

Total Membership 25
The Forum is quorate if at least 40% (10) of the members are present



London Borough of Waltham Forest SCHOOLS FORUM

Day/Date/Time	Venue
Wednesday 12 th October 2016 Tea/Coffee and Light Refreshments: 5:00pm Main Meeting: 5:30pm	Committee Room 3 1 st Floor, Waltham Forest Town Hall Forest Road Walthamstow E17 4JF
Contact:	Telephone / Email:
Debbie Callender-O'Neill, Clerk to Schools Forum	020 8496 3669 debbie.callender-oneill@walthamforest.gov.uk
Maintained Primary Headteacher Representatives (4)	
Jane Harris	Edinburgh Primary
Kate Jennings	Mission Grove
Lindsey Lampard	Chingford CofE Primary
Vacancy	
Primary Academies and Primary Free Schools Representatives (4)	
Maureen Okoye (Vice-Chair) - <i>Nominee</i>	Davies Lane Primary Academy & Selwyn Primary
Matt Hanks	Roger Ascham Primary Academy
Lynne Harrowell	Larkwood Primary Academy
Anne Powell	Riverley Primary
Maintained Primary Governor Representatives (3)	
Greta Akpeneye	Thorpe Hall Primary
Cllr Aktar Beg	Edinburgh Primary
Thomas Goodall	Edinburgh Primary
Nursery School Representative (1)	
Sandra Campbell	Church Hill Nursery School and Children's Centre & Low Hall Nursery School and Children's Centre
Maintained Secondary Headteacher Representatives (3)	
Grainne Smyth	Leytonstone School
Lynnette Parvez	Kelmscott School
Shona Ramsay (Chair)	The Lammas School
Secondary Academies and Secondary Free Schools Representatives (3)	
Mark Morrall	Rushcroft / Chingford Foundation
Gareth Cross	Connaught School for Girls
Rob Pittard - <i>Nominee</i>	Norlington School for Boys
Maintained Secondary Governor Representative (1)	
Ian Moyes	Heathcote School
Special School and Special Academies Representative (1)	
Gary Pocock	Hornbeam Academy
PRU(1)	
Julian Lee	Hawkswood Group
Non School Members (4)	
Early Years Providers	Sarah Kendrick (Redwood Pre-School)
16-19 Providers	Penny Wycherley (Waltham Forest College)
Trade Unions	Steve White (NUT)
Diocesan	Moira Bishop (Brentwood Diocese)

Total Membership 25
The Forum is quorate if at least 40% (10) of the members are present

AGENDA

Agenda Item	Report Name	Report Authors
1	Welcome all and Apologies	Chair
2	Declaration of Interest	All
3	Minutes of the Meeting held on 14 th September 2016	Chair
3.1	Matters Arising	Chair / Duncan James-Pike
4	Schools Forum Academy Representative and Maintained Schools Representation Vacancies	Duncan James-Pike
5	The Future of Systems Leadership: Waltham Forest Learning Partnership and the impact of changes to Education Services funding.	Rosalind Turner Duncan James-Pike
6	Updates to the Schools Forum Forward Plan – <i>to be tabled</i>	Raina Turner
7	Any Other Business	All
8	Date of Next Meeting: 9 November 2016 5:30pm (Light refreshments from 5:00pm) Council Chambers, Waltham Forest Town Hall	All

MINUTES OF SCHOOLS FORUM MEETING
Wednesday 14 September 2016
Committee Rooms 2 and 2a, Waltham Forest Town Hall
5:30 – 6:30pm

ATTENDEES	CONSTITUENT
Shona Ramsay	Chair of Schools Forum and Secondary Headteacher Representative
Debbie Callender-O'Neill	Clerk to Schools Forum debbie.callender-oneill@walthamforest.gov.uk 020 8496 3669
Maintained Primary Headteacher Representatives (4)	
Jane Harris	Edinburgh Primary
Kate Jennings	Mission Grove School
Lindsey Lampard	Chingford CofE Primary
Maureen Okoye (Vice-Chair)	Davies Lane Primary School and Davies Lane Primary Academy
Nursery School Representative (1)	
Sandra Campbell	Church Hill Nursery School and Children's Centre & Low Hall Nursery School and Children's Centre
Maintained Primary Governor Representatives (3)	
Greta Akpeneye	Thorpe Hall Primary – not present
Cllr Akhtar Beg	Edinburgh Primary
Thomas Goodall	Edinburgh Primary
Maintained Secondary Headteacher Representatives (3)	
Lynnette Parvez	Kelmescott School
Special School and Special Academies Representative (1)	
Gary Pocock	See apologies as below
Primary Academies and Primary Free School Representatives (3)	
Lynne Harrowell	Larkwood Primary Academy – not present
Anne Powell	Riverley Primary Academy – not present
Secondary Academies and Secondary Free School Representatives (2)	
Mark Morrall	Rushcroft / Chingford Foundation

Gareth Cross	Connaught School for Girls
PRU (1)	
Julian Lee	Hawkswood Group
Non-School Representatives (4)	
Sarah Kendrick	Redwood Pre-School – Early Years Provider
Steve White	Trade Unions (NUT)
Penny Wycherley	Waltham Forest College representing the 16-19 Providers Sector
Moira Bishop	Diocesan
LBWF Officers	
Rosalind Turner	Interim Director of School Standards
Andrew Beckett	Assistant Director - Inclusion
Duncan James-Pike	Strategic Finance Advisor – Children and Young People Services
Raina Turner	Head of Finance Families Group (Schools and Education Services)
Eve McLoughlin	Head of Education Support
Sanjaya Gunatilake	DSG Accountant
Shehwar Sultan	Principal Accountant – Schools and High Needs
Observers	
Graham Jackson	School Business Manager - Willowfield Humanities College
Grainne Smyth	Headteacher - Leytonstone School
Linda Adair	Headteacher - Henry Maynard School
Rishi Peetamsingh	Former Group Accountant – Schools - LBWF
John Darnbrook	Programme Manager – Transformation Team – LBWF
Lindsay Jackson	Education Business Consultant
Sumera Beg	School Business Manager - Chingford CofE Primary School (Infants site)
Annette House	Head of Business – Edinburgh Primary School
Shermaine Lewis	Frederick Bremer School

Minutes

1. Welcome all and Apologies

The Chair welcomed all to the first meeting of this academic year and hoped everyone had an enjoyable summer break. Chair was also pleased to see a large number of attendees at the meeting.

Chair also explained paper copies of the reports are available from the Clerk.

Before a round of introductions were made, Chair stated there were some changes put upon Schools Forum during the summer break due to changes of circumstances in some schools.

There is an item on the agenda, *Schools Forum Membership* that will clarify what the changes are that overtime would need to be made but thought if an interim arrangement could be made at this evening's meeting so there are no gaps in vacancies.

The changes were that two primary schools and one secondary school were changed during the summer break and opened as academies in September. Therefore both Maureen Okoye (Selