p>Building on the work of the Post-16 Forum and Priority 3 of the Children's Trust, work with FE partners to improve achievement and progression to HE, Apprenticeships and skilled employment, ensuring there are more precise links between curriculum planning and the wider employment and skills agenda in Portsmouth</p> <p>Linked to this, develop and implement a City wide Careers Guidance Strategy with support of key stakeholders including schools, post-16 providers, University of Portsmouth and local employers</p>	PCM EGM	2016/17	<ul style="list-style-type: none"> <li>• Implementation of Year 3 of Priority 3 of the Children's Trust Plan</li> <li>• Post-16 Curriculum offer benchmarked against Solent LEP and local skills requirements</li> <li>• Implementation of Careers Guidance Strategy</li> </ul>
8.2	<p>Building on the success of reducing the proportion of young people who are NEET and unknown, focus on disadvantaged and vulnerable learners (e.g. LAC and care leavers) and better tracking of them to ensure they are on appropriate pathways and receiving early support and intervention where needed to ensure they stay on track</p>	PCM	2016/17	<ul style="list-style-type: none"> <li>• Youth NEET Prevention Programme (Year 11 - Year 13) extended for a second year April 2016 - March 2017; all secondary schools and FE colleges taking part</li> <li>• City Deal Youth Programme (16-24 year olds) Year 2 April 2016 - March 2017 - expanded to include a focus on LAC and care leavers</li> </ul>

	Develop further the availability of re-engagement and pre-employment programmes for young people who are NEET			
8.3	Address gaps in provision particularly at Level 1 (including traineeships and pre-apprenticeship programmes as part of the Apprenticeship Strategy)  Review progression pathways and support/intervention for young people with SEMH	PCM	2016/17	<ul style="list-style-type: none"> <li>• Apprenticeship Strategy and Action Plan published - Year 1 of implementation in 2016/17</li> <li>• Specialist careers adviser appointed (one day a week) to support the implementation</li> <li>• Implementation of Year 1 of the ESIF bid (focus on traineeships)</li> </ul>

**Glossary for lead responsibilities:**

DCS	Director of Children’s Services
DDCS	Deputy Directory of Children’s Services - Education
HSI	Head of School Improvement (Interim)
HI	Head of Inclusion
HSPR	Head of Sufficiency, Participation and Resources
SIO	School Improvement Officers
PCM	Post-16 Commissioning Manager
SIM	Strategic Information Manager - Children's Services
EGM	Economic Growth Manager
CM	Cabinet Member for Education
PTSA	Portsmouth Teaching School Alliance



# Agenda Item 8



Portsmouth  
CITY COUNCIL

<b>Decision maker</b>	Cabinet Member for Education
<b>Subject:</b>	Education Advisory Board
<b>Date of briefing:</b>	30 June 2016
<b>Report from:</b>	Alison Jeffery, Director of Children's Services
<b>Report by:</b>	Mike Stoneman, Deputy Director of Children's Services - Education
<b>Wards affected:</b>	All
<b>Key decision (over £250k):</b>	No
<b>Full council decision:</b>	No

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## 1. Purpose of report

- 1.1 The purpose of this report is to seek approval for the Terms of Reference of the Education Advisory Board which is to replace the former Schools Standards and Improvement Group (SSIG).

## 2. Recommendation

- 2.1 It is recommended that the Cabinet Member approves:
  - The Terms of Reference for the Education Advisory Board as set out at [Appendix 1](#).

## 3. Background

- 3.1 Until recently, the School Standards and Improvement Group (SSIG) was the main mechanism by which elected members of the local authority were able to review and scrutinise educational performance. But the focus of the SSIG was to hold schools causing concern to account rather than local authority officers. The approach taken by the local authority was not supported by schools and those schools that found themselves being held to account reported the process to be unhelpful and was damaging the relationship between schools and the local authority
- 3.2 The purpose of the Education Advisory Board is to give elected members the opportunity to regularly review and scrutinise the performance of education in Portsmouth and the impact of the work to support the progression and achievement of our children and young people. The Education Advisory Board will be the key mechanism by which the elected members of the local

authority hold senior officers to account in terms of improving school standards.

3.3 A draft Terms of Reference is attached at Appendix 1.

#### **4. Equality impact assessment**

4.1 No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

#### **5. Legal comments**

5.1 The establishment of an Education Advisory Board assists the council in meeting its statutory responsibilities to promote high standards of education and to exercise its functions in respect of schools causing concern.

5.2 The general duty for local authorities to promote high standards of education and training is set out under sections 13, 13A and 14 of the Education Act 1996 which require local authorities to: ensure that efficient primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential; and secure that sufficient schools for providing primary and secondary education are available for their area.

5.3 Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. The current guidance for local authorities from the Department for Education is dated March 2016 "Schools causing concern: Intervening in failing, underperforming and coasting schools."

