



NOTTINGHAM CITY COUNCIL
SCHOOLS FORUM

Date: Thursday, 9 November 2017

Time: 1.45 pm

Place: Ground Floor Committee Room - Loxley House, Station Street, Nottingham,
NG2 3NG

Members are requested to attend the above meeting to transact the following business

Governance Officer/Clerk to the Forum: Phil Wye Direct Dial: 0115 876 4637

AGENDA

Pages

1 ELECTION OF CHAIR

2 ELECTION OF VICE CHAIR

3 MEMBERSHIP

To note the appointment of the following members for a period of 3 academic years:

- Caroline Caille – Primary Academies
- Sian Hampton – Secondary Academies
- Andy Jenkins – Maintained Primary Schools
- Judith Kemplay – Maintained Primary Schools
- Steve McLaren – The Nottingham Nursery
- Janet Molyneux – Maintained Primary Governors
- Debbie Simon – Early Years PVI
- Terry Smith – Maintained Primary Schools
- David Stewart – Maintained Special Schools
- James Strawbridge – Primary Academy Governors

To note that vacancies remain for the following representation:

- Alternative Provision Academies
- FE Colleges

4 APOLOGIES FOR ABSENCE

5 DECLARATIONS OF INTEREST

6	MINUTES OF THE LAST MEETING Minutes of the meeting held on 22 June 2017, for confirmation.	5 - 10
7	DE-DELEGATION OF FUNDING FOR TRADE UNION TIME OFF FOR SENIOR REPRESENTATIVES Report of the Director of HR and Transformation	11 - 20
8	DE-DELEGATION OF 2018/19 HEALTH AND SAFETY BUILDING INSPECTION FUNDING Report of the Corporate Director for Children and Adults	21 - 30
9	DE-DELEGATION OF FUNDING FOR ETHNIC MINORITY ACHIEVEMENT (EMA) - IDEAL SERVICE Report of the Corporate Director for Children and Adults	31 - 46
10	DE-DELEGATION OF FUNDING FOR THE BEHAVIOUR SUPPORT TEAM (BST) Report of the Corporate Director for Children and Adults	47 - 60
11	CONSULTATION ON HIGH NEEDS PLACES Presentation	
12	NATIONAL FUNDING FORMULA UPDATE Presentation	
13	CENTRAL EXPENDITURE BUDGET 2018/19 - COMBINED SERVICES Report of the Corporate Director for Children and Adults and the Chief Finance Officer	61 - 100
14	SCHOOLS FORUM CENTRAL EXPENDITURE BUDGET 2018/19 Report of the Corporate Director for Children and Adults and the Chief Finance Officer	To Follow
15	WORK PROGRAMME	101 - 102
16	DATES OF FUTURE MEETINGS To note the dates of meetings scheduled for the 2017/18 academic year, at 1.45 pm at Loxley House: Thursday 7 December 2017 Wednesday 16 January 2018 Wednesday 13 February 2018 Wednesday 24 April 2018 Wednesday 26 June 2018	

IF YOU NEED ANY ADVICE ON DECLARING AN INTEREST IN ANY ITEM ON THE AGENDA, PLEASE CONTACT THE GOVERNANCE OFFICER/CLERK TO THE FORUM

SHOWN ABOVE, IF POSSIBLE BEFORE THE DAY OF THE MEETING

CITIZENS ATTENDING MEETINGS ARE ASKED TO ARRIVE AT LEAST 15 MINUTES BEFORE THE START OF THE MEETING TO BE ISSUED WITH VISITOR BADGES

CITIZENS ARE ADVISED THAT THIS MEETING MAY BE RECORDED BY MEMBERS OF THE PUBLIC. ANY RECORDING OR REPORTING ON THIS MEETING SHOULD TAKE PLACE IN ACCORDANCE WITH THE COUNCIL'S POLICY ON RECORDING AND REPORTING ON PUBLIC MEETINGS, WHICH IS AVAILABLE AT WWW.NOTTINGHAMCITY.GOV.UK. INDIVIDUALS INTENDING TO RECORD THE MEETING ARE ASKED TO NOTIFY THE GOVERNANCE OFFICER/CLERK TO THE FORUM SHOWN ABOVE IN ADVANCE.

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NOTTINGHAM CITY COUNCIL

SCHOOLS FORUM

MINUTES of the meeting held at LB 41 - Loxley House, Station Street, Nottingham, NG2 3NG on 22 June 2017 from 1.47 pm - 3.23 pm

Membership

Present

Sian Hampton (Chair)
Judith Kemplay (Vice Chair)
Caroline Caille
Sally Coulton
Tim Jeffs (Substitute)
Andy Jenkins
Janet Molyneux
James Strawbridge
Eleanor Tweedie (Substitute)
David Wand (Substitute)

Absent

Bev Angell
Maria Artingstoll
David Blackley
David Holdsworth
Gary Holmes
David Hooker
Tracy Rees
Terry Smith
Sheena Wheatley
Tracey Ydlibi

Colleagues, partners and others in attendance:

Alistair Conquer - Head of Educational Curriculum and Enrichment
Julia Holmes - Senior Commercial Business Partner
Lucy Juby - Project Manager, School Organisation
Nick Lee - Head of Access and Learning
Kathryn Stevenson - Senior Commercial Business Partner
Alison Weaver - Service Manager, Inclusive Education Service
Phil Wye - Governance Officer

47 APOLOGIES FOR ABSENCE

David Blackley (sent substitute)
David Holdsworth (sent substitute)
Gary Holmes
Dave Hooker
Tracy Rees
Sheena Wheatley (sent substitute)

48 DECLARATIONS OF INTEREST

None.

49 MINUTES OF THE LAST MEETING

The minutes of the meeting held on 23 February 2017 were agreed and signed by the Chair.

50 WORK PROGRAMME

The work programme was noted.

51 PUPIL GROWTH CONTINGENCY FUND UPDATE

Lucy Juby, Project Manager, School organisation, updated the Forum on the Pupil Growth Contingency Fund (PGCF), highlighting the following:

- (a) the additional academy funding for South Wilford Endowed CE Primary School has been moved to next year's budget;
- (b) Djanogly Northgate Academy has taken an additional Key Stage 2 class to help with pressure in these year groups;
- (c) the remaining balance of the 17/18 fund is £368,413;
- (d) Trinity School is admitting an extra class from September 2017. The Local Authority has provisionally allocated funds from the 17/18 PGCF for Trinity's growth in numbers, based on the existing criteria and will review this once the criteria for secondary schools has been determined.

RESOLVED to note the information.

52 CONSULTATION ON THE FUNDING REQUIREMENTS FOR SECONDARY SCHOOLS FOR PUPIL GROWTH

Lucy Juby, Project Manager, School Organisation, informed the Forum of the requirement to review and update the Pupil Growth Contingency criteria to include provision for the funding of secondary school pupil growth. Lucy highlighted the following:

- (a) it is projected that there is a need for the city to provide at least 15 additional forms of entry to meet peak demand by 2022;
- (b) interim measures are being proposed for the 2017/18 and 2018/19 school years, with Trinity School taking extra pupils from September 2017 and a proposal for NUASt to expand its provision, changing its age range to 11-18 from September 2018;
- (c) further increases to secondary capacity are likely to come on stream during the 19/20 financial year;
- (d) the percentage of city children who attend schools outside the city boundary is reducing and is projected to reduce further, which will only increase the pressure on places in the city;
- (e) the increase in places will be required city-wide, though need in individual areas will be taken into account;

- (f) despite the projected shortfall of secondary places, the Local Authority has been allocated very little capital funding to deliver expansions. Therefore other options must be explored to deliver the required additional capacity;
- (g) Schools Forum and Head Teachers are being consulted on the criteria for the Pupil Growth Contingency fund for secondary schools, which is likely to be similar to that used for primary schools, with lag funding for staffing, utilities and classroom set up costs over a number of years. Recommendations will be presented in a full report in November.

RESOLVED to note the information in the briefing note, and for Lucy to email the current criteria round to head teachers for comment.

53 SEND STRATEGIC REVIEW 2017-2022

Alison Weaver, Inclusive Education Service, introduced the report updating the Forum on the strategic review of high needs provision which will be conducted during the financial year 2017-18, highlighting the following:

- (a) the review will bring together all the different strands of activity, engaging with partners and schools to make sure that provision is sufficient;
- (b) the review will take place from April 2018 and will cover SEND provision for 0-25 year olds. £140,000 is the amount provided to cover the costs of the review.

RESOLVED to

- (1) note the proposal to develop a SEND Strategy 0-25, in line with DfE guidance for funding;**
- (2) note that funding will be allocated to increase capacity to ensure high quality and collaborative implementation of the review, facilitate consultation with all partners, children and families, and for collation and analysis of relevant data;**
- (3) note that the consultation and review process will ensure robust links to the high needs funding reforms, current activity to implement the SEND reforms, whole life disability review and capital programmes activity.**

54 SCHOOL EXCLUSION - MULTI AGENCY EARLY INTERVENTION PROPOSAL

Nick Lee, Head of Access & Learning, introduced the report outlining a proposal for a multi-agency group to form and develop proposals for an early intervention pathway with the aim of identifying, at an early stage, children at risk of future exclusion. Nick highlighted the following:

- (a) the number of permanent exclusions in Nottingham City continues to rise. Issues with capacity and poor outcomes mean that the current system is financially unsustainable;

- (b) the multi-agency group will review early intervention strategies, with an aim to improve these and see which services have the most impact;
- (c) the group will work across all key-stages, and look at transition from primary to secondary school as this is recognised as a significant area;
- (d) schools will be involved with the group allowing them to give their views on services, as well as PRUs and the police service.

Members supported the proposal, and restated that schools must be able to give their views and the group must be representative. Measuring impact will be key as budgets for these services reduce.

RESOLVED to note and support the proposal to develop a multi-agency working group which will produce a fully costed plan for ensuring that an early intervention behaviour pathway is implemented to reduce the number of fixed term and permanent exclusions and reverse the current upward trend. The pathway will cover all key stages in order to ensure a sustainable approach to managing behaviours and/or special educational needs that are currently resulting in exclusion from mainstream schools and academies.

55 SCHOOLS FORUM SUB GROUP - TERMS OF REFERENCE & FUTURE WORK PROGRAMME

Julia Holmes, Senior Commercial Business Partner, introduced the report asking the Forum to establish the Terms of Reference for a Schools Forum Sub Group (SFSG), to formalise the requirements and membership of this group and a timetable of budget activity for consideration by the Sub Group.

Managers of Local Authority services will be invited to the meeting in September to explain how funding from Schools Forum's Central Expenditure funds educational outcomes, and how this can be demonstrated. Members were resolute that this information must be clearly presented to allow them to make informed decisions, and that this has not been clear in the past.

RESOLVED to

- (1) approve the SFSG's Terms of Reference as set out in Appendix A of the report;**
- (2) approve the membership of the SFSG for financial year 2017/18 as detailed in paragraph 2.2 of the report;**
- (3) establish at least one further member of Schools Forum from both the primary and secondary sectors for the SFSG;**
- (4) note the work programme for 2017/18 in Appendix B of the report, which has required 2 SFSG meetings in accordance with other activities to ensure a robust budget setting process.**

56 2016/17 DEDICATED SCHOOLS GRANT - OUTTURN REPORT

Julia Holmes, Senior Commercial Business Partner, introduced the report setting out the 2016/17 Dedicated Schools Grant (DSG) outturn and the updated reserve balance. The following points were raised during discussion:

- (a) consultation on future funding arrangements from the government are ongoing and the impact of this needs to be considered;
- (b) the reserve can be spent on anything that will improve educational outcomes, in consultation with the Local Authority.

RESOLVED to

- (1) note that the 2016/17 financial outturn position of the DSG was an underspend of £1.464m and the reasons for the material underspend are set out below:**

Material budget variances	(Under)/Overspend 2016/17 £m
3 & 4 year old Pupil Premium	0.034
BSF slippage	(0.582)
Pupil growth slippage	(0.304)
Unallocated HN Level 5+	(0.072)
Early years	(0.430)
Early years contingency	(0.071)
Early Years for PVIs	0.155
Exclusions	0.140
Home Tuition contingency	(0.035)
Special School & Special Resource Unit top ups	(0.165)
Special Education Needs	(0.075)
Cost of vulnerable pupils	0.164
Hard to place primary pupils	(0.036)
Copyright licenses VAT reclaim	(0.034)
Total material underspend	(1.311)

- (2) note that this underspend has been allocated back to the Statutory Schools Reserve (SSR) resulting in a closing balance of £11.516m for 2016/17, as set out below:**

	Actual £m
Opening Balance as at 1 April 2016	(14.260)
Less: 2016/17 commitments	4.208
Add: 2016/17 underspends	(1.464)
Closing Balance as at 31 March 2017	(11.516)
Less: Future Commitments	5.795
Uncommitted Balance as at 1 April 2017	(5.721)

(3) note that the uncommitted balance on the SSR balance is £5.721m.

SCHOOLS FORUM - 9 November 2017

Title of paper:	De-delegation of funding for Trade Union time off for senior representatives
Director(s)/ Corporate Director(s):	Richard Henderson, Director of HR and Transformation Laura Pattman, Strategic Director of Finance
Report author(s) and contact details:	Carol McCrone, HR Consultant Tel: 0115 876 3610 Email: carol.mccrone@nottinghamcity.gov.uk Della Sewell, Employee Relations Manager Tel: 0115 876 3575 Email: della.sewell@nottinghamcity.gov.uk
Other colleagues who have provided input:	Julia Holmes, Senior Commercial Business Partner, Finance Jon Ludford-Thomas, Senior Solicitor, Legal Services
Summary	
The purpose of this report is to outline the proposed funding arrangements for trade union (TU) facility time for senior trade union representatives from schools to attend negotiation and consultation meetings and to represent their members in schools in 2018/19.	
Recommendation(s):	
1	For maintained mainstream primary schools to approve the de-delegation of funding for senior trade union representatives at a rate of £1.55 per pupil and a lump sum of £1,622 per school. Total funding requested to be de-delegated by maintained mainstream primary schools is £0.066m. This is made up of £0.017m generated by pupil's numbers and £0.049m lump sum funding.
2	For maintained mainstream secondary schools to approve the de-delegation of funding for senior trade union representatives at a rate of £1.55 per pupil and a lump sum of £1,622 per school. Total funding requested to be de-delegated by maintained mainstream secondary schools is £0.004m. This is made up of £0.002m generated by pupil's numbers and £0.002m lump sum funding.

1 REASONS FOR RECOMMENDATIONS

- 1.1 Under the school funding arrangements staff supply cover costs must form part of the school formula. However, funding can be retained centrally on behalf of maintained mainstream primary and secondary schools if de-delegation is approved.
- 1.2 The decision made by Schools Forum to de-delegate in 2017/18 related to that year only, so a new approval is required for this service to be de-delegated in 2018/19. Schools Forum members of maintained mainstream primary and secondary schools for each phase must decide separately whether this service should be provided for centrally and the decision will apply to all maintained schools in that phase. Funding for this service will then be removed from the formula before the school budgets are issued.

- 1.3 Schools Forum agreed in October 2013 that Academies could be approached to ascertain whether they would like to be part of the Local Authority's (LA) arrangements in relation to the funding of senior trade union representatives. Currently, fifteen primary and five secondary academies have agreed to participate in this arrangement.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 Time off for workplace representatives is currently funded by the schools in which they work, but there is central funding for senior TU representatives from the main unions that represent teachers and support staff in schools namely:

NEU
NASUWT
NAHT
UNISON
GMB

These senior representatives meet with officers of the LA to participate in the schools collective bargaining machinery; negotiating and engaging in consultation on terms and conditions of service and HR policies and procedures. If this funding were not available, senior TU representatives would be asking for time off to attend meetings with the Council and this would have to be funded by the school in which they work as there is an entitlement under the Trade Union and Labour Relations (Consolidation) Act 1992 (TULR(C)A) for reasonable time off for trade union officials to represent their members.

- 2.2 Academies are in a similar position; some of their employees are senior TU reps and are asking for release to represent employees in maintained schools and other academies. The current funding method means that academies will be reimbursed for time spent away from school on TU duties.
- 2.3 There are benefits and economies of scale for maintained schools and academies from contributing to the LA's arrangements for trade union consultation. They do not have to duplicate effort when negotiating policies and procedures such as the recent Teachers Pay Policy. Schools can then use such policies, if they buy back HR services in the knowledge that the senior trade union representatives have been consulted and any issues resolved. Senior TU representatives are also more experienced in policies and procedures, when representing their members, which can be helpful.
- 2.4 Schools that do not contribute to the TU costs will have to have their own arrangements for negotiating and consulting trade unions on terms and conditions of service and will have to release TU representatives from their own school to undertake collective bargaining and represent their employees.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 If this is not supported the budget will be delegated and schools will have to make their own arrangements for negotiating and consulting with the trade unions on changes to HR policies and procedures which will lead to duplication of effort and inconsistencies across schools.

3.2 TU reps have a legal right to time off to participate in the collective bargaining arrangements of their employer and to represent their members. If the de-delegations were not agreed individual schools would have to bear the cost of the time off for the senior TU reps nominated by their union to participate in these discussions. TUs may also decide that they each wish to appoint reps in individual schools and, therefore, schools may also have to pay additional costs for the training and CPD of each TU rep.

4 OUTCOMES/DELIVERABLES

4.1 The money requested is based on actual salary of those employees who have time off therefore those schools including academies who have senior TU representatives with time off will receive the actual cost of the absence of that employee. The amount of time off per union is based on the per capita membership per union based on the actual cost of the TU reps salary.

5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

5.1 As per “The national funding formula for schools and high needs Policy document – September 2017” for the next two financial years (2018/19 and 2019/20) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum. However, local authorities will be funded based on the new national funding formula. Included within this “soft approach” is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.

5.2 Any decisions made to de-delegate in 2017 to 2018 related to that year only; new decisions will be required for any service to be de-delegated in 2018 to 2019 and 2019 to 2020 before the start of each financial year.

5.3 As stated in 4.1 the cost of trade union facility time is reimbursed to their place of employment. Based on the 2018/19 salary projections and forecast income from maintained schools and academies who buy into the service (based on the current rate of £1.55 per pupil and a lump sum of £1,622), this would generate sufficient funding to cover the costs of the salaries in the financial year 2018/19.

5.4 Table 1 shows the forecast projection for 2018/19.

Table 1: Forecast projection for the financial year 2018/19		
Forecast income from maintained schools	-£0.070m	
Forecast income from academies	-£0.060m	
Total forecast income		-£0.130m
Forecast expenditure		£0.130m
Net Surplus/(Deficit)		£0.000m

5.5 HR are currently discussing the allocation of facility time hours with the trade unions with a view to making some reductions, consistent with the lower overall number of

schools/academies participating. This will have the effect of lowering the salary costs to be covered. The forecast reduced facility time hours have been included in the forecast expenditure projection in **Table 1**.

- 5.6 During the last two financial years (2016/17 and 2017/18) the rates applied have been £1.52 per pupil and a lump sum of £1,590 per school. In order to be able to cover the forecast facility hours in the financial year 2018/19 the rates have been increased by 2% (equivalent to the pay award of 1% per year for the last 2 years) to £1,622 lump sum per school and £1.55 per pupil. Further work is also underway to try to attract more academies to participate. It is estimated that this combined approach should enable the facility time to be funded for 2018/19 to a breakeven position.

6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

6.1 Legal Implications

The schools forum's powers here derive from the School and Early Years Finance (England) Regulations 2017 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 16 February 2017.

Chapter 2 of Part 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the schools forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares-Primary and Secondary Schools) of Schedule 2 [of the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5) (SEYFR, regulation 12(1)(d))*. Part 6 of Schedule 2 to the SEYFR contains paragraph 42, which states, amongst other things:-

Expenditure on making payments to, or in providing a temporary replacement for, any person who is –

- (a) carrying out trade union duties or undergoing training under sections 168 and 168A of the Trade Union and Labour Relations (Consolidation) Act 1992;*
- (b) taking part in trade union activities under section 170 of the Trade Union and Labour Relations (Consolidation) Act 1992;*

Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. This power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

Moreover, it should be noted that any decision taken by the Schools Forum here does not obviate an employer's requirement to consult with staff via their trade union representatives. As employers of their own staff, Academies (and the

governing bodies of voluntary aided schools) will still have substantive legal obligations to consult, even if their proposals align with those of Nottingham City Council in relation to the authority's own staff in maintained schools.

Jon Ludford-Thomas
Senior Solicitor
Legal Services

7 HR COLLEAGUE COMMENTS

- 7.1 The relevant HR issues are included in the above report. The trade unions are supportive of this approach and have commented as follows:

Good employment relations are key to minimising costs. To achieve this, both schools and the trade unions need effective and positive support for members and employers that can remain locally based. If schools/academies choose not to de-delegate funding then the costs will almost certainly exceed the amounts as recommended in this report. We believe the proposed formula to be affordable based on the current funding provided centrally. The investment is worth making to secure peace of mind regarding providing the time and resources outlined in statute so that the unions are able to represent members both individually and collectively in negotiations and consultation meetings with schools/academies.

For those of you who require further information regarding Facility Time, the TUC produced a report "The Facts about Facility Time for Union Reps" (2011) which is very informative and helpful (see link <http://www.tuc.org.uk/tucfiles/108/TheFactsAboutFacilityTime.pdf>)

- 7.2 There is broad agreement across the teaching unions NAHT/NEU/ASCL/NASUWT) that de-delegation should be supported and that they have jointly contacted schools and academies to express this view.
- 7.3 The existing 'pot' set up by the LA for academies to pay into has been supported by a number of academies who recognise the value of the expertise provided by TU officials via effective JCNC mechanisms.
- 7.4 The stated ambition for City schools to be less atomised is supported by having organisations that 'join them up' and the TU's represent just such a body.

8 EQUALITY IMPACT ASSESSMENT

- 8.1 Has the equality impact of the proposals in this report been assessed?

No

Yes ✓

Attached as Appendix 1. There is no indication that this scheme will adversely impact on any of the protected groups. In fact it may impact positively on protected groups as the trade union representatives concerned are all experienced at representing their members.

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 None

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 Schools Forum report 3 November 2016: De-delegation of funding for Trade Union time off for senior representatives.

Appendix 1

Equality Impact Assessment

Funding of time off for senior trade union representatives in schools

This is a desk-based Equality Impact Assessment (EIA) screening of the funding arrangements for Senior Trade Union representatives in maintained schools and Academies.

Information used to analyse the effects on equality

The decision to extend the arrangements will impact on all trade union members in a consistent manner. Data regarding trade union membership in schools and academies is not available so could not be used for this EIA. Indications are that 75% of schools based employees are in a trade union.

	Could particularly benefit (X)	May adversely impact (X)	How different groups could be affected: Summary of impacts	Details of actions to reduce negative or increase positive impact (or why action not possible)
People from different ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	There is no indication that this scheme will adversely impact on any of the protected groups. In fact it may impact positively on protected groups as the trade union representatives concerned are all experienced at representing their members.	Not applicable
Men, women (including maternity/pregnancy impact), transgender people	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers	<input type="checkbox"/>	<input type="checkbox"/>		
People from different faith groups	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people	<input type="checkbox"/>	<input type="checkbox"/>		
Older or younger people	<input type="checkbox"/>	<input type="checkbox"/>		

Other (e.g. marriage/civil partnership, looked after children, cohesion/good relations, vulnerable children/adults)	Not applicable		
Outcome(s) of equality impact assessment: No major change needed <input checked="" type="checkbox"/> Adjust the policy/proposal <input type="checkbox"/> Adverse impact but continue <input type="checkbox"/> Stop and remove the policy/proposal <input type="checkbox"/>			
Arrangements for future monitoring of equality impact of this proposal / policy / service: A further EIA will be completed should any further decision to amend the arrangements for the funding arrangements in schools be proposed.			
Approved by: Della Sewell, Employee Relations Manager 10 October 2017		Date sent to equality team for publishing:	

SCHOOLS FORUM –9TH NOVEMBER 2017

Title of paper:	De-delegation of 2018/19 Health and Safety Building inspection funding
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults
Report author(s) and contact details:	David Thompson, Schools H&S Manager, Children and Adults Tel: (0115) 87 64608 e-mail: davidm.thompson@nottinghamcity.gov.uk
Other colleagues who have provided input:	Kenneth France, Contracts Manager, Property Maintenance Julia Holmes, Senior Commercial Business Partner, Finance Jon Ludford-Thomas, Senior Solicitor, Legal Services
Summary	
<p>The purpose of this report is to update Schools Forum on the statutory and legislative health and safety responsibilities of the Local Authority (LA) in relation to maintenance and testing of maintained school properties and how the funding requested to be de-delegated is used to support this.</p> <p>This report seeks approval from Schools Forum to de-delegate the funding for schools health and safety building equipment inspections for maintained primary and secondary schools in 2018/19.</p>	
Recommendation(s):	
1	To note the statutory and legislative health and safety responsibilities of the LA in relation to building maintenance of maintained primary and secondary schools and the type of costs that the requested funding will be used to fund, detailed in paragraph 1.2.
2	For mainstream maintained primary and secondary schools to approve the allocation of £0.100m from the maintained schools health and safety building maintenance reserve to contribute to the costs for health and safety tests and inspections for maintained schools in the financial year 2018/19.
	If recommendation 2 is approved then approval is also sought from mainstream maintained schools in Schools Forum on recommendations 3 and 4.
3	For maintained mainstream primary schools to approve the de-delegation of: <ul style="list-style-type: none"> Health and safety building inspection funding in 2018/19 based on a rate of £5.86 per pupil. Total estimated funding requested to be de-delegated for mainstream maintained primary schools is £0.065m.
4	For the maintained mainstream secondary school to approve the de-delegation of: <ul style="list-style-type: none"> Health and safety building inspection funding in 2018/19 based on a rate of £5.86 per pupil. Total estimated funding requested to be de-delegated for the mainstream maintained secondary schools is £0.008m.

1. REASONS FOR RECOMMENDATIONS

- 1.1 The overall responsibility for health and safety lies with the employer. The Health and Safety Executive state that in England the Local Authority is the

employer in community schools.

The Health and Safety at Work Etc. Act 1974 and subsequent legislation places a general duty on employers to ensure so far as is reasonably practicable the health, safety and welfare at work of all of their employees and non-employees.

To meet the statutory building health and safety responsibilities, Property Maintenance, situated within Building Services at the LA ensure that the Statutory and Legislative maintenance and testing regimes are undertaken within Nottingham City Council's portfolio of properties, which includes maintained schools, to ensure that all property health and safety issues are identified.

1.2 The funding requested to be de-delegated in this report in 2018/19 is to be used by:

- Property Maintenance to fund the tests and inspections in maintained primary and secondary schools. These tests and inspections include, but are not restricted to:
 - Air Conditioning Units
 - Asbestos surveys
 - Automatic doors and gates
 - Boilers
 - Electrical circuit testing
 - Emergency lighting
 - Fire alarms
 - Heat pumps
 - Legionella risk assessments
 - Lifts
 - Lightning protection
 - Pressure sets
 - Stage lighting

1.3 Approval of the de-delegation of Health and Safety inspections is required for maintained mainstream school sites to enable the LA to deliver its statutory obligation regarding the health and safety of these sites.

1.4 Any remedial works that are required due to schools failing any tests or inspections will be organised and paid for from the Dedicated Schools Grant against the Capital expenditure from revenue funding held centrally within the Schools Block.

1.5 Approvals for de-delegations are annual regardless of the statutory nature.

2. BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

2.1 In order to achieve a competent level of functionality the LA will consider the relevant legislation and documentation, which may include:

- Statutory legislation and regulation
- Industry regulation
- Approved Codes of Practice
- Guidance documentation
- Equipment manufacturer's instructions and recommendations
- Best practice

A policy has been produced by the Property Maintenance Team "Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)". This document confirms

Nottingham City Council's responsibilities and intentions as Corporate Landlord in relation to tests and inspections carried out in Nottingham City properties, in line with corporate policies. The aim of the document is to give support and advice and ensure clarifications of property related health and safety responsibilities are understood. This document can be found in the Schools Safety Manual.

Property Maintenance Team have put in place a timetable for tests and inspections, which reflect a combination of statutory guidance and appropriate practice. The LA uses internal and external contractors to carry out the tests and inspections. The timetable for tests and inspections, undertaken in-house or by contractors, range from daily to up to every five years dependent on the particular test or inspection.

- 2.2 Note that the funding does not include the Property Maintenance advisory service on such remedial matters; this service is available via an Education Services Nottingham contract.
- 2.3 Where tests and inspections are required as part of a health and safety management system, such as asbestos, legionella or fire safety, separate policies relating to these items are included in the appendices B, C and D of the "Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)".
- 2.4 Approval to de-delegate the schools health and safety building inspection budget has been given by both the primary and secondary phases representatives of Schools Forum each financial year since 2013/14. Any unspent balance at the end of the financial year is transferred to a Health and Safety Building Maintenance Reserve. In reverse any in year overspend would be drawn down from the Health and Safety Building Maintenance Reserve. As at the 31 March 2016 the balance on the Health and Safety Building Maintenance Reserve was £0.177m.
- 2.5 Table 1 shows the budget and expenditure on the schools health and safety building maintenance in the last three years since the funding was first de-delegated.

Table 1: Breakdown of Schools Health and Safety Building Maintenance				
Year	Budget	Outturn/ Forecast	Variance	Explanation
2013/14	£0.273m	£0.231m	£0.042m	The under-spend of £0.042m at the year end was transferred to the Health and Safety Building Maintenance Reserve.
2014/15	£0.253m	£0.174m	£0.079m	The under-spend of £0.079m at the year end was transferred to the Health and Safety Building Maintenance Reserve.
2015/16	£0.208m	£0.174m	£0.034m	The under-spend of £0.034m at the year end was transferred to the Health and Safety Building Maintenance Reserve.
2016/17	£0.199m	£0.177m	£0.022m	The under-spend of £0.022m at the year end was transferred to the Health and Safety Building Maintenance Reserve.

to be applied, unfortunately as schools academise the costs charged against the de-delegated funding will reduce but the budget remains the same. As the schools health and safety buildings maintenance reserve has seen its balance rising over the last five years it is recommended that in the financial year 2018/19 that £0.100m of the reserve is used to contribute to the costs in the financial year 2018/19. This will have the effect of reducing the rate required to be de-delegated to £5.86 per pupil.

3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 If the health and safety inspections were undertaken by the school (i.e. the LA does not organise them on the schools' behalf) then according to health and safety legislation the LA would still retain the overall responsibility that they are undertaken. Therefore the LA would need to monitor the schools to ensure that they are taking place. In the event that they do not take place in a timely fashion to the relevant standard, the LA has the legal responsibility to instruct the school to act and/or undertake the inspection and tests automatically and recharge the school. The LA may choose to add officer time to this recharge.

4. OUTCOMES/DELIVERABLES

- 4.1. To de-delegate this funding will enable the LA to fulfil its statutory duties in relation to Health and Safety on maintained mainstream school sites.
- 4.2. Schools will receive an annual report in April/May including the schedule of tests for the academic year and names of the contractors who the LA have commissioned.

5. FINANCE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

- 5.1 As per "The national funding formula for schools and high needs Policy document – September 2017" for the next two financial years (2018/19 and 2019/20) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum. Local authorities will be funded based on the new national funding formula. Included within this "soft approach" is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.
- 5.2 Any decisions made to de-delegate in 2017 to 2018 related to that year only; new decisions will be required for any service to be de-delegated in 2018 to 2019 and 2019 to 2020 before the start of each financial year.
- 5.3 The current balance of the schools health and safety building maintenance reserve is £0.177m as stated 2.5. Due to the costs being significantly less than the estimated funding required for the last four years it is proposed as per recommendation 2 that £0.100m of the Building Maintenance Reserve be used to contribute to the costs of health and safety tests and inspections in the financial year 2018/19. If this proposal were to be approved the rate per pupil would be reduced from £13.92 to £5.86 per pupil in the financial year 2018/19
- 5.4 If the rate were reduced to £5.86 per pupil, based on the latest Department for Education indicator data and known academy conversions the schools health and safety building inspection proposal ~~Page 24~~ result in maintained mainstream primary schools de-delegating £0.065m and maintained mainstream secondary schools de-

delegating £0.008m. Therefore, a total of £0.073m would be de-delegated.

- 5.5 It is a statutory requirement to minimize risks and to be financially prudent, the Health and safety building reserve is set aside to mitigate any risks.

Julia Holmes
Senior Commercial Business Partner
27 October 2017

6 **LEGAL AND PROCUREMENT COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)**

6.1 **Legal Implications**

6.2 Primary responsibility for health and safety in relation to community schools and community special schools rests with the local authority that maintains those community schools and community special schools since it owns the land and buildings of the community schools and community special schools, and employs the staff of those schools. However, it should be noted that the governing bodies of community schools and community special schools have health and safety responsibilities arising from their control and use of the school premises and their management of the school staff.

6.3 The Schools Forum's powers here derive from the School and Early Years Finance (England) Regulations 2017 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 16 February 2017.

6.4 Chapter 2 of Part 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the Schools Forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares – Primary Schools and Secondary Schools) of Schedule 2 [to the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5) (SEYFR, regulation 12(1)(d))*. Part 6 of Schedule 2 to the SEYFR contains paragraph 45, which states:

Expenditure on insurance in respect of liability arising in connection with schools and schools premises.

6.5 Part 6 of Schedule 2 to the SEYFR contains paragraph 49, which states:-

Expenditure on the schools' specific contingency.

6.6 Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. In addition, by virtue of regulation 8 of the Schools Forums (England) Regulations 2012 only the representatives of the maintained primary schools and the maintained secondary schools have a vote on this in respect of maintained primary schools and maintained secondary schools respectively. Moreover, this power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

7 **HR ISSUES**

7.1 There are no people implications arising from this report.

8 **EQUALITY IMPACT ASSESSMENT**

Has the equality impact been assessed?

Not needed (report does not contain proposals or financial decisions)

No

Yes – Equality Impact Assessment attached

Due regard should be given to the equality implications identified in the EIA.

9 **LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

9.1 None

10 **PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

Nottingham City Council Policies:

- Statutory Testing & Inspection of Fixed Installations in Nottingham City Council Properties – Policy statement & Testing Procedures (October 2013 v 1.2b)

Legislation:

- The School and Early Years Finance (England) Regulations 2017
- The Health and Safety at Work etc. Act 1974 and associated legislation.

APPENDIX A – EQUALITY IMPACT ASSESSMENT

Name and brief description of proposal / policy / service being assessed

The purpose of this report is to ask Schools Forum representatives of maintained primary and maintained secondary schools to approve the de-delegation of the Building Maintenance funding in 2018/19

Information used to analyse the effects on equality

Page 28

	Could particularly benefit (X)	May adversely impact (X)	How different groups could be affected: Summary of impacts	Details of actions to reduce negative or increase positive impact (or why action not possible)
People from different ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Local Authority (LA) has a statutory duty regarding Health and Safety of maintained school sites. To ensure that the LA is able to carry out its statutory duty it has to on an annual basis request Schools Forum to approve the de-delegation of this funding.</p> <p>As the costs incurred by each school annually in relation to health and safety vary, this funding will be used to cover “peaks” and “troughs “ associated with the maintenance of maintained school sites. Any unspent balances at the end of the financial year will added back into the a sinking fund which has been set up to manage the peaks and troughs of expenditure. Likewise if there is an overspend the funding will be drawn down from the sinking fund.</p> <p>By implementing this proposal it will stop the likelihood of schools incurring budget pressures caused by having to fund health and safety maintenance costs in relation to their sites. If</p>	<p>The LA are recommending this proposal to reduce the likelihood of a negative impact on the pupils of maintained primary and secondary schools.</p>
Men, women (including maternity/pregnancy impact), transgender people	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers	<input type="checkbox"/>	<input type="checkbox"/>		
People from different faith groups	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people	<input type="checkbox"/>	<input type="checkbox"/>		
Older or younger people	<input type="checkbox"/>	<input type="checkbox"/>		
Other (e.g. marriage/civil partnership, looked after children, cohesion/good relations, vulnerable children/adults)	<input type="checkbox"/>	<input type="checkbox"/>		

schools had to fund this and the costs were higher than they had budgeted it may require them to move resources from the education of their pupils to cover health and safety maintenance costs of the site.

By retaining this funding centrally it will enable a consistent approach as to how money is spent pupils by resources not being taken away from the education of pupils in some schools and not in others.

There are no staffing issues generated by this decision.

Outcome(s) of equality impact assessment:

No major change needed Adjust the policy/proposal Adverse impact but continue Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

If this proposal is approved then no equality impact monitoring will need to be undertaken. However, if the proposal is not approved and the budget is delegated to maintained schools then the schools would be responsible and the LA would have no influence over the equality impact.

Approved by: David Thompson Schools H&S Manager

Date sent to equality team for publishing:

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SCHOOLS FORUM - 9 NOVEMBER 2017

Title of paper:	De-delegation of funding for EAL/Ethnic Minority Achievement (EMA) IDEAL service
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults
Report author(s) and contact details:	Jane Daffé, Senior Achievement Consultant, Vulnerable Groups Email: jane.daffe@nottinghamcity.gov.uk Tel: 0115 8764680
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Summary

The EMA Team was historically funded through the Ethnic Minority Achievement Grant (EMAG) and, additionally, the Exceptional Circumstances Grant (ECG) for pupils with English as Additional Language (EAL). Following the mainstreaming of Standards Fund Grants into the Dedicated Schools Grant, these funding streams have ceased to be separately identifiable. Under the current school funding arrangements since April 2013, support for minority ethnic pupils that was previously funded centrally now forms part of the school formula. However, funding can be retained centrally on behalf of maintained schools if de-delegation is agreed.

At the November 2016 Schools' Forum, a report was submitted by Jane Daffé, Senior Achievement Consultant within the IDEAL (Identity, Diversity and EAL) team, Vulnerable Groups and the proposal to de-delegate the EMA team funding was agreed for the financial year 2017/18. This was to allow time for the service to further develop its traded work.

Over the last financial year the IDEAL brand has become further established and recognised with marketing of services to City schools and academies and beyond. We continue to widen our traded offer to external schools, Local Authorities and other organisations regionally and nationally. The take-up of this offer has again been positive over the last 12 months. Specialist services continue to be adapted and tailored to meet the changing needs and demands of our community and customers and income generation is ongoing; our Year 11 new arrivals provision in particular continues to have very positive outcomes and has attracted interest from the DfE and the University of Nottingham School of Education.

The importance of EAL work as an area of national priority is evident and the recently introduced EAL Proficiency Levels as part of the annual schools' census have also raised the profile. We continue to experience increasing numbers of newly arrived EAL and other ethnic minority pupils into Nottingham City schools. We have seen a steady increase in the proportion of ethnic minority pupils, up from 43% of the school population in 2011 to 53% in the most recent school population census. Within that group, the percentage of EAL pupils has risen from 22% to 32%. Given this increased pressure on schools and the timeframe to enable the IDEAL service to create a secure traded position, it requires de-delegation of EMA funding for the financial year 2018/19 to continue to provide support for Nottingham City schools effectively. During this period, the IDEAL service will generate further traded income from a range of sources to allow its services to schools to remain competitive.

Recommendation(s):

- | | |
|----------|---|
| 1 | For maintained mainstream primary and secondary schools to approve the de-delegation of funding for EMA of £44.56 per EAL pupil for 2018/19 to ensure that the IDEAL team |
|----------|---|

	has sufficient time to create programmes and products for a more fully traded service to be established: (a) maintained mainstream primary schools - £0.097m (b) maintained mainstream secondary schools - £0.003m (based on October 2016 census and to be reviewed at Autumn census 2017)
2	To note the total estimated funding to be delegated to schools in 2018/19 is £0.265m as detailed in paragraph 5.4.
3	If recommendation 1 is not approved, approval is sought from Schools Forum to fund any employment costs associated with the service being disbanded, this may include salary costs for April 2018 excluding the severance payments which will be paid for from the Corporate Redundancy budget, from the Statutory School Reserve, and note that once the costs in relation to the notice period and pay protection if the staff are redeployed are known this value will be incorporated into the Statutory School Reserve quarterly monitoring report.

1 **REASONS FOR RECOMMENDATIONS**

- 1.1 Since the last report was presented to Schools' Forum in November 2016, regarding the de-delegation of funding for EMA services, there has been continued progress towards the service becoming more fully traded. The IDEAL team has created additional tailored programmes, resources and products and has continued to create an extended customer base beyond the LA to help ensure that the service is maintained. Option 1 If the Schools' Forum agrees to de-delegate EMA funding for the year 2018/19 this timeframe will support the service to achieve its target of becoming fully traded.
- 1.2 Option 2 If the Schools' Forum does not agree to de-delegate funds for a further year (2018/19) this will result in the IDEAL team becoming totally dependent upon income generation. This will result in some team members (of 2.6 consultants and the administrative assistant) being made redundant as income is currently insufficient to maintain all 4 posts. This would:
- potentially result in the IDEAL service area no longer existing;
 - leave the LA vulnerable with no central provision to support schools to raise the achievement of EAL/ethnic minority pupils which is a growing percentage of the school population and a national priority as evidenced by the recent interest from the DfE into our work with asylum seekers and refugees;
 - leave no central resource to assist schools and the Fair Access Panel with the language and cognitive assessment of new arrivals with little or no English;
 - require Schools' Forum to undertake its own negotiations for the established Year 11 EAL new arrivals provision. It would also need to monitor the provision or arrange for individual secondary schools to organise their own provision independently;
 - result in no Gypsy Roma and Traveller or Asylum Seeker/Refugee support as this service was absorbed into the IDEAL service area in 2009.
- 1.3 If de-delegation for 2018/19 is not agreed there would be a loss of local expertise and schools would have to manage all EMA/EAL requirements independently of LA support; there is no similar expertise available within the Local Authority. The IDEAL team has expertise that is recognised both nationally and internationally for example:

English as an Additional Language – Sharon Mitchell-Halliday is a licensed LILAC tutor (Language in Learning across the Curriculum – a professional

development course to support the teaching of EAL learners and to develop literacy in mainstream classrooms

- a licenced Eiklan tutor (a Speech and Language in Communication course)
- British Council, EAL Nexus CPD Expert for the East of England– Sharon Mitchell-Halliday was identified as an EAL expert and worked with schools across the East for the EAL Nexus project. The intention of this project was to develop approaches, activities and materials to be disseminated to a wider audience;

New Arrivals – Jane Daffé leading on the successful Year 11 provision supporting the education of asylum seeker/refugees (including unaccompanied), Roma, Teenage Parents and other vulnerable groups

Syrian Resettlement Programme - Sharon Mitchell-Halliday leading on the development of this successful project with schools

Global and Anti-Racist Perspectives within the curriculum – GARP (co-author Jane Daffé, provision of resources and training nationally and internationally including the Council of Europe);

Black Achievement and Dual/Mixed Heritage Achievement initiatives (Jane Daffé, Nottingham City recognised best practice by the National Strategies).

Equalities legislation – (Jane Daffé, guidance and training for schools to ensure understanding and compliance with national requirements)

1.4 This expertise and local knowledge would be impossible to replace if the service was lost; provision in neighbouring authorities is very limited and the IDEAL team's reputation is very strong. The DfE is currently interested in our work with unaccompanied asylum seekers and hope to use our expertise to develop a model for other local authorities.

1.5 In the academic year 2016-17, the 2.6 consultants provided services to 48 City schools / academies. This can be broken down as follows:

- **29** City schools/academies attended central training events
- **18** maintained schools used their bespoke one-day free consultant support
- **12** secondary schools/academies attended free EAL network meetings
- **10** primary schools / academies attended free EAL network meetings
- **4** secondary schools are participating in the 3-year Nottingham University MEITS project (multilingualism in schools)
- **7** City schools/academies participated in the Young Black Achievers Event 2016
- **140** EAL baseline assessments and reports were completed for the Fair Access process in order to inform an appropriate school placement

In addition, some of these activities were traded with a range of schools and other institutions beyond Nottingham City e.g. Nottinghamshire schools, other Virtual Schools, colleges. The above services covered a range of initiatives – EAL, Asylum Seekers/refugees, New Arrivals Excellence, Black Achievement, Racism – in the form of staff CPD, in-class partnership work, pupil support, teaching resources and strategies.

The Annual Conference attracted delegates and participants from City schools as well as Nottingham University, Derby Virtual School, County schools, Central College, CAMHS and Nottingham and Notts Refugee Forum.

IDEAL consultants have also delivered additional training at events organised by others:

NQT CPD programme

Early Years CPD Programme

Other significant contributions

Some of the other important pieces of work are harder to quantify but equally valuable for our relationships with children, families and schools:

IDEAL also managed the further development and mainstreaming of the successful **Year 11 international new arrivals provision** for City schools, as well as contributing significantly to teaching and learning, with very positive outcomes for that vulnerable cohort. We are working in collaboration with the University of Nottingham's School of Education on their international research into refugee education (with Sweden). This Year 11 work is currently under consideration with the DfE with a view to rolling out the model in other local authorities.

Syrian Resettlement Programme - Sharon Mitchell-Halliday has coordinated this work and ensured well-organised, timely and appropriate placements in schools for this vulnerable cohort, support and information for families, ongoing support and advice for receiving schools and regular progress checks.

MEITS – Longitudinal multilingualism research project with Nottingham and Cambridge Universities. Sharon Mitchell-Halliday has coordinated this work with participating City schools. Outcomes are intended to include a celebration of our linguistic diversity and skills in schools as well as sharing of best practice in the teaching of languages and EAL.

A strong and mutually beneficial relationship with **Nottingham and Notts Refugee Forum** has been formed; information is shared and regular collaboration is now established.

- 1.6 The most recent 2017 outcomes for City pupils demonstrate the effectiveness of our work with schools to meet the needs and ensure progress for EAL and ethnic minority learners, as follows:

These figures are taken from the NCER Emerging National and Local data summaries (August 2017)

KS1 attainment (% working at expected standards or above)

	Nottm			National		
	Reading	Writing	Maths	Reading	Writing	Maths
EAL pupils	66% -5	60% -6	70% -4	71%	66%	74%
English first language pupils	72% -5	64% -5	71% -5	77%	69%	76%

(fig in red shows gap with national for peer group)

	Nottm			National		
	Reading	Writing	Maths	Reading	Writing	Maths
White pupils	68 -8	60 -8	70 -5	76	68	75

Black pupils	75 -2	68 -3	71 -2	77	71	73
Asian pupils	73 -4	67 -4	73 -4	77	71	77
Mixed heritage	72 -6	65 -5	72 -4	78	70	76

KS2 attainment (Reading/Writing/Maths) - % with 100 or higher on scaled scores

	Nottm	National
EAL pupils	55% -2	57%
English first language pupils	58% -4	62%

	Nottm	National
White pupils	57 -4	61
Black pupils	57 -2	59
Asian pupils	60 -2	62
Mixed heritage pupils	60 -2	62

1.7 The data demonstrates that:

At KS1, the gap between EAL pupils and their English-speaking peers is similar to the gap nationally.

- The outcomes for EAL pupils in maths is almost the same as their peers.
- Black, Asian and Mixed heritage pupils outperform their White peers in all subjects.
- The gap with national is smaller for Black pupils and wider for White pupils

At KS2, the gap between EAL pupils and their English-speaking peers is smaller than the gap nationally.

- Outcomes for EAL pupils in Nottingham is only 2% below national for that group (4% gap for English first language pupils)
- The gap has narrowed from KS1 to KS2 for EAL pupils
- Outcomes for Asian and Mixed heritage pupils are higher than White or Black pupils
- The gap to national is wider for White pupils
- The gap has narrowed from KS1 to KS2 for all ethnic groups

(We await latest 2017 performance data at KS4 analysed by language and ethnicity).

1.8 The IDEAL team has been responsive to emerging local needs and continues to offer core support to Nottingham City schools at no cost as agreed at Schools' Forum in November 2016 following the agreement to de-delegate, as follows:

Primary and secondary schools have an entitlement to:

- a named consultant for bespoke advice;
- free access to phase-based EAL network meetings to share good practice with other school staff;

- 1 day consultant support in school (could include staff training, partnership teaching, audit, planning and data analysis etc).

1.9 Without further de-delegation, schools would have to make provision for underachieving ethnic minority and EAL pupils independently and fund all necessary activities; schools would have to either train their own staff or seek external providers to support them with the specific skills required to effectively teach these groups of pupils; they would have to monitor statutory developments independently to ensure they were meeting legal requirements and translate them for the school context and would need to create their own, or source independently, resources which celebrate the diversity of children in City schools.

1.10 As a City Council there is a focus on newly arrived and emerging communities across the City and the services that are required to support their integration into local communities. It would be a regressive step to ensure that families and individuals arriving in the City are supported to find school places alongside other services but have no central services available to schools to support the specific needs, language acquisition and attainment of these pupils.

1.11 It is proposed that representatives of maintained primary and maintained secondary schools separately agree to the de-delegation of £44.56 per EAL pupil (based on the revised 3 year new entrant EAL indicator) for the financial year 2018/19. If de-delegation is approved the offer to maintained schools would be the same for primary and secondary maintained schools and would continue to include:

- a named consultant for bespoke advice;
- access to phase-based EAL network meetings to share good practice with other school staff;
- 1 day consultant support in school (could include staff training, planning, audit and data analysis).

1.12 **Future developments**

De-delegation for 2018/19 will also provide the IDEAL team with additional time to further develop their traded services.

We are currently planning an exciting new initiative for City schools – the Advanced practitioners in EAL CPD programme, a year-long accredited programme aimed at experienced teachers and teaching assistants working in this field; we aim to further develop the school-to-school support by expanding the network of “experts” across the City.

Plans are underway to improve the Fair Access process for primary children (EAL new arrivals) with a dedicated EAL specialist providing a consistent service from assessment to report to high-quality time-limited in-school support for this cohort.

2 **BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)**

2.1 The IDEAL team has absorbed the provision made by other services that were removed in previous City Council reorganisations. This includes the Traveller Education Services and Asylum Seeker Support Team. The team has for over 6

years had 3 consultant vacancies that have not been filled which has meant that the team size and capacity to deliver support to schools has been halved, but the cost of de-delegation is equally reduced to cover team costs in the current structure. Salary costs of the service have been reduced to £0.191m (from £0.198m in 2016/17).

- 2.2 Historically, the team has provided:
- an immediate response to requests for information and support for ethnic minority or EAL pupils;
 - training for specialist teachers and other school staff in the areas of ethnic minorities, EAL, Gypsy, Roma and Traveller, Black Achievement, Equality and Diversity;
 - support in the assessment of the attainment levels and support requirements of new arrivals with little or no English;
 - support in the analysis of data of minority ethnic groups;
 - resources to assist with the teaching of pupils new to English, those acquiring higher level English skills and themed approaches for example Black History Month, Global and Anti-Racist Perspectives;
 - training for governors in school responsibilities for vulnerable groups of pupils and Equalities;
 - City network meetings with a focus on EAL
- 2.3 For many years the LA retained an element of EMAG funding which enabled the EMA central team of consultants to provide a variety of resources and peer training to school staff free of charge. Peer training activities included joint lesson planning and teaching, role modelling, strategic planning and delivery support for EMAG teachers, staff meetings and phase specific network meetings. Whilst schools have been able to use their EMAG allocation for in-school provision there was previously no charge for central support which, in some cases, amounted to several days of consultant time.
- 2.4 If the service does not generate enough income to sustain itself it is appreciated that staffing will have to be reduced or completely removed from the City Council structure.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 If de-delegation is not agreed, all schools (maintained schools and academies) will receive £44.56 of additional funding per EAL pupil via the funding formula. However, schools may then have to manage all EMA requirements independently of any LA support as discussed above

4 OUTCOMES/DELIVERABLES

- 4.1 The outcomes for vulnerable EM groups are measured annually through end of Key Stage and GCSE records. These are analysed by Analysis and Insight as well as the IDEAL team and trends are identified. Central CPD provision and packages of support are adapted in light of these findings.
- 4.2 The progress and attainment within individual schools of EM groups are analysed with LA and school staff to identify vulnerable groups, promote best practice and provision and determine support to be offered to the school.

- 4.3 Ofsted inspections will report on the progress of groups within schools. The team will monitor these reports and identify LA trends which will be addressed in future central CPD provision and individual programmes created for schools identified with underachieving groups.

5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

- 5.1 As per “The national funding formula for schools and high needs Policy document – September 2017” for the next two financial years (2018/19 and 2019/20) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum. However, local authorities will be funded based on the new national funding formula. Included within this “soft approach” is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.
- 5.2 Any decisions made to de-delegate in 2017 to 2018 related to that year only; new decisions will be required for any service to be de-delegated in 2018 to 2019 and 2019 to 2020 before the start of each financial year.
- 5.3 Based on the latest available DfE indicator data and known academy conversions, the proposal would result in maintained mainstream primary schools de-delegating £0.097m and maintained secondary schools £0.003m. Therefore an estimated £0.100m would be available to cover the existing cost of the EMA service.
- 5.4 The proposal would result in the delegation of an estimated £0.165m to academy schools. Therefore, the total amount to be delegated is £0.265m.
- 5.5 If only the primary phase approve de-delegation, the team is still viable but a funding shortfall would need to be made up by either increasing traded services income or achieving staffing savings.
- 5.6 If the proposal outlined in recommendation 1 is not approved, as outlined in section 7, there would be significant workforce implications. If members of the team were to be made redundant the redundancy costs would be met from the Corporate Redundancy budget. However, the salaries of the team may still need to be paid for the month of April 2018 (worst case scenario) plus any pay protection costs for a year should the staff find alternative employment via the redeployment register. At present this value cannot be quantified. If approved, these costs would be funded from the Statutory School Reserve quarterly monitoring report once it is known.