5.4 Under the terms of the council's constitution, the Cabinet Member has the appropriate powers to agree the recommendation proposed.

#### **6. Finance comments**

6.1 There are no financial implications arising directly from the recommendation in this report.

Signed by: Alison Jeffery, Director of Children's Services

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>
Detailed Action Plan to address issues identified by Ofsted in its inspection of the arrangements for school improvement in Portsmouth	Education
Achieving Excellence - Portsmouth City Council's education strategy for 2015/16	Education

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
Signed by:

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## **Portsmouth Education Advisory Board Terms of Reference**

### **1. Purpose**

The purpose of the Education Advisory Board is to give elected members the opportunity to regularly review and scrutinise the performance of education in Portsmouth and the impact of the work to support the progression and achievement of our children and young people.

The Education Advisory Board is the key mechanism by which the elected members of the local authority hold senior officers to account in terms of improving school standards.

The Education Advisory Board is a formal committee of the council and will therefore have a formal agenda and minutes. Meetings will where possible be open to the public to attend.

The Board operates in an advisory capacity to the Cabinet Member for Education and to the representatives from the relevant Scrutiny Panel, in order to support them in matters relating to early years settings, schools, post-16 providers and education policy. The Board provides a conduit for the views of some specific stakeholders to inform the Cabinet Member for Education and Scrutiny Panel representatives. However, the Board can, if it is considered necessary, prepare a report on progress to the relevant Scrutiny Panel of the council.

### **2. Local context**

To make the step change that is required to improve standards and accelerate the progress of our pupils' will require a collaborative approach that acknowledges the changing educational landscape and the limited resources of the local authority for school improvement. The local authority will harness the collective resource that is available in the City in a way which adds value and supplements the work that already goes on in individual schools, Multi Academy Trusts and Teaching Schools.

Headteachers and other partners in the city have committed to establishing an education partnership and collaborative programme of school improvement that can embed shared values and build on the historically strong relationships between the local authority and the education sector in Portsmouth, supplementing without duplicating the work within MATs. The partnership will seek to establish clear and accountable arrangements to support sector-led school improvement and capitalise on potential economies of scale. It will provide a structure to support the transition from local authority to sector led school improvement arrangements. The local authority will continue to deliver its statutory duties in relation to school improvement and act as a strategic commissioner and champion for parents, children and young people, and in particular those who are vulnerable to poor outcomes including disadvantaged pupils and white British boys.

The local authority will work closely with the Regional Schools Commissioner to oversee a smooth transition towards academisation and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate.

The Education Advisory Board will have a key role to play to review and scrutinise this approach, the role of the local authority and the impact on outcomes.

### **3. Principles**

- Schools have the responsibility for their own improvement
- The local authority's role is to monitor, challenge and intervene where there are identified risks to children receiving an adequate quality of education. In the case of local authority maintained schools this will be a direct intervention; in the case of Academies this will be through the Academy Trust or if necessary through the Regional Schools Commissioner
- Support to schools to improve may be commissioned / brokered from a range of providers, one of which may be the local authority.

### **4. Terms of reference**

The primary remit of the Education Advisory Board Panel is to advise the Cabinet Member for Education in relation to:

1. The performance of Priority 2 of the Children's Trust Plan and the Council's education strategy 'Achieving Excellence', but noting this will be replaced in 2016/17 by a more comprehensive strategy led by the Portsmouth Education Partnership.
2. The performance of other Children's Trust priorities which have an impact on the educational outcomes for children and young people, notably Priority 1 (Multi Agency Teams); Priority 3 (Looked After Children) and Priority 4 (SEND)
3. The implementation and monitoring of the council's Action Plan in response to the Ofsted inspection of the LA's school improvement arrangements (published in March 2016)
4. To monitor, evaluate and scrutinise the impact of the local authority's programme of challenge and intervention, and support where it is provided
5. The sufficiency of places for early years, schools and post-16.

## **5. Statutory context**

The establishment of an Education Advisory Board assists the council in meeting its statutory responsibilities to promote high standards of education and to exercise its functions in respect of schools causing concern.

The general duty for local authorities to promote high standards of education and training is set out under sections 13, 13A and 14 of the Education Act 1996 which require local authorities to: ensure that efficient primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential; and secure that sufficient schools for providing primary and secondary education are available for their area.

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## **6. Membership**

The membership of the Education Advisory Board is as follows:

- Cabinet Member for Education (Chair)
- Chair of the Education, Children and Young People (ECYP) Scrutiny Panel
- Opposition spokespersons from the Children and Education portfolio
- Diocesan representatives - Church of England and Roman Catholic
- Teacher Liaison Panel representative

The Board shall be supported by the Director of Children's Services and the Deputy Director of Children's Services - Education.

## **7. Chairing, frequency and administration**

The meetings will be chaired by Cabinet Member for Education.

The Board will meet termly and will be open to the public.

The Council's Democratic Services will co-ordinate and administer the meetings and take minutes.

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