Recommendation 3 is being made to Schools Forum as the EMA Team are funded from the Dedicated Schools Grant and there are no other sources of funding to cover these costs.

- 5.7 Noted in Table 1 is a breakdown of the projected income and expenditure for the Ethnic Minority Achievement Team in 2018/19.

The total estimated cost of the Ethnic Minority Achievement Team in 2018/19 is £0.211m.

Table 1: EMA Projection 2018/19		
Income		
De-delegated funding	-£0.100 (from £0.112m in 2017/18)	
Traded income	-£0.111m	
Total forecast income		
		£0.211m
Less expenditure		
Projected pay costs	£0.191m	
Projected non-pay costs	£0.020m	
Total forecast expenditure		£0.211m
Variance		0

6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

6.1 Legal Implications

6.1.1 The schools forum's powers here derive from the School and Early Years Finance (England) Regulations 2017 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 16 February 2017.

6.1.2 Chapter 2 of Part 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the schools forum may authorise the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares – Primary Schools and Secondary Schools) of Schedule 2 [of the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5) (SEYFR, regulation 12(1)(d)). Part 6 of Schedule 2 of the SEYFR contains paragraph 50, which states:-

Expenditure for the purposes of—

- (a) improving the performance of under-performing pupils from minority ethnic groups; or
- (b) meeting the specific needs of bilingual pupils.

6.1.3 Therefore, Nottingham City Schools Forum has the power to approve the recommendations in this report by virtue of the above legislation. The schools forum's power should be exercised lawfully. Provided the amounts sought through

use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful. Furthermore, under regulation 8(9A) of the Schools Forums (England) Regulations 2012 (as amended), only the schools members of the schools forum who are representatives of mainstream local authority maintained primary schools may vote to decide whether or not to approve the recommendations in this report where they relate to mainstream local authority maintained primary schools, and under regulation 8(9B) of the Schools Forums (England) Regulations 2012 (as amended), only the schools members of the schools forum who are representatives of mainstream local authority maintained secondary schools may vote to decide whether or not to approve the recommendations in this report where they relate to mainstream local authority maintained secondary schools.

6.1.4 Lastly, it is advisable that legal advice is taken by the authority's officers about the trading by the IDEAL service referred to in this report.

Jon Ludford-Thomas
Senior Solicitor
Legal Services

7 HR COLLEAGUE COMMENTS

7.1 In the event that Schools Forum does not support/agree the continuation of funding arrangements as outlined in this report there would be significant workforce implications that would need to be detailed in separate Chief Officer and DMT reports. Management will also need to be aware of potential costs in any exit arrangements such as redundancy compensation as this will need to be budgeted for.

Should the proposal be rejected then it would result in a disestablishment of the team. This will mean that the process to be instigated would need to be in line with the NCC guidance and national legislation. Management would need to ensure a plan is in place with appropriate timelines to undertake genuine and meaningful consultation with both Trade Unions and affected individuals. Individuals would need to be given appropriate contractual notice to terminate their contracts on grounds of redundancy which will vary depending on their length of service.

Post holders may also have access to the Redeployment Register and any costs relating to time on the register, potential work trials and pay protection must be picked up by the exporting department. If individuals are not redeployed into alternative roles prior to the termination of their contracts, their maybe redundancy costs and in addition there may also be pension strain costs if the affected individuals are between the age of 55 and 60.

Leanne Sharp/Joanne Zylinski
Service Redesign Consultants
11-Oct-2017

8 EQUALITY IMPACT ASSESSMENT

8.1 Has the equality impact of the proposals in this report been assessed?

No

An EIA is not required because:
(Please explain why an EIA is not necessary)

Yes



Attached as Appendix 1, and due regard will be given to any implications identified in it.

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 None

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 Analysis and Insight August 2017 – NCER Emerging Data Summaries

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Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: De-delegation of funding for Ethnic Minority Achievement (EMA)

Name of Author: Jane Daffé

Department: School Access and Improvement

Director: Patrick and Sarah Fielding

Service Area: Children and Adults

Strategic Budget EIA Y/N(please underline)

Author (assigned to Covalent): Malcolm Wilson

Brief description of proposal / policy / service being assessed:

The EMA Team was historically funded through the Ethnic Minority Achievement Grant (EMAG) and, additionally, the Exceptional Circumstances Grant (ECG) for pupils with English as Additional Language (EAL). Following the mainstreaming of Standards Fund Grants into the Dedicated Schools Grant, these funding streams have ceased to be separately identifiable. Under the current school funding arrangements since April 2013, support for minority ethnic pupils that was previously funded centrally now forms part of the school formula. However, funding can be retained centrally on behalf of maintained schools if de-delegation is agreed.

At the October 2014 Schools' Forum, a report was submitted by Jane Daffé, Senior Achievement Consultant within the IDEAL (Identity, Diversity and EAL) team, Vulnerable Groups and the proposal to de-delegate the EMA team funding was agreed for the financial year 2015/16 and agreed in principle for the financial year 2016/17. This was to allow time for the new service to move towards becoming fully traded.

Over the last financial year the IDEAL brand has become further established and recognised with marketing of services to City schools and academies. We continue to widen our traded offer to external schools, Local Authorities and other organisations regionally and nationally. The take-up of this offer has been very positive over the last 12 months. Specialist services continue to be adapted and tailored to meet the changing needs and demands of our community and customers and income generation has been significantly increased; our newly established Year 11 new arrivals provision has had very positive outcomes.

We continue to experience ever increasing numbers of newly arrived EAL and other ethnic minority pupils into Nottingham City schools. We have seen a steady increase in the proportion of ethnic minority pupils, up from 43% of the school population in 2011 to over 50% in the 2015 school population census. Within that, group, the percentage of EAL pupils has risen from 22% to 28%. Given this increased pressure on schools and the timeframe to enable the IDEAL service to create a secure fully traded position, it requires de-delegation of EMA funding for the financial year 2016/17 to continue to provide support for Nottingham City schools effectively. During this period, the IDEAL service will generate further traded income from a range of sources to allow its services to schools to remain competitive.

Information used to analyse the effects on equality:

School Census data (intranet) – see profile data above

City attainment data for ethnic minority and EAL pupils (details contained within School Forum report to be submitted)

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>If the Schools' Forum does not agree to de-delegate funds for a further year (2016/17) this will result in the IDEAL team becoming totally dependent upon income generation. This will result in some team members (of 3 consultants and the administrative assistant) being made redundant as income is currently insufficient to maintain all 4 posts. This would:</p> <ul style="list-style-type: none"> potentially result in the Achievement of Vulnerable Groups service area no longer existing; 	<p>1 Income generation: Annual CPD programme as Sold Service to schools Ongoing support, training and guidance for individual schools as Sold Service Production of teaching resources for schools as Sold Service EAL teaching as Sold Service</p>
Men	<input type="checkbox"/>	<input type="checkbox"/>		
Women	<input type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>		

People of different faiths/ beliefs and those with none.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input type="checkbox"/>	<input type="checkbox"/>

Page 44

- leave the LA vulnerable with no central provision to support schools to raise the achievement of EAL/ethnic minority pupils which is a growing percentage of the school population and an Ofsted East Midlands regional priority as evidenced by the recent report and foci of the summer term visit to Nottingham to discuss provision for and outcomes of EAL learners, amongst other vulnerable groups;
- leave no central resource to assist schools and the Fair Access Panel with the language and cognitive assessment of new arrivals with little or no English;
- as a City Council there is a focus on newly arrived and emerging communities across the City and the services that are required to support their integration into local communities. It would be a regressive step to ensure that families and individuals arriving in the City are supported to find school places alongside other services but have no central services available to schools to support the specific needs, language acquisition and attainment of these pupils.
- require Schools' Forum to undertake its own negotiations for the established Year 11 EAL new arrivals provision. It would also need to monitor the provision or arrange for individual secondary schools to organise their own provision independently;
- result in no Gypsy Roma and Traveller or Asylum Seeker/Refugee support as this service was absorbed into the Achievement of Vulnerable Groups service area in 2009.
- there would be a loss of local expertise; there is no similar expertise available within the Local Authority. The IDEAL team has expertise that is recognised both nationally and internationally
- schools would have to make provision for underachieving ethnic minority and EAL pupils independently and fund all necessary activities; schools would have to either train their own staff or seek external providers to support them with the specific skills required to effectively teach these groups of pupils; they would have to monitor statutory developments independently to ensure they were meeting legal requirements and translate them for the school context (for example changes to equalities legislation) and would need to create their own, or source independently, resources for annual events which celebrate the diversity of children in City schools.

2 CPD to school staff to embed best practice and knowledge/awareness of needs of pupils from a range of groups vulnerable to underachievement

3 Primary and secondary schools have an entitlement to:

- a named consultant for bespoke advice;
- free access to phase-based EAL network meetings to share good practice with other school staff;
- 1 day consultant support in school (could include planning, staff training, and data analysis).

4 Undertake assessments of newly-arrived pupils who are new to English to support rapid and appropriate school placements

Actions will need to be uploaded on Covalent.

Outcome(s) of equality impact assessment:

- No major change needed •Adjust the policy/proposal •Adverse impact but continue

•Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Annual and ongoing evaluation and monitoring of service action plan. Data analysis of school census data and outcomes for ethnic minority and EAL pupils – Malcolm Wilson, Adviser for the Achievement of Vulnerable Groups

Approved by (manager signature):

Malcolm Wilson, 3.9.15

Malcolm.wilson@nottinghamcity.gov.uk

Tel: 0115 8764619

Date sent to equality team for publishing:

Send document or link to:

equalityanddiversityteam@nottinghamcity.gov.uk

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.

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SCHOOLS FORUM – November 9th, 2017

Title of paper:	De-delegation of funding for the Behaviour Support Team (BST) in 2018/19
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults John Dexter, Director of Education
Report author(s) and contact details:	Kimberly Butler, Behaviour Support Team Leader Tel: 0115 8762433/38 Email: Kimberly.butler@nottinghamcity.gov.uk
Other colleagues who have provided input:	Julia Holmes, Senior Commercial Business Partner, Finance Joanne Zylinski, Service Redesign Consultant Jon Ludford-Thomas, Senior Solicitor, Legal Services Adisa Djan, Equality and Diversity Consultant

Summary

Since April 2013, funding for the Behaviour Support Team has been part of the school formula. Schools Forum has the power to de-delegate the funding on behalf of maintained schools to retain this service.

BST has identified 'core' elements of its role, which would enable the LA/schools to meet their statutory duties.

The funding is targeted towards those children with Social Emotional Mental Health (SEMH) difficulties and/or Special Educational Needs and Disability (SEND) where CYP:

- are at high risk of exclusion;
- are in the Foundation Stage or Key Stage 1;
- have safeguarding concerns;
- have barriers to progress in school.

Other elements of BST work are those commissioned through schools as a traded service.

In the event that the Schools Forum decides not to fund the BST the likelihood is that the team will cease to exist in its current form after March 2018.

Recommendation(s):

1	<p>Consider the proposal for maintained mainstream primary schools to approve the de-delegation of funding for statutory services provided by the BST in 2017/18 at a rate of £55 per pupil eligible for free school meals and a lump sum of £0.003m per school.</p> <p>Total funding available for de-delegation by maintained mainstream primary schools is £0.227m. This is made up of £0.137m generated by pupils eligible for free school meals and £0.090m lump sum funding.</p>
2	<p>Consider the proposal for maintained mainstream secondary schools to approve the de-delegation of funding for statutory services provided by the BST in 2017/18 at a rate of £55 per pupil eligible for free school meals and a lump sum of £0.003m per school.</p> <p>Total funding available for de-delegation by maintained mainstream secondary school is £0.027m. This is made up of £0.024m generated by pupils eligible for free school meals and £0.003m lump sum funding.</p>
3	To note a final report will be brought to the Schools Forum meeting on the 7 th December

	2017 to request approval from mainstream maintained primary and secondary schools to de-delegate funding for the Behaviour Support Team in the financial year 2018/19.
4	If the proposals for de-delegation are not subsequently approved, approval will be sought from Schools Forum to fund any employment costs associated with the service being disbanded, this may include salary costs for April and May 2018 excluding the severance payments which will be paid for from the Corporate Redundancy budget, from the Statutory School Reserve, and note that once the costs in relation to the notice period and pay protection if the staff are redeployed are known this value will be incorporated into the Statutory School Reserve quarterly monitoring report.

1 REASONS FOR RECOMMENDATIONS

1.1 If de-delegation is approved the work undertaken by BST will contribute to the legal and statutory responsibilities of maintained schools by working to the following legislation:

- Children and Families Act 2014;
- SEND - new Code of Practice (updated 2015);
- Health and Safety Act 1974;
- The Equality Act (2010);
- Children Act 1989 - revised 2004;
- Exclusion Regulations - Education Act 2011;
- Exclusion Guidance, 2017;
- School Attendance (Education Act 1996) and amendments 2010;
- Admissions - Schools Admissions Code 2012 (Education Act 1996);
- Ofsted Framework 2012 (amended 2015).

1.2 The de-delegated budget will provide the following services, at no cost to school, to maintained primaries where the child has a primary need of SEMH and is presenting with significant need:

SEND

- A negotiated allocation of work with the pupil/school where there is an immediate risk of permanent exclusion for a Foundation Stage/KS1 child;
- A negotiated allocation of work for a Foundation Stage/KS1 pupil where behaviour seriously limits access to the curriculum/learning;
- Attendance at and contribution to Person Centred Reviews (PCRs) for children where BST has active involvement;
- Contribution to Education and Health Care Plans (EHCPs) where BST has active involvement;
- Attendance at and contribution to team around the school meetings (TAS).

SAFEGUARDING

Where BST are actively involved in working with a child in maintained primaries, the team will provide:

- Attendance at and contribution to Common Assessment Framework/early help meetings;
- Attendance at and contribution to child protection reviews/case conferences;
- Attendance at and contribution to child in need reviews/case meetings;
- A negotiated allocation of work in school to support children who are subject to child protection status (S47);
- A negotiated allocation of work in school to support children who have child in need status (S17).

HEALTH AND SAFETY

- Work with school/pupil to reduce immediate health and safety risks;
- Work with school to try and ensure risks are tolerable and appropriate control measures are in place to limit the likelihood of future harm and maintain the child's school place.

- 1.3 De-delegation for 2018-19 will ensure that sufficient staffing within the Behaviour Support Team can be retained, to deliver the above services and to ensure continued access to additional traded, commissioned services, for academies and maintained schools.

These services include:

- de-escalation training plus physical intervention and positive behaviour support;
- therapeutic interventions e.g. Play Therapy, Theraplay, Special Play, Sunshine Circles, Art Imaging;
- personalised programmes and support for an identified pupil/child;
- teacher or TA coaching/mentoring;
- Senco support;
- observations – whole class, pupil or fixed interval sample;
- inset training;
- mid-day Supervisor training;
- behaviour and lunchtime audits;
- parenting programmes (e.g. Solihull) or bespoke parenting support;
- strategic work e.g. review/rewrite school's behaviour policy;
- support to schools in the Ofsted overall effectiveness grade around Personal Development, Behaviour and Welfare.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 The team currently comprises 4.6 full time equivalent (fte) teachers, 4.0 (fte) Behaviour Learning Mentors and 1.0 administration support. Over the last year, staffing has again reduced and models of service delivery reviewed once more, in order to offer continued value for money and provide a more efficient service delivery.

The team's specialist work is still delivered across all key stages in schools across Nottingham City and in neighbouring local authorities and to other agencies. All staff members continue to deliver a combination of commissioned, traded work to all settings as well as work that is free at the point of delivery to maintained primary schools.

All work continues to have a particular emphasis in primary schools around early intervention especially in FS/KS 1 and around transition support from KS2 to KS3. Additionally there have been increased requests to support looked after children; plus deliver specialised packages to enable children/pupils, who are subject to Fair Access/Managed Move protocols, to successfully reintegrate into a new setting.

There are ongoing requests for therapeutic work to support very vulnerable pupils. The team also continues to work with schools to create bespoke packages to enable some very challenging pupils to be included within their school setting or maintain their school place.

- 2.2 Since trading was introduced from 2010, income targets were set and reached. The income raised through traded services has increased steadily year on year.
- 2.3 The team continues to diversify and is working hard to establish itself on a commercial footing by offering training and support to settings other than maintained schools and academies. For example, the team now delivers Positive Behaviour Support and RPI training in social care settings (2014) and RPI packages for Continuing Care Services (2017).

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 The LA has established a working party, bringing together a range of partners who work with children and young people who require support for SEMH. The Behaviour Support Team is part of these discussions. One outcome of the work of this wider group may involve longer-term structural solutions, impacting on a number of services citywide. The future viability of a central support service for schools and settings will be dependent upon the broader strategic decisions that will be made in the coming months and how the team may support a strategic response.
- 3.2 One option is to delegate funding directly to schools, so that all BST interventions are fully traded to maintained schools and no provision is made free of charge. The failure to de-delegate will lead to increased uncertainty that the team will be financially viable. The uncertainty regarding income may lead to a loss of experienced and knowledgeable staff and impact upon the team's sustainability and capacity to provide support to schools across the City.

A reduction in the capacity within BST would have the following consequences for schools and their pupils:

- lack of a preventative service available to schools to support the inclusion of pupils with challenging behaviour/SEMH to remain in school;
- potential increased health and safety and safeguarding risks to both staff and pupils;
- increased risk of exclusion for vulnerable and challenging pupils – both fixed term and permanent ;
- lack of BST strategic advice available regarding handling policies/risk assessments to reduce the risk of harm and limit the likelihood of litigation and claims from either staff or young people;
- insufficient capacity to deliver positive handling training and support schools with risk reduction techniques;
- support for SEN processes will be reduced significantly, e.g. HLN and EHCP;
- reduced effectiveness of the CAF/early help planning due to a lack of support from BST;
- no City wide training or Senco Network input around SEMH;
- reduction in support for the primary and secondary Fair Access/Managed Move processes. BST deliver bespoke packages to support named pupils to successfully reintegrate into other settings;

- no BST attendance to represent schools at JCNC or joint working with the HSE around violent incidents;
- reduction in team capacity to support city wide strategic developments such as Routes to Inclusion. These developments aim over time to promote early intervention, reduce long-term support needs and improve outcomes.

3.3 The team has also been exploring a move to a fully traded service by developing processes for longer term commissioning arrangements with schools and other agencies. The team are currently consulting with schools and other commissioners about the possibility of alternative, longer term commissioning arrangements. Delegation of the maintained schools budget would provide an element of certainty for the team while the longer-term processes become embedded.

This longer-term commissioning arrangement would:

- Support recruitment and retention of skilled and experienced staff;
- Enable the team and the schools to implement longer term strategic changes within the setting;
- Provide an opportunity for the commissioners and the team to review all elements of service delivery to ensure that interventions continued to meet future needs of schools;
- Enable the team to develop additional capacity over time.

3.4 A fourth option is to cease to deliver a centrally maintained Behaviour Support Team. Schools and other commissioners would then seek support from commercial services/develop provision within their school/trust.

The risks of such an action are identified in 3.2 above.

The current demand from schools suggests that they value the central team, the flexible response and the range of skills that can be deployed as required.

4 OUTCOMES/DELIVERABLES

4.1 Outcomes delivered 2016/17:

- Increased preventative work – income from traded work has increased year on year as schools are looking at early intervention and therapeutic support.
- Exclusion data:
 1. 135 pieces of casework were undertaken in 2016/17 around pupils cited as vulnerable to exclusion by their school (118 primary and 17 secondary).
 2. 58 pupils (9.81%) that BST were involved with were FTX and 28 of those pupils (48.27%) received only a single exclusion.
 3. 2 pupils that had sustained BST support were PX; and another 2 that had limited involvement were PX.
- 1,159 staff were trained in positive handling/RPI.
- Immediate BST response (via phone consultation or RPI call out to school) to emergency health and safety risks at school – an average of 1 per day.
- Casework data:

	2014/15	2015/16	2016/17
FS/KS1	110	205	272
KS2	78	172	187
KS3/4	74	178	132

- ‘Core’ children – 42 FS/KS1 children in maintained primaries were supported as ‘core’ (*work delivered free of charge to maintained primaries*) by the team as they were deemed to be at increased risk of exclusion.
- Safeguarding – 180 pupils that BST supported had either active social care involvement or TFS/PF. BST attended meetings (e.g. ICPCs, core group) and contributed to reports around these children/pupils.
- EHCP process – BST attended PCRs and completed reports to support the EHCP process for 33 pupils across all key stages.
- HLN:
 - a) HLN 166 pupils received HLN funding under the SEMH (behaviour) criteria: 108 - Band A; 42 - Band B; 16 – Band C.
 - b) 9 x KS1/KS2 children received Band C funding and their school places were being directly maintained through sustained BST intervention.
 - c) An additional 73 pupils received no HLN funding (request did not meet the threshold) but their behaviour gave cause for concern. BST was commissioned by schools to support these pupils.
 - d) BST had active involvement with 150 pupils receiving HLN.
- Reducing financial risks and providing value for money:
 1. maintaining the pupil in school against the cost of a PRU place at £0.015m per pupil;
 2. the cost of a special school place at £0.020m-£0.025m per pupil;
 3. supporting the EHCP process at £0.006m per request.

4.2 In the academic year 2016/17 BST has directly worked in:

1. every City Primary School;
2. 13 of the 15 City Secondaries;
3. 7 of the 9 City Special Schools;
4. 1 free school in the City.

4.3 The income from traded work has increased year on year:

1. 2010/11 generated £0.032m
2. 2011/12 generated £0.050m
3. 2013/14 generated £0.098m
4. 2014/15 generated £0.171m (including £0.050m through positive handling training)
5. 2015/16 generated £0.260m (including £0.071m through positive handling training)
6. 2016/17 generated £0.252m (including £0.093m through positive handling training)

Table 1: Behaviour Support Team Projection 2018/19		
Income		
Projected DSG Income Statutory Services	-£0.254m	

Income from schools	-£0.100m	
Income from RPI	-£0.075m	
Income from ad-hoc work	-£0.030m	
Total forecast Income		-£0.459m
Less Expenditure		
Projected Pay costs (gross)	£0.367m	
Projected Non-pay costs	£0.045m	
Total forecast expenditure		£0.412m
Variance		-£0.047m

5 FINANCE COLLEAGUE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

- 5.1 As per “The national funding formula for schools and high needs Policy document – September 2017” for the next two financial years (2018/19 and 2019/20) local authorities will continue to set their local funding formula to distribute their schools block funding, in consultation with schools and their School Forum. However, local authorities will be funded based on the new national funding formula. Included within this “soft approach” is the ability for local authorities to be able to still request approval from maintained primary and secondary school representatives on Schools Forum for de-delegated services.
- 5.2 Any decisions made to de-delegate in 2017 to 2018 related to that year only; new decisions will be required for any service to be de-delegated in 2018 to 2019 and 2019 to 2020 before the start of each financial year.
- 5.3 Based on the latest Department for Education indicator data and known academy conversions this proposal would result in maintained mainstream primary schools de-delegating £0.227m and maintained mainstream secondary schools £0.027m.
- 5.5 If only the primary phase approve de-delegation, the team is still viable.
- 5.6 If the proposal outlined in recommendations 1 and 2 are not approved, as outlined in paragraph 7.1, there would be significant workforce implications. If the team were to be made redundant the redundancy costs would be met from the Corporate Redundancy budget. However, based on the timeframe advised by HR the salaries of the team may still need to be paid for the month of April and May 2018 (worst case scenario), plus any pay protection costs for a year should the staff find alternative employment via the redeployment register. At present this value cannot be quantified. If approved, these costs would be funded from the Statutory School Reserve (SSR) and the value will be updated on the SSR quarterly monitoring report once it is known.

Recommendation 4 is being made to Schools Forum as the BST are funded from the Dedicated Schools Grant and there are no other sources of funding to cover these costs.

6 LEGAL AND PROCUREMENT COLLEAGUE COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

6.1 Legal Implications

6.1.1 The schools forum's powers here derive from the School and Early Years Finance (England) Regulations 2017 ("SEYFR"), made by the Secretary of State in exercise of powers under the School Standards and Framework Act 1998 and the Education Act 2002. The SEYFR came into force on 16 February 2017.

6.1.2 Chapter 2 of the SEYFR is entitled "Further Deductions and Variations to Limits Authorised by School Forums or the Secretary of State" and it contains regulation 12 of the SEYFR. Under regulation 12 of the SEYFR, on the application of a local authority the schools forum may authorise *the redetermination of schools' budget shares by removal of any of the expenditure referred to in Part 6 (Items That May Be Removed From Maintained Schools' Budget Shares – Primary and Secondary Schools) of Schedule 2 [of the SEYFR] from schools' budget shares where it is instead to be treated by the authority as if it were part of central expenditure, under regulation 11(5) (SEYFR, regulation 12(1)(d)).* Part 6 of Schedule 2 of the SEYFR contains paragraph 39, which states:-

Expenditure (other than expenditure referred to in Schedule 1 or any other paragraph of this Schedule) incurred on services relating to the education of children with behavioural difficulties, and on other activities for the purpose of avoiding the exclusion of pupils from schools.

6.1.3 Therefore, provided the proposals fall within the above legislation, Nottingham City Schools Forum has the power to approve the recommendations in this report. In addition, by virtue of regulation 8 of the Schools Forums (England) Regulations 2012 only the representatives of the maintained primary schools have a vote on this in respect of maintained primary schools and only the representatives of maintained secondary schools have a vote on this in respect of maintained secondary schools. Moreover, this power should be exercised lawfully. Provided the amounts sought through use of this power have been correctly and lawfully calculated, the exercise of this power will be lawful.

7 HR COLLEAGUE COMMENTS

7.1 As outlined in the body of the report, a decision not to continue funding arrangements is likely to lead to further reduction of the service. This would have significant workforce / financial implications relating to potential redundancy situations (that would need to be detailed separately in appropriate reports), including employment / contractual obligations, costs and risks to the authority and costs potentially funded by schools forum budget, and appropriate timelines for both teachers and LG employees. Potential exit payments, including redundancy and

pension strain costs, of any affected post holders would also need to be considered. Staff at risk of redundancy may have access to redeployment opportunities and therefore costs associated with pay protection may also be incurred.

If the decision is to not de-delegate funding, uncertainty around post funding is likely to jeopardise the sustainability of the service in terms of staffing during transition to any alternative model of funding that may be identified.

8 EQUALITY IMPACT ASSESSMENT

8.1 Has the equality impact of the proposals in this report been assessed?

No

An EIA is not required because:
(Please explain why an EIA is not necessary)

Yes

Attached as an appendix, and due regard will be given to any implications identified in it.

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 None

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 None

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Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: De-delegation of funding for the Behaviour Support Team

Name of Author: Kimberly Butler

Department: Access and Inclusion

Director: Nic Lee

Service Area: Behaviour Support Team

Strategic Budget EIA Y/N (please underline)

Author (assigned to Covalent): K Butler

Brief description of proposal / policy / service being assessed:

The purpose of this report is to provide an update on the Behaviour Support Team budget position and gain approvals required to progress the 2018-19 budget development

With no funding the team will cease to be viable in its current format

Information used to analyse the effects on equality:

The national perspective regarding pupils who are struggling at school and at risk of under achieving and/or being excluded is reflected in the local Nottingham City population. The groups at particular risk are white British boys, BME males plus children and young people with social, emotional and mental health difficulties.

The projected number of pupils who would be affected would be approximately 600 based on last year's case work figures

Page 57

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input type="checkbox"/>	x <input type="checkbox"/>	Provide details for impacts / benefits on people in different protected groups. Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note) CYP (children & young people) with SEN (special educational needs) where the SEN constitutes a disability * CYP with SEMH (social, emotional & mental health) where their difficulties are defined as a disability: 'a physical or	<ul style="list-style-type: none"> To reduce the negative impact of non-allocation funding, relocate current team members to alternative teams
Men	<input type="checkbox"/>	<input type="checkbox"/>		
Women	<input type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers.	<input type="checkbox"/>	x <input type="checkbox"/>		
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>		
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>		
Older	<input type="checkbox"/>	<input type="checkbox"/>		
Younger	<input type="checkbox"/>	x <input type="checkbox"/>		
Other (e.g. marriage/ civil	<input type="checkbox"/>	<input type="checkbox"/>		

partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).

Please underline the group(s) /issue more adversely affected or which benefits.

mental impairment that has a 'substantial' or 'long term' negative effect on your ability to do normal daily activities' Equality Act 2010

IMPACT:

The de-delegated funding supports the above CYP to equal access to mainstream schooling to mitigate against their disability being a barrier.

The impact will be:

- * A reduction in the services offered in school by the Behaviour Support Team teachers for these pupils
- * Risk of fixed term and permanent exclusions increasing
- * Increased health and safety risks
- * Risk of indirect discrimination against these pupils.

Outcome(s) of equality impact assessment:

•No major change needed •Adjust the policy/proposal •Adverse impact but continue X

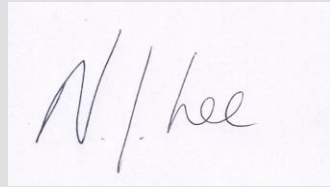
•Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Note when assessment will be reviewed (e.g. Review assessment in 6 months or annual review); Note any equality monitoring indicators to be used; consider existing monitoring/reporting that equalities information could form part of.

Approved by (manager signature):

The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.



Nicholas Lee

Nicholas.lee@nottinghamcity.gov.uk

15 87 64618

Date sent to equality team for publishing:

12.10.17

Send document or link to:
equalityanddiversityteam@nottinghamcity.gov.uk

Equality Impact Assessments must be attached to the DDM for publication.

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.



SCHOOLS FORUM - 9 NOVEMBER 2017

Title of paper:	CENTRAL EXPENDITURE BUDGET 2018/19 – Combined Services
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults Laura Pattman, Chief Finance Officer
Report author(s) and contact details:	Sian Hampton Chair of Schools Forum
Other colleagues who have provided input:	Sarah Molyneux Solicitor and Legal Service Manager 01158 764 335 sarah.molyneux@nottinghamcity.gov.uk Lynn Robinson HR Business Partner 01158 764 3605 lynn.robinson@nottinghamcity.gov.uk
Summary	
<p>This report sets out the recommendations of the Schools Forum Sub Group (SFSG) on specific items of central expenditure for inclusion in the 2018/19 budget setting process.</p> <p>This process is in accordance with the terms of reference of the SFSG which was presented to Schools Forum on 22 June 2017, as per Appendix A to ensure that Schools Forum can undertake the investigative work required to approve elements of the budget and that the Local Authority can achieve the Central Government deadlines.</p> <p>The supporting documentation is attached as Appendix B – E.</p>	
Recommendation(s):	
1	Approve the central expenditure associated with Combined Service - Family Support - Appendix B
2	Approve the central expenditure associated with Combined Service – Integrated Placements. Appendix C
3	Approve the central expenditure associated with Combined Service – Safeguarding Training Appendix D
4	Approve the central expenditure associated with Combined Service – Serving Vulnerable Children as set out in Appendix E
5	Approve the continued work undertaken by Service Managers to produce value for money statements each year outlining the educational impact of each service area.
6.	Require each Service Manager to work with their counterparts in each area to develop a cohesive and co-ordinated approach to improving Children’s Services

1 REASONS FOR RECOMMENDATIONS

- 1.1 On 11 September 2017 SFSG undertook a rigours review of Combined Services. The outcome of this review was for SF to approve this element of Central Expenditure for 2018/19 budget purposes.

APPENDIX A

- 1.2 The process and detail of these reviews is contained within the attached appendices demonstrating a financial overview of the service, how the funding is allocated to the service and areas of delivery.

2 BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 The purpose of this paper is to gain the appropriate central expenditure approvals in order to progress the budget process.

3 OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 No other options are available as the recommendations align to the financial regulations issued by the DfE in relation to the allocation of DSG.

4 OUTCOMES/DELIVERABLES

- 4.1 To obtain an agreed 2018/19 Schools Budget, enabling updated schools budgets to be issued to schools within the statutory deadline of the 28 February 2018.

5 FINANCE COMMENTS (INCLUDING IMPLICATIONS AND VALUE FOR MONEY/VAT)

- 5.1 Any items not approved will not deliver a full year saving in 2018/19 due to the need to then consult with stakeholders and enter into a consultation process.

6 LEGAL AND PROCUREMENT COMMENTS (INCLUDING RISK MANAGEMENT ISSUES, AND LEGAL, CRIME AND DISORDER ACT AND PROCUREMENT IMPLICATIONS)

- 6.1 The current law in force in this area is the School and Early Years Finance (England) Regulations 2015. However, these regulations apply for the financial year starting 1 April 2016 only and are updated annually. The 2016 draft regulations have not yet been produced but on the basis that the substance of the regulations will not change, in relation to the matters which are the subject of this report, from the 2015 Regulations, this report seeks to address the requirements of those Regulations. However, it will be necessary to review these proposals once 2016 regulations have been produced

7 HR ISSUES

- 7.1 TBC

8 EQUALITY IMPACT ASSESSMENT

- 8.1 Has the equality impact of the proposals in this report been assessed?

No

x

An EIA is not required because this report is not proposing a new or changing service.

Yes



APPENDIX A

9 LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

9.1 N/A

10 PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 DfE - Schools and Early Years Financial Regulations 2015.

10.2 DfE – Children’s & Families Act 2014

SCHOOLS FORUM - 22 JUNE 2017

Title of paper:	SCHOOLS FORUM SUB GROUP – TERMS OF REFERENCE & FUTURE WORK PROGRAMME
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults
Report author(s) and contact details:	Ceri Walters, Head of Commercial Finance 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Other colleagues who have provided input:	Sarah Molyneux Solicitor and Legal Service Manager 01158 764 335 sarah.molyneux@nottinghamcity.gov.uk Lynn Robinson HR Business Partner 01158 764 3605 lynne.robinson@nottinghamcity.gov.uk
Summary	
At the Schools Forum (SF) meeting on 23 February 2017 it was agreed that the Terms of Reference for a Schools Forum Sub Group (SFSG) would be established to formalise the requirements and membership of this group and a timetable of budget activity be presented for consideration by the Sub Group.	
This report sets out those requirements and membership.	
Recommendation(s):	
1	To approve the SFSG's Terms of Reference as set out in Appendix A .
2	To approve the membership of the SFSG for financial year 2017/18 detailed in paragraph 2.2.
3	To agree at least one further member of SF from the secondary sector for the SFSG.
4	To note the work programme in Appendix B for 2017/18 which has required 2 SFSG meetings in accordance with other activities to ensure a robust budget setting process.

1. REASONS FOR RECOMMENDATIONS

1.1 The recommendation will support the establishment and use of the SFSG on a more formal basis, undertaking the financial reviews required to support the development of school budgets. This group have no formal powers and are set up as a consultative group of the SF.

2. BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

2.1 During the last few years a number of financial issues have arisen which have required a more detailed discussion with SF e.g. the implementation of the National Funding Formula, and the use of the SFSG in these instances has enabled:

- a detailed analysis/discussion of these issues to be undertaken;
- the ability to undertake detailed consultation regarding budget issues;
- a more detailed understanding of the budget to be gained by SF members and

APPENDIX A

- recommendations to be presented back to SF that have been agreed with their representatives. This prevents SF from having to undertake lengthy detailed operational discussions ensuring that SF time is focused at more strategic educational issues.

2.2 Based on the discussions at SF the 2017/18 SF members assigned to the SFSG will be:

- Sian Hampton – Head - Secondary sector and Chair of SFSG
- Judith Kemplay – Head - Primary Sector
- James Strawbridge – Governor Primary sector
- Janet Molyneux – Business Manager – Primary sector

The group will also include Local Authority Finance Officers and, where appropriate, either other officers or Head Teachers.

3. **OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

3.1 Not establishing a SFSG would prevent the detailed discussions required on certain budget issues to be undertaken.

4. **OUTCOMES/DELIVERABLES**

4.1 To ensure that SF have the assurance that challenge and understanding of decisions being taken at SF has been achieved.

5. **FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY)**

5.1 The formal establishment of the SFSG will enable detailed budget discussions to be undertaken with members of SF. This reduced group size will facilitate more robust discussions ensuring the budgets set support value for money.

5.2 **Appendix B** sets out a number of areas requiring SFSG focus for the financial year 2017/18 in the context of other internal and external deadlines/activities and the required dates of those meetings.

5.3 These discussions will ensure budget construction is developed in accordance with the latest Schools and Early Years Financial Regulations.

6. **RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS AND CRIME AND DISORDER ACT IMPLICATIONS)**

6.1 There are no legal implications arising from the content of this report.

7. **HR ISSUES**

7.1 None

8. **EQUALITY IMPACT ASSESSMENT**

8.1 An EIA is not needed as the report does not contain new or changing policies or proposals or financial decisions

9. **LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION**

APPENDIX A

9.1 None

10. PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

10.1 Schools Forum – Central Expenditure Budget 2016/17 – 8 December 2016

10.2 Schools Forum – Central Expenditure Budget 2016/17 – 19 January 2017

10.3 DfE - Schools and Early Years Financial Regulations 2017.

Schools Forum Sub Group (SFSG) Terms of Reference

1 The role of the (SFSG) is:

- 1.1 To act as a consultative group on all financial matters relating to schools and any wider education issues referred to it by the Schools Forum (SF).

Financial matters include areas such as the school funding formula, benchmarking analysis, review of use of reserves and any other financial issues that may require consultation with the group on behalf of SF.

2 Appointment of SFSG:

- 2.1 The membership of SFSG will align to financial years and the budget cycle. The membership and Chair of the group will be agreed by SF and members can remain on the SFSG for consecutive terms.
- 2.1 The membership of the group will not exceed 6 and the representatives will need to cover Primary Maintained (if applicable), Primary Academy, Secondary Maintained (if applicable) and Secondary Academy.
- 2.2 Chair of Schools Forum will be Chair of the SFSG.

3 Meetings

- 3.1 Finance officers will arrange, attend and set the agendas in consultation with the Chair of SFSG. There will be meetings where the Finance Officers request the attendance of other Local Authority officers and Head Teachers which are deemed appropriate to facilitate discussions. This will be after consultation with the Chair of the SFSG.
- 3.2 The agenda and supporting papers will be issued at least 3 working days before the meeting. The purpose and outcomes required from the meeting will be made clear on the agenda to enable the meeting to be as efficient and effective as possible.
- 3.3 Members are required to accommodate the meetings to ensure a balanced discussion is undertaken. No substitutes will be required and meeting dates will be issued with at least 4 academic weeks notice however, there may be exceptional circumstances where this timeline is not achievable.
- 3.4 In a majority of cases the meetings will be no more than 2 hours.

Meeting Date		Requirement
22 June 2017	SF	<ul style="list-style-type: none"> • 2016/17 Outturn Report/Reserves update • Discussion on pupil growth principles for secondary schools. This is to obtain Schools Forums views on what they think secondary schools should be funded once the increase in pupils feeds through to secondary schools. A paper will then be brought to Schools Forum on 9 November 2017 amending the pupil growth criteria to include funding for secondary school expansions
W/C 10 th July 2017	Sub Group	<ul style="list-style-type: none"> • 1st Sub-group meeting laying out the proposed changes to the formula and ask for the sub-groups opinions on the proposals.
11 th September 2017	Sub Group	<ul style="list-style-type: none"> • Outcome of formula SG meeting. • ESG replacement funding – to include managers of services. • Central expenditure funding – to include managers of services.
15 September 2017	Gov	<ul style="list-style-type: none"> • Consultation document must be completed
18 September	Deadline	<ul style="list-style-type: none"> • Notify schools on Scene of the consultation and ask for responses by 13 October 2017
9 November 2017	SF	<ul style="list-style-type: none"> • De-delegation requests • ESG funding requests • Revision of the pupil growth criteria • Consult with Schools Forum on high needs places
7 December 2017	SF	<ul style="list-style-type: none"> • Proposed Formula changes 2018/19 report • Pupil Growth Contingency Fund request for 2018/19 • Central Expenditure requests
18 January 2018	SF	<ul style="list-style-type: none"> • Schools Budget Report 2018/19

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Schools Forum – Central Expenditure Contribution

Impact Statement

Schools Forum contribution underpins early help, preventative and targeted support and intervention for families in Nottingham City.

Overview of the Services: Early Help and Targeted Family Support

Total Budget:	Early Help - £6.266m Targeted - £4.538m TOTAL - £10.804m
CEG Contribution:	£0.981m
Other Contributions:	£1.049m Youth Justice Board £1.430m Public Health £0.404m Priority Families
Number of Children Supported:	Circa 20,550 per annum

Funding Allocation:

Area	Intervention	Reach
Case Management – Priority Families / Child Only	Case Management of Targeted Family Support (whole family or child only). This includes: <ul style="list-style-type: none"> - Engagement (gaining consent) - Assessment of needs - Development of a tailored plan - Regular safeguarding visits and direct work with families - Brokering support from other partners to meet identified needs - Escalation to Children’s Social Care (CSC) - Supporting sustainable de-escalation from CSC <p>In Targeted Family Support cases are open for 6 months on average. In Early Help cases are open for 3 months on average.</p>	Circa 2,500 TFST (per year) Circa 950 Early Help (per year)
Parenting Programme Delivery	Delivery of Triple P Parenting, Non-Violent Restraint, Teen ADHD Programme, Caring for Kids, Stronger Families (delivered in partnership with WAIS).	See below for course by course analysis
Family Network Meetings	See Case Study attached.	Brokered on a case-by-case basis.
Children’s Centres & Play and Youth Services	CCs deliver open access and targeted services for families with a child aged 0-5 years (also work with siblings). Outreach for particularly vulnerable parents (targeted groups are CiN, SEND, DV,	207,948 attendances – 17,105 individuals 14,511 children

APPENDIX B

	Teenage Parents and Workless Households). Play & Youth Services deliver open access and targeted play & youth sessions. Youth service delivers themed projects on key PSHE areas to build self-esteem and confidence. Examples are CSE, bullying, DV and positive relationships.	registered at CCs. 10,873 reached. 2530 of target group reached with 2214 sustained contact.
--	--	--

Intended Outcomes:

- Improved resilience in families by reducing financial vulnerability, reducing worklessness and increasing work readiness.
- Improved attendance at school and behaviour in the classroom leading to a reduction in exclusions
- Reduction in trilogy of risk factors – substance misuse, parental mental health and domestic violence.
- Improved parenting skill and competence
- Early intervention and prevention – reduction in the number of families requiring more specialist intervention or children being accommodated.
- Reductions in behavioural issues, youth offending and broader impact on communities.
- Improved personal, social and emotional wellbeing of children and young people.
- Improved school readiness and earlier identification of additional needs.

Impact

Priority Families

Below is a summary of some key outcomes data in relation to the impact of our intervention for families.

- Worked with nearly 1500 families in Phase 2 of the Priority Families Programme. Average length of intervention is 6 months and have to evidence that outcome is sustained for up to 3 terms (depending on the need identified).
- The majority of Nottingham's Priority Families are supported by Nottingham City Council's Early Help and Targeted Services.
- Claimed for significant and sustained progress for 642 families (over 2,000 individuals) since 2015.
 - ✓ 30.2% of families (194) had education needs identified at the start of intervention (persistent absence, repeated fixed term exclusion etc.). This totalled 336 education issues and we delivered positive outcomes against 69.6% of those issues identified.
 - ✓ Poor attendance was identified as an issue for 223 individuals in the families above and 186 (83.4%) of those individuals had sustained attendance at 90% or over for at least 3 terms by the end of the intervention.

APPENDIX B

- ✓ 58.1% of families (373) had worklessness identified as an issue. Worklessness was identified as an issue for 955 individuals within those families and we were successful in supporting 68% (649) individuals to make progress to work or to find work.
- ✓ Domestic violence was identified as an issue in 370 families and 1102 individuals in those families. We were successful in reducing the incidents of DV for 69.6% (768) of those individuals.
- ✓ Health issues (parental substance misuse, parental mental health etc.) were identified in 54.2% of families (348) with 762 individual needs identified. We delivered significant and sustained outcomes against 68.8% (524) of those needs identified.

Parenting Programmes

Early Help and Targeted Services run 3 types of parenting programmes.

- 1) Under 2s – Parents as Early Educators (Early Help)
- 2) 3-8 years – Me and My Child (Early Help)
- 3) 8 years + - Triple P, NVR and ADHD (Targeted Services)

Early Help Programme - Me and My Child

Between September 2016 and June 2017 47 parents have completed the 'Me and My Child' programme to date with a retention rate of 80% on attendance through the first 3 cohorts.

Cohort 1 September – December 2016

	Attendees at Start	Number completing course	Percentage completing the course (retention rate)	Average Progress star score at start (out of 60)	Average Progress star score at end (out of 60)	Percentage showing positive impact of course	Number of cases re-referred to CIS following course.
North Locality	5	5	100%	35.6	44	80% (one parent scored lower at the end than at the start)	1 now allocated in EH 1 now allocated in CAMHS
Central Locality	6	6	100%	49.6	58.8	100%	0
South Locality	10	6	60%	43.3	56.3	100%	0

APPENDIX B

Cohort 2 January – March 2017

	Attendees at Start	Number completing course	Percentage completing the course (retention rate)	Average Progress star score at start (out of 60)	Average Progress star score at end (out of 60)	Percentage showing positive impact of course	Number of cases re-referred to CIS following course.
North Locality	9	5	55.5%	47	55	100%	0
Central Locality	6	6	100%	44	53	100%	0
South Locality	8	4	50%	52.75	58	100%	0

Cohort 3 April – June 2017

	Attendees at Start	Number completing course	Percentage completing the course (retention rate)	Average Progress star score at start (out of 60)	Average Progress star score at end (out of 60)	Percentage showing positive impact of course	Number of cases re-referred to CIS following course.
North Locality	9	6	67%	32	53	100%	0
Central Locality	2	2	100%	60	60	100%	0
South Locality	8	7	87.5%	48	55	100%	0

Targeted Programme - Triple P, NVR and ADHD

Between November 2016 to July 2017 177 parents/carers of 376 children started the programmes (and have thus received some parenting strategies) whilst 134 parents of 284 children fully completed the programme. This is a retention rate of 70% across all the courses.

APPENDIX B

Appendix 1
Parenting Groups November 2016 - July 2017

	Course	Venue	Start Date	Parents starting group	Children	Parents completing	Children	Programme Completion (retention)	Average Pre-course SDQ	Average Post-course SDQ	Percentage showing positive impact
1	Triple P Teen (N)	Southglade	01/11/2016	9	23	4	8	44.4%	22	21	100%
2	Triple P Teen (C)	College Street	02/11/2016	6	14	4	13	66.7%	8.4	6.6	100%
3	Triple P Teen (S)	Trent Vineyard	04/11/2016	12	22	7	16	58.3%	20	17	100%
4	ADHD	Mary Potter	28/11/2016	7	17	6	15	85.7%	No data	No data	No data
5	NVR (N)	Bulwell CC	01/12/2016	7	14	2	4	28.6%	23.5	9.5	100%
6	Triple P Teen (S)	Windmill Academy	12/01/2017	9	19	6	12	66.7%	26.5	20.5	100%
7	Triple P Teen (C)	Mary Potter	17/01/2017	8	15	7	12	87.5%	20	14	100%
8	Triple P Teen (C)	Broxtowe CC	18/01/2017	4	13	2	6	50.0%	27.5	No data	-
9	Triple P Teen (N)	Bulwell	26/01/2017	7	18	4	11	57.1%	17	16	100%
10	ADHD	Bulwell	26/01/2017	11	21	7	19	63.6%	22	20	70%
11	Triple P Teen (S)	Clifton YP Centre	27/01/2017	4	10	4	10	100.0%	33	25	100%
12	ADHD	St Ann's	01/02/2017	5	12	5	12	100.0%	25	23	100%
13	Triple P Teen (N)	Sherwood	03/02/2017	5	15	2	4	40.0%	17	14	100%
14	NVR (N)	Sherwood CC	22/02/2017	8	18	4	11	50.0%	22	25 (one parent scored their child higher)	
15	Triple P Teen (N)	Bulwell	14/03/2017	5	10	5	10	100.0%	20	16	100%
16	Triple P Teen (S) (Spanish)	St Anns	01/04/2017	2	3	2	3	100.0%	No data		
17	Triple P Teen (C)	Mary Potter	18/04/2017	8	18	7	14	87.5%	21	16	100%

APPENDIX B

18	ADHD	St Ann's	19/04/2017	2	3	2	3	100.0%	16.5	10.5	100%
19	ADHD	Bulwell	20/04/2017	6	14	5	10	83.3%	25	22.4	100%
20	NVR (S)	St Ann's	27/04/2017	8	19	6	15	75.0%			
21	Triple P Teen (S)	Meadows	28/04/2017	6	8	5	6	83.3%			
22	NVR (C)	Mary Potter	17/05/2017	2	7	2	7	Course Ongoing			
23	Triple P Teen (N)	Southglade	06/06/2017	13	15	13	15				
24	NVR (C)	Broxtowe CC	12/06/2017	8	10	8	10				
25	ADHD	Mary Potter	15/06/2017	5	10	5	10				
26	Triple P Teen (S)	St Ann's	30/06/2017	8	23	8	23				
27	Triple P Teen (N)	Southglade	03/07/2017	2	5	2	5				
	Totals			177	376	134	284	70%			

High Need 20-40

Some Need 16-19

Low Need 0-15

APPENDIX B

FAMILY NETWORK MEETING CASE STUDY

This case involves 5 children the family network meeting focused on 2 of the children aged 15 and 9. All the children are subject to a CIN plan and have been open since 2015. The 15 year old is living outside of the family home following physical and emotional arguments between him and his mother which took place in front of the other children. The young person is living with his partner aged 17 and his mother. The subject child's mother was unhappy with this arrangement but the young person is refusing to return home. Mother refused to provide financial support to the carer at the arrangement as she felt that this would be condoning him living there.

For this young person the plan was to look at alternative options of where the young person could live in the event of him no longer being able to remain in the current private fostering arrangements and to build the relationship between the young person and his mother and between the mother and the private foster carer. The risk if the private fostering arrangement broke down was that there could have been a family breakdown with a risk of accommodation.

There was also a high level of concern about education; previously the young person's attendance was at 23%.

For the 9 year old the focus of the plan was to support mother to help the 9 year old manage his feelings so that he would be able to stay in school as he has already received 4 exclusions for his behaviour.

Outcome

The network were able to develop a plan for the 15 year old, they agreed who would be responsible for providing his GCSE books and school uniform.

Mother voluntarily agreed to set up a standing order of the young person's child benefit to the private foster carer.

The young person was able to talk about a very recent incident that had happened at school where school were considering a 10 day exclusion. The social worker was able to deal with the issue straight away at the meeting by raising the concerns with the safeguarding lead.

The network also came up with a plan for where the young person could live should he have to leave his carer's home. The plan also included ways in which the mother and young person could spend positive time together.

For the 9 year old the network developed a plan of reward systems should the child manage his feelings so that he could stay in school and provided mother with weekly respite.

APPENDIX B

Feedback

The young person attended and said that he had not wanted to attend because of his previous experience of being at meetings however that everyone had the chance to hear everyone's opinions.

They felt every family should be offered the opportunity to have a FNM before a professional meeting as it would help prepare families. That this meeting is different as other meetings you feel that you have to be in fighting mode you don't feel judged.

"It was different to other meetings because we had come up with the plan that we weren't being told what to do".

All agreed that it had gone far better than they thought it would. There was laughter and jokes during the meeting and at the end mother and the private foster carer hugged.

APPENDIX C

Schools Forum – Central Expenditure Contribution

Impact Statement

Schools Forum contribution underpins placement for children in care (CiC). Current numbers of CiC are 629.

Overview of the Services: CiC Placements

Total Budget:	£32.094m
CEG Contribution:	£1.327m (4.13% of total)
Other Contributions:	£0.675m UASC Grant £1.183 Health Contribution
Number of Children Supported:	629 (as at 29 th August 2017)

Funding Allocation:

Area	Intervention/Support	Reach
Placements (Internal and External)	<p>Internal Placements – Foster Care or Internal Residential Provision</p> <p>External Placements – External Residential or Independent Fostering Association.</p> <p>All carers are commissioned to support the educational outcomes for children in their care including but not limited to:</p> <ul style="list-style-type: none"> • Encouraging and enabling children and young people to achieve their academic potential and promote study and learning, in line with national guidance • Working in line with individual care plans, education health care plans, personal education plans, pathway plan and attend and contribute at all reviews • Supporting the education provision of the child, including all home to school transport, encouragement and clear expectations in relation to attendance • Supporting with homework assignments and extra-curricular activities • Providing school books and educational equipment where required, to supplement learning, for example through home tuition • Supporting and funding day school outings and visits and overnight trips • Attendance at Personal Education Plan (PEP) meetings 	629 (as at 29 th August 2017)

APPENDIX C

	<ul style="list-style-type: none"> • Attendance at parents evening, sports days, etc • Providing all school uniforms and clothing, including and specialist or replacement clothing requirements, e.g. unusual sizes or for children or young people with disabilities • Providing all individual educational resources and sports or hobby equipment, within reason, to support the child or young person develop their talents and life chances • Providing access to a computer in the home that is principally for education and homework. • Providing equipment for a disabled child or young person • Maintain all health checks and appointments (dental, opticians, statutory LAC health reviews), which may ultimately reduce the instances of absence due to sickness • Collect and return absconding child or young person to care placement • Take all reasonable steps to avoid the criminalisation of the child and young person • Provide appropriate specialist resources to meet the needs of specialist placements. This may include evidence based therapeutic input, DfE registered education or care for young people with complex medical needs. These resources are in addition to existing mainstream or specialist NHS and Placing Authority funded Services already available to young people, which are free at point of delivery. <p>In addition to some our most complex children (often in external residential provision) are unable to be educated in a mainstream school setting and therefore require on-site education provision or cannot be educated in mainstream school without significant additional support. This provision or support is also part of the commissioned package for these children and young people. A current example involves one member of staff from the residential home supporting the young person within the classroom for the full school day, every day. This is following a</p>	
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APPENDIX C

	<p>period of home tuition with the ultimate outcome being that the young person's support can gradually reduce until they can be schooled within mainstream education independently on a permanent basis. This arrangement has avoided the costs to the school of 1:1 TA support.</p>	
<p>Edge of Care Interventions</p>	<p>We currently fund two interventions to provide intensive 24/7 support for families who have children on the edge of care. These services are Multi Systemic Therapy (MST) and Multi Systemic Therapy Child Abuse and Neglect (MST-CAN). These services work with our complex edge of care cohort to provide holistic, therapeutic support to build resilience in families and address issues that are impacting negatively on children and young people. These services cost a total of £0.790m.</p> <p>See case study attached to see how they improve educational outcomes for children and young people.</p>	<p>Capacity to work 55 families per year (multiple children)</p>

Intended Outcomes:

- Provide a safe and stable home environment that is able to meet the child/young person's holistic needs so that they can play an active and positive part in their community (school, neighbourhood etc.)
- Keep children with their families wherever possible or if accommodated to provide placement stability and increase the number of children placed within 20 miles of Nottingham City to reduce pupil mobility.
- Provide a parenting experience that encourages positive behaviour, attendance at school and that builds on a child/young person's aspirations.
- Avoid persistent absenteeism, exclusions or poor behaviour that means that children are at risk of exclusion in a mainstream school setting.
- Ensure that children access health services (dentists, GPs etc.) to reduce the likelihood of absence from schools.
- Improve the social and emotional wellbeing of children in care to support their self-confidence and self-esteem.
- Contribute to the child/young person's attainment, achievement and progress at school/college.

Impact

Children in care are often negatively impacted by their experiences in their families before being accommodated. There is a wealth of national research that evidences that these historical experiences will impact on the outcomes for that child/young person for the rest of their lives. Whilst care provides a safe and stable environment and often mitigates the impact of these experiences (particularly where children have been in care from a young age or for a significant amount of time) the outcomes of this cohort are generally worse than their peers.

To summarise:

APPENDIX C

- The attendance rate has improved this year, from 89.7% in the 2015-16 academic year to 94.6% in the 2016-17 academic year.
- There were no permanent exclusions for CiC in 2016/17 and 159 incidents of fixed term exclusion.

See attached data re: educational attainment for CiC.

In relation to broader outcomes (also detailed below):

- The % of care leavers in education, training and employment is well above statistical neighbours.
- The % of CiC who offend has reduced year on year and is significantly lower than statistical neighbours.
- The majority of eligible CiC have had their development checks, health assessments, dental checks and immunisations.
- The average score for strengths and difficulties questionnaires (SDQs) is reducing over time, which suggests that the mental health and wellbeing of this cohort is improving.
- Placement stability has improved year on year and 84% of children are in placements within 20 miles of Nottingham City.

APPENDIX C

Nottingham Virtual School 2017 Attainment

KS1				
2017				
All LAC Pupils	Reading	Maths	Writing	Science
Pupils with valid results	24	24	23	20
Pupils working at the expected standard	12 (50%)	12 (50%)	12 (52%)	13 (65%)
Pupils working at greater depth within the expected standard	0 (0%)	1 (4%)	1 (4%)	0 (0%)
LAC 12M in care				
All LAC Pupils	Reading	Maths	Writing	Science
Pupils with valid results	13	13	13	11
Pupils working at the expected standard	6 (46%)	7 (54%)	7 (54%)	5 (73%)
Pupils working at greater depth within the expected standard	0 (0%)	1 (8%)	1 (8%)	0 (0%)

KS1				
2016				
All LAC Pupils	Reading	Maths	Writing	Science
Pupils with valid results	15	15	16	N/A
Pupils working at the expected standard	9 (50%)	6 (33%)	5 (31%)	N/A
LAC National	50%	46%	37%	56%
Pupils working at greater depth within the expected standard	N/A	N/A	N/A	N/A

KS2						
2017						
All LAC Pupils	Reading	Maths	Writing	RWM	SPAG	Science
Pupils with valid results	45	40	45	40	45	40
Pupils working at the expected standard	15 (40%)	19 (45%)	21 (47%)	10 (25%)	19 (42%)	21 (53%)
Pupils working at greater depth within the expected standard	0 (0%)	0 (0%)	2 (4%)	N/A	0 (0%)	0 (0%)
LAC 12M in care						
All LAC Pupils	Reading	Maths	Writing	RWM	SPAG	Science
Pupils with valid results	37	32	37	32	37	32
Pupils working at the expected standard	13 (35%)	14 (44%)	15 (49%)	5 (25%)	15 (41%)	17 (53%)
Pupils working at greater depth within the expected standard	0 (0%)	0 (0%)	2 (5%)	N/A	0 (0%)	0 (0%)

KS2						
2016						
All LAC Pupils	Reading	Maths	Writing	RWM	SPAG	Science
Pupils with valid results	23	23	23	23	22	23
Pupils working at the expected standard	13 (52%)	15 (65%)	14 (61%)	11 (45%)	11 (50%)	15 (65%)
LAC National	41%	41%	46%	25%	44%	N/A
Pupils working at greater depth within the expected standard	N/A	N/A	N/A	N/A	N/A	N/A

KS4		
2017		
All LAC	Number	%
Cohort	65	
No Qualifications	7	11%
Any Qualification	55	85%
5+ GCSEs A*-G	29	45%
5+ GCSEs A*-C	5	12%
5+ GCSEs A*-C Including E&M L4+	6	9%
E&M L4+	9	14%
12M in care		
All LAC	Number	%
Cohort	45	
No Qualifications	5	10%
Any Qualification	40	83%
5+ GCSEs A*-G	23	45%
5+ GCSEs A*-C	7	15%
5+ GCSEs A*-C Including E&M L4+	5	10%
E&M L4+	5	17%

KS4		
2016		
All LAC	Number	%
Cohort	65	
No Qualifications	12	18%
Any Qualification	37	54%
5+ GCSEs A*-G	25	37%
5+ GCSEs A*-C	4	6%
5+ GCSEs A*-C Including E&M	4	6%
E&M A*-C	7	10%
12M in care		
All LAC	Number	%
Cohort	44	
No Qualifications	4	9%
Any Qualification	33	75%
5+ GCSEs A*-G	15	41%
5+ GCSEs A*-C	3	7%
5+ GCSEs A*-C Including E&M	3	7%
E&M A*-C	5	11%
LAC National		
E&M A*-C		16%

Nottingham Virtual School 2017 Commentary

KS1 & KS2

Results for both years have been taken from internally gathered data, due to low numbers nationally published figures do not provide sufficient detail. National data for 2016 for the national cohort of looked after children who had been in care for 12 months or longer at the 31st of March of that year.

KS4

In 2017, 173 different qualifications were taken by Nottingham's looked after pupils and 266 GCSEs were achieved (grades G or higher). 7 pupils did not achieve a qualification - 1 pupil was sectioned, 1 pupil was in alternative provision, 1 pupil had a period without a school place during year 11, 1 pupil was in custody, 2 pupils were at special schools and 1 had a baby during year 11. We are still awaiting results for 3 pupils (2 at special schools and 1 at mainstream).

APPENDIX C

CiC Data Trends 2014-2017

Measure	2014	2015	2016	2017	Trend	Number	Cohort	Difference from last year	2016 National	2016 SNG
EET for 1 year olds	39%	50%	63%	67.3%		146	217	4.3%	49.3%	47.7%
EET for 1.7 year olds			80%	81.0%		4	4	1.0%	60.8%	59.0%
EET for 1.8 year olds						47	59			
EET for 1.9 year olds			66%	69.3%		61	88	3.6%	49.3%	47.7%
EET for 2.0 year olds			55%	67.6%		50	74	12.2%		
EET for 2.1 year olds			48%	63.6%		35	55	15.6%		
EET (All ages)			63%	70.4%		197	280	7.6%	N/A	N/A
Offending	8.1%	6.4%	5.5%	4.8%		15	311	-0.7%	5.0%	6.3%
Development checks	92.5%	100.0%	100.0%	100.0%		39	39	0.0%	83.2%	90.7%
Immunisation	95.5%	93.9%	92.1%	95.2%		419	440	3.1%	87.2%	91.9%
Health Assessments	76.2%	88.8%	75.0%	88.2%		388	440	13.2%	90.0%	86.0%
Dental checks	83.6%	88.5%	87.1%	86.8%		382	440	-0.3%	84.1%	83.4%
Substance Misuse	6.7%	7.0%	5.0%	4.5%		20	440	-0.5%	3.8%	4.8%
Number of CLA for 2 months at 1st March	403	375	404	440			440	36	321	572
SDQ % Complete	92%	88%	79%	73%		287	393	-6%	75%	66.8%
SDQ Average Score	15	16	16	14.6				-1	14	15
SDQ Normal	42%	42%	37.0%	43%		122	287	5%	49.0%	46.6%
SDQ Borderline	17%	10%	18.1%	17%		48	287	-1%	13.0%	12.8%
SDQ Concern	41%	48%	44.9%	41%		117	287	-4%	38.0%	40.4%
NI63 Long term Placement Stability	63%	64%	71%	75.0%		144	192	4%	68.0%	N/A
NI62 Placement Changes	14%	10%	12%	7.8%		48	616	-4%	10.0%	N/A
The % of CLA at 1st March placed more than 20 miles from where they used to live	73%	84%	79%	84%		520	616	5%	75%	83%

APPENDIX C

MST/MST-CAN Case Studies

Within the box is the school behaviour that we wanted to improve and the numbers represent how many weeks the desired behaviour was met.

Case 1 – LJ

L to attend school when expected and complete the full day as evidenced by school attendance and parents reports	3, 4, 5, 7, 8, 9, 10, 12, 14, 15, 16, 18, 19, 20, 21, 22
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Case 2 - JM

J to attend school daily and on time as evidenced by school attendance reports and mums reports	4, 5, (Hol6-7) 8, 9, 10, 11, 12, (hol 13), 14, 20 (hol 21-22) 23
J to not truant or abscond from school and attend the full day as evidenced by school reports	4, 5, (Hol6, 7), 8, 9, 11, 12, (hol13) 14, 17, 20(hol21-22) 23

Case 3 - MC

M not to steal, as evidenced by reports from school, reports from Tony and Caroline and reports from the community	1-19
M to attend all of his lessons in school, without walking out or any internal truancy, as evidenced by reports from school	4, -, 10, 11, 12, 16, 17, 18, 19
M to behave appropriately in all lessons at school, engaging with his work, as evidenced by reports from school	4, -, 10, 14, 15, 16, 17, 18, 19

Case 4 - FH (F has diagnosis of PDA and wasn't attending school at all when we started).

F to increase her daily school attendance as evidenced by school reports	5, 6, 7, (hol-8,9) 10, 11, 12, 13, (Hol-14), 15, 17, 18, 19, 20, 21, 22 (Hol 22-23) 24, 25
F to follow school rules and behave appropriately as evidenced by school reports	5, 6, 7, (hol-8,9) 10, 11, 12, 15, 17, 18, 19, 21, (Hol 22-23)

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Schools Forum – Central Expenditure Contribution

Impact Statement

Schools Forum contribution to ‘Safeguarding Training’ is the education element of partnership funding to the Nottingham City Safeguarding Children Board (NCSCB) and other partnership safeguarding interventions.

Background

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs. LSCBs should be independent and Working Together 2015 requires that they have an Independent Chair.

“All LSCB member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCB to be strong and effective. Members should share the financial responsibility for the LSCB in such a way that a disproportionate burden does not fall on a small number of partner agencies” - Chapter 3 (paragraph 19) of Working Together 2015

Overview of the Services: Nottingham City Safeguarding Children’s Board (NCSCB)

Total Budget 16/17:	£397,000
CEG Contribution 16/17:	£109,000
Other Contributions 16/17:	NCC - £114,000 Other partners - £136,000 Schools Forum Reserve - £13,000 Training Income - £25,000 (from all profit-making partners, including academies) £130,484 of NCSCB reserve used in 16/17 to cover actual spend of £405,484.

Funding Allocation:

Section 14 of the Children Act 2004 sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, in relation to the above objectives under section 14 of the Children Act 2004, are as follows:

APPENDIX D

Function	Local Delivery	Impact
<p>Developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority.</p>	<p>NCSCB has a full suite of inter-agency safeguarding procedures and practice guidance available for use across the partnership. These are reviewed regularly to ensure that guidance to professionals is up to date and reflects changes in national policy or legislation and also reflects emerging safeguarding issues or themes identified in our local learning. This ensures that agencies using the Procedures can be confident that their safeguarding practice is in line with national expectations and best practice. These procedures are published and are available at: http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children-board/inter-agency-procedures-and-practice-guidance/</p> <p>The NCSCB also works to develop and approves Nottingham City's threshold document – The Family Support Pathway – which provides the partnership with a clear framework in relation to the needs of children in the City and when to make a referral.</p> <p>A further example of the work of the NCSCB in this area was that the Safeguarding Board consulted with staff about how best to enable them to access safeguarding policies and procedures. Work is underway to change our approach to work in this area</p>	
<p>Communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so</p>	<p>NCSCB is proactive in raising awareness about safeguarding issues in the City. They triangulate the learning from serious cases, multi-agency audit activity and other sources of intelligence to develop materials that promote knowledge and understanding. These are published and are available at: http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children-board/learning-from-practice/</p> <p>The NCSCB have recently worked to develop the 'Rethinking Did Not Attend' video and promote other resources to partners which are made easily accessible via the NCSCB website.</p> <p>They promote free e-learning to partners on:</p> <ul style="list-style-type: none"> • Prevent • Female Genital Mutilation • Child Sexual Exploitation • Forced Marriage • Children's Attachment 	<p>11, 889 e-learning courses accessed in 2016/17.</p> <p>There have been 6 DSL Network events since Nov 2015 with 683 attendances by representatives from primary, secondary and schools in the City.</p>

APPENDIX D

	<ul style="list-style-type: none"> • Information Sharing <p>The NCSCB also support the Designated Safeguarding Leads (DSL) Network. The DSL Network was setup initially in partnership between NCSEP and the Local Authority as an outcome of strategic work undertaken by Sarah Fielding (NCC), Peter McConnochie (NCSEP) and Clive Chambers (NCC).</p> <p>The DSL Network was launched formally in November 2015 and provides a network structure for communication, development and improvement. To date this has been funded by the Education Directorate but facilitated by NCSCB colleagues but from 2018/19 this will be fully funded by the DSG contribution NCSCB.</p>	
<p>Monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve</p>	<p>The NCSCB facilitates a themed multi-agency audit programme. In 2016/17 themes were:</p> <ul style="list-style-type: none"> • Child Sexual Exploitation • Out of Hours referrals to Children’s Social Care Emergency Duty Team (EDT) • Quality of plans for cases where the concern was physical abuse. • Medical Neglect. <p>The Safeguarding in Education Officer (Gillian Quincey) conducts the education element of the multi-agency audit and supports the dissemination of learning from audits back into schools. A case file audit tool for schools has been developed by the Quality Assurance Group education representative (an ADSL – ADSL pilot is funded by the Education Directorate, NCC) that should achieve greater consistency in the auditing of education files and provide a useful reference point for schools.</p> <p>The Safeguarding in Education Officer also supports schools by conducting safeguarding audits to inform their self-evaluation and improvement planning. This can also include intensive support, advice and guidance for schools that require it. This role also plays a key part in the allegations management process and the response to critical incidents. See attached case study which reflects this work.</p>	<p>Six inter-agency themed audits will take place this year. To date three have been completed. In each of these there were three audits of school age children. The audit of these was either undertaken by the Safeguarding in Education Officer or an ADSL.</p> <p>The auditor is required to participate in the multi-agency analysis of the case, which is a minimum of a half day discussion per themed audit.</p>
<p>Participating in the planning of services for</p>	<p>The NCSCB coordinate surveys and other engagement activity across the partnership</p>	<p>297 survey respondents</p>

APPENDIX D

<p>children in the area of the authority.</p>	<p>which informs developments in local practice. For example, a survey undertaken in early 2017 highlighted that there was confusion across the partnership about the early help assessment/common assessment framework. Given this feedback the NCSCB have commissioned a review of the templates available and the training that partners can access which will provide greater clarity and support. These developments will be rolled out in 2018.</p>	<p>(94 from education settings)</p>
<p>Undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned</p>	<p>The NCSCB are responsible for the coordination of individual learning reviews and serious case reviews to ensure that partners learn from serious events and to inform developments in safeguarding practice in the City. The costs of Serious Case Reviews vary considerably but our most recent SCR cost over £45,000.</p> <p>During 2016/17 the NCSCB piloted a new 'cascade model' whereby each of the Board partners nominated people from their agency to attend two learning events. The premise of the cascade model was that nominees would participate in workshops to share learning and develop an understanding of the practice issues highlighted in the SCR and then disseminate the learning back in agency.</p> <p>Practitioners shared numerous examples and stories of how they had used the learning to change their practice. This included a particularly powerful example from a Designated Safeguarding Lead in a school about the impact of the learning leading directly to a young person disclosing abuse that she had never previously talked about.</p> <p>100% of participants rated the workshop model as either 'excellent' or 'good' which clearly demonstrates that attendees welcomed this model as a way to share learning and explore practice issues</p>	<p>3 SCRs conducted in 2016/17</p> <p>2 Learning Reviews</p> <p>Over 2000 colleagues accessed dissemination learning from SCRs.</p>

In addition to the above functions of the NCSCB this contribution also enables Nottingham City Council to continue to deliver a high standard of support to schools and other partners from the Local Authority Designated Officer (LADO). Whilst provision of the LADO is a

APPENDIX D

statutory duty of the local authority our current offer goes over and above the statutory requirements to offer additional benefits to partners, children and families.

Working Together to Safeguard Children 2015 sets out the following criteria for a concern to be discussed with the LADO

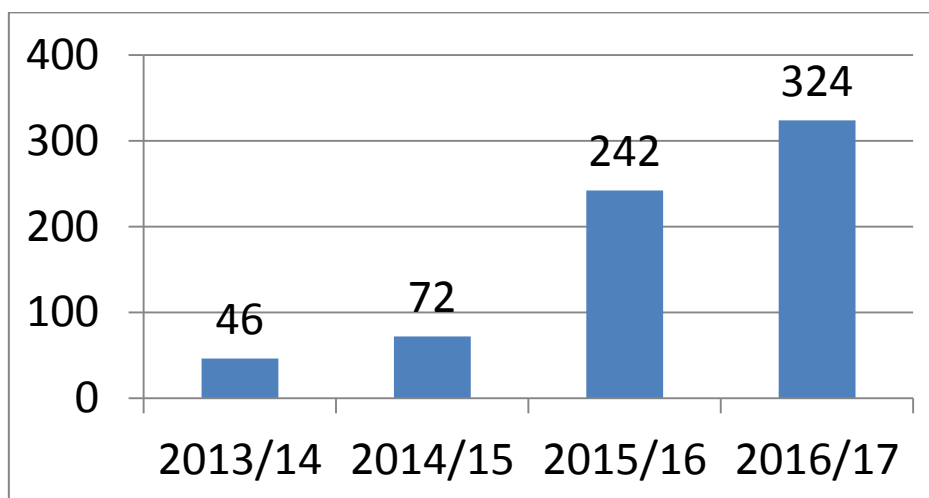
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In our inter-agency safeguarding procedures we have maintained the following criteria for a case to be discussed with the LADO

- Behaved in a way that indicates he / she is unsuitable to work with children

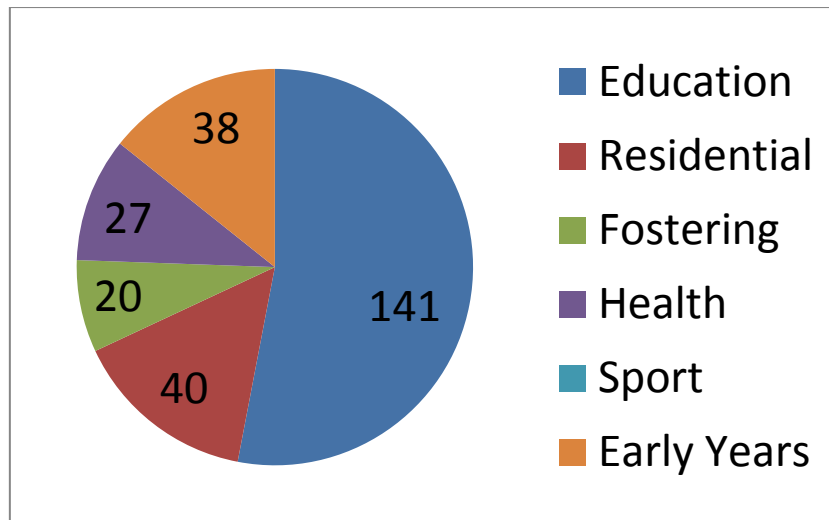
The difference may appear to be minor but it actually has significant implications in that it enables agencies to discuss wider range of concerns with the LADO. This would include for example concerns regarding conduct or professional boundary issues where the issue of harm is not immediately obvious. In our experience this type of concern is often more difficult to resolve.

We have seen a year on year increase in referrals to the LADO.

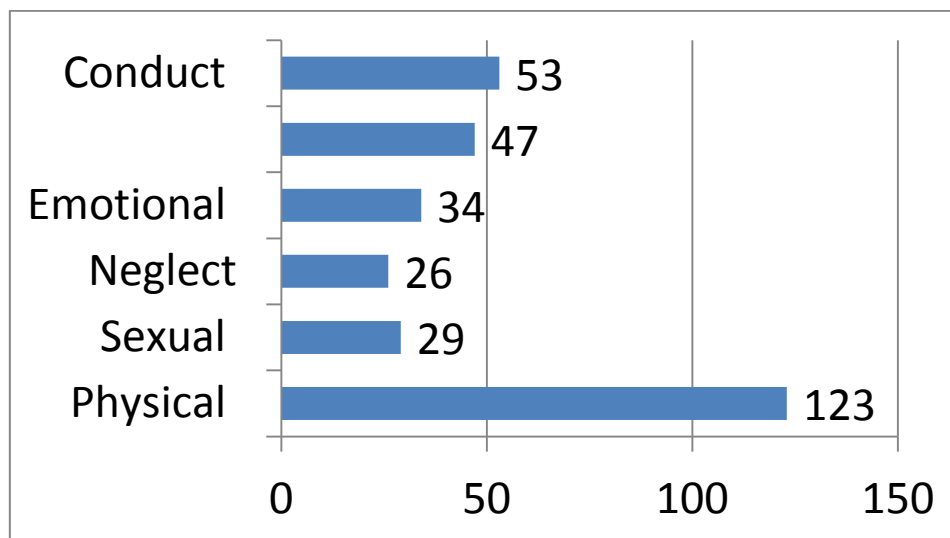


The majority of allegations to the LADO are from the education sector and that increased from 2015/16 to 2016/17.

APPENDIX D



The nature of concerns is outlined below.



These allegations resulted in 89 Strategy Meetings being convened and advice and guidance was offered on 219 occasions. Much of the advice and guidance was offered in relation to the criteria

Schools Forum funding to Nottingham City Virtual School

September 2017

1. Context

- 1.1. The Children and Families Act 2014 required all local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated. That person, the Virtual School Head (VSH) must be an officer employed by the authority or another local authority in England.
- 1.2. The Children and Social Work Act 2017 expands the remit of VSHs to include the promotion of educational achievement of adopted children in England and children subject to Special Guardianship Orders.
- 1.3. The purposes of the Virtual School for Children in Care consist of:
 - Supporting with closing the attainment and progress gap between looked after children and their peers, and creating a culture of high aspirations for them.
 - Ensuring looked after children have access to a suitable range of high quality education
 - Monitor, tracking and reporting on the attendance and educational progress of the authorities' children in care.
 - Ensuring there are arrangements in place to improve the educational experiences and outcomes of their authority's children in care.
 - Ensuring every child in their authorities care has a high quality and up to date Personal Education Plan (PEP)
 - Ensuring social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in promoting the education of children in care and initiating, developing, reviewing and updating the child's PEP.
 - Managing and allocating Pupil Premium Plus and ensure there are arrangements in place to ensure schools are using the allocated funding to benefit the educational needs of the child.

2. Nottingham City Virtual School

- 2.1. The Nottingham City Virtual School consists of:
 - Virtual School Head- Accountable for the management, activities and development of the Virtual School. This post is not funded by the Dedicated Schools Grant, it is funded from local authority funding.
 - Service Manager- provides leadership, management and development for all aspects of the Virtual School.

APPENDIX E

- 2x Achievement Consultants- provides advice, support and training to key stakeholders, specifically Designated teachers, social workers and teachers, in respect to the education of children care,. Has responsibility for 'complex' children in care cases; monitoring and supporting their educational experience and outcomes. Attends and contributes to PEP meetings, re-integration meetings and exclusion meeting to offer advice and support.
- 2x Education Support Officers- provides advice, support and training to key stakeholders, specifically carers and social workers, in respect to the education of children care. Has responsibility for 'less complex' children in care cases; monitoring and supporting their educational experience and outcomes. Attends and contributes to PEP meetings, re-integration meetings and exclusion meeting to offer advice and support.
- 2x administrators- carrying out all the administrative tasks associated with the Virtual School; administration of Pupil Premium Plus and EPG funding, data inputting and cleansing.
- 1x data lead- developing and maintaining the information management systems for the Virtual School to enable effective reporting and tracking of the authorities' children in care.

APPENDIX E

3. Funding Allocation:

APPENDIX E

Table 1: Projected income and expenditure of the Virtual School 2018/19				
	£m	£m	£m	Intervention/support
Income				
Projected DSG Income		-0.47		
Local Authority Contribution		-0.017		
Total estimated income			-0.487	
Less Expenditure				
Staff Costs				
Virtual School Manager	0.060			Recruited in December 2016. Role detail in paragraph 2
Achievement Consultant	0.060			Role detail in paragraph 2
Achievement Consultant	0.060			Post part-time, savings contributing to 3rd ESO role. Role detail in paragraph 2
Education Support Officer	0.040			Post being recruited to. Role detail in paragraph 2
Education Support Officer	0.040			Job evaluation to higher grade commencing April 17. Role detail in paragraph 2
Education Support Officer	0.040			Left post, position filled with secondment. Role detail in paragraph 2
Administrative support	0.023			Role detail in paragraph 2
Administrative support	0.023			Role detail in paragraph 2
Data Management	0.032			Commenced in post June 2016 currently working pte. Role detail in paragraph 2
Travel expenses	0.002			Travel cards, mileage and rail tickets
Staff CPD/Conferences	0.004			Training, travel
Total Staff Costs		0.374		
Support Costs				
Welfare Call and SIMS	0.043			
Letterbox Trust – Support for pupils	0.015			Letterbox and postage
Designated Teacher Network support and Conference Costs	0.015			Venue hire
Intervention Funding – e.g. 1-1 tuition, translation	0.040			One to one tuition for LAC
Total Support Costs		0.113		
Less Total Expenditure			0.487	
Projected surplus/deficit			0	

4. Nottingham City Virtual School Intended Outcomes:

Report Author: Jasmin Howell, Virtual School Service Manager.

Date: September 2017

APPENDIX E

- Support with closing the attainment and progress gap between looked after children and their peers.
- There is a culture of high aspirations for children in care as a top priority.
- Children in care have access to a suitable range of high quality education placement options and commissioning services for them takes account of the duty to promote their educational achievement.
- Robust procedures and arrangements are in place to monitor the attendance and educational progress and experience of Nottingham City children in care that can inform interventions and support as necessary.
- Social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP.
- All Nottingham City children in care have an up-to-date, effective and high quality PEP that focus on educational outcomes.
- Regular reporting to relevant stakeholders on the attainment and educational experience of children in care.
- Designated teachers, social workers, independent reviewing officers and carers have appropriate training to undertake their role and fulfil their duties in promoting and supporting the education of children in care.
- Effective arrangements are in place to manage, monitor and distribute Pupil Premium Plus Funding to schools, in accordance with the Conditions of Grant, to help improve the attainment of children in care and close the attainment gap between this group and their peers.

5. **Impact**

- 5.1. Children in care are often negatively impacted by their experiences in their families before being accommodated. There is a wealth of national research that evidences that these historical experiences will impact on the outcomes for that child/young person for the rest of their lives. Whilst care provides a safe and stable environment and often mitigates the impact of these experiences (particularly where children have been in care from a young age or for a significant amount of time) the outcomes of this cohort are generally worse than their peers.
- 5.2. Virtual School roll: There are currently 359 children in care of statutory school age on the roll of Nottingham City Virtual School.
- 5.3. School attendance: School attendance rate has improved for Nottingham City children in care. The total percentage school attendance in the 2015-16 academic year was 89.7%, in the 2016-17 academic year the total percentage attendance was 94.6%.
- 5.4. Exclusions: There have been no permanent exclusions of children in care during the 2016/17 academic year. There were 159 incidents of fixed term exclusion over the 2016/17 academic year. The breakdown of exclusion codes/reasons are noted in Table below. The most common causes of fixed term exclusion were 'physical assault against

Report Author: Jasmin Howell, Virtual School Service Manager.

Date: September 2017

APPENDIX E

an adult', 'verbal abuse/ threatening behaviour against an adult' and 'persistent disruptive behaviour'.

- 5.5. We are unable to do a comparison of exclusions between the 2015-16 academic year and the last academic year, 2016-17; although raw data was collected in 2015-16, a systematic arrangement and quality assurance approach to scrutinising the data was not in place at that time. To make a comparison in data that has been scrutinised and checked this year to data which wasn't in the previous academic year would therefore be inappropriate. Arrangements are now in place to make comparisons in exclusions each academic year going forward.

Exclusion Code	Number of Incidents 2016-17	%
Bullying	2	1%
Damage	1	1%
Drug and alcohol related	2	1%
Other	84	53%
Persistent disruptive behaviour	15	9%
Physical assault against a pupil	5	3%
Physical assault against an adult	22	14%
Racist Abuse	1	1%
Theft	3	2%
Verbal abuse/threatening behaviour against a pupil	4	3%
Verbal abuse/threatening behaviour against an adult	20	13%
Grand Total	159	

- 5.6. There were 403.5 days lost to fixed term exclusion in total across the 2016/17 academic year. There were 29 fixed term exclusions lasting 5 days or more, with the longest being a fixed term exclusion of 12 days- these account for 41% of all fixed term exclusions during the year.
- 5.7. There were significantly more fixed term exclusions for pupils at secondary phase (132 fixed term exclusions for secondary-phase pupils and 27 for primary-phase pupils).
- 5.8. Pupil Premium: The entire budget of Pupil Premium was allocated/spent in the last financial year; the table below details the number of applications received from schools:

Term	Number eligible schools	Number schools applying
Summer term 2016	210	167
Autumn term 2016	219	180
Spring term 2017	219	162

- 5.9. Attainment: The tables below detail attainment for children in care at Key Stage 1, 2 and in the 2016-17 academic and how this compared to the previous year:

:

Key Stage 1 attainment	Reading		Maths		Writing	
	15/16	16/17	15/16	16/17	15/16	16/17

Report Author: Jasmin Howell, Virtual School Service Manager.

Date: September 2017

APPENDIX E

Number of pupils	18	13	18	13	16	13
Number working at ARE	9	6	6	7	5	7
% working at ARE	50%	46%	33%	54%	31%	54%

5.10. At key Stage 1 for reading the number of children in care achieving age related expectations in 2016-17 has decreased by 4%, however, for the other two subjects attainment has significantly increased; maths by 21% and writing by 23%.

Key Stage 2 attainment	Reading		Maths		Writing		RWM		SPAG	
	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17
Number of pupils	23	37	23	32	23	37	23	32	22	37
Number working at ARE	13	13	15	14	14	18	11	8	11	15
% working at ARE	52%	35%	65%	44%	61%	49%	48%	25%	50%	41%

5.11. Generally, the number of children at Key Stage 2 in 2016-17 who have achieved age related expectations across all subject is similar to the previous year. The 2016-17 cohort is approx. 50% bigger than the previous year and therefore percentages can be misleading when making a direct comparison.

Keys Stage 4 attainment	Number		+/- change	Percentage		+/- change
	15/16	16/17		15/16	16/17	
Total number in cohort	44	48	+4			
No qualifications	4	5	+1	9%	10%	+1%
Any qualification	33	40	+7	75%	83%	+8%
5+ GCSE A*-G	18	23	+5	41%	48%	+7%
5+ GCSE A*-C	3	7	+4	7%	15%	+8%
5+ GCSE A*-C, incl E & M L4+	3	5	+2	7%	10%	+3%
E & M L4+	5	8	+4	11%	17%	+6%

Report Author: Jasmin Howell, Virtual School Service Manager.

Date: September 2017

APPENDIX E

- 5.12. For the Key Stage 4 cohort in 2016-17 we have seen an increase for each performance indicator of attainment on the previous year.
- 5.13. Until the DfE release full data on average Attainment 8 scores of all pupils nationally in the same key stage 2 prior attainment fine level band, we are unable to calculate Progress 8 scores as there are no groupings of similar pupils to calculate against. This data should be being released in October this year.

6. **Developments in Nottingham City Virtual School**

The Nottingham City Virtual School has recently reviewed and developed its arrangements in respect to the following following developments in arrangements

- Case allocation: Cases are now allocated to each staff member within the Virtual School team who have standard minimum expectations of the work required for each case.
- PEP review: The Virtual School are currently working on development of an electronic PEP
- Training: An Annual Programme of support has been developed for the 2017-18 academic year that details the training available for Designated Teachers, social workers, foster carers, residential carers, independent reviewing officers and school governors.
- Pupil Premium Plus: a review has taken place of the previous PPP arrangements, consequently the arrangements for both applying, distributing and monitoring Pupil Premium Plus has changed starting this academic year (2017-18). The new arrangements make it more efficient and easier for schools to apply for the funding and for the Virtual School to track, monitor and measure impact.
- Additional Funding Requests: new arrangements have been put in place to enable schools to apply for additional funding for interventions that support and improve the education outcomes of children in care, this is funding additional to the £1900 PP allocation.
- Information and case management systems: The Virtual School are currently in the process of developing their information and case management systems to enable effective monitoring and tracking of educational outcomes and the experience of individual children in care. Systems are being developed to enable the Virtual School to consider the trajectory of children in care in respect to their education and suggest/recommend/advice/implement targeted interventions to improve outcomes.

Report end.

SCHOOLS FORUM WORK PROGRAMME

Title of report	Report or presentation	Author – name, title, telephone number, email address
7 December 2017		
1. Proposed update of the Pupil Growth criteria	Report	Lucy Juby, Project Manager, School Organisation Team Tel: 0115 8765041 Email: lucy.juby@nottinghamcity.gov.uk
2. Proposed Formula Changes 2018/19 report	Report	Ceri Walters, Head of Commercial Finance Tel: 0115 8764128 Email: ceri.walters@nottinghamcity.gov.uk
3. Pupil Growth Contingency Fund request for 2018/19	Report	Lucy Juby, Project Manager, School Organisation Team Tel: 0115 8765041 Email: lucy.juby@nottinghamcity.gov.uk
Page 101 De-Delegation of Funding for the Behaviour Support Team	Report	Kimberly Butler, Behaviour Support Team leader Tel: 0115 8762433 Email: Kimberly.butler@nottinghamcity.gov.uk

Deadlines for submission of reports

Date of meeting	Draft reports (10.00 am)	Final reports (10.00 am)
7 December	16 November	27 November
16 January	14 December	8 January
13 February	25 January	5 February
24 April	21 March	9 April
26 June	31 May	11 June

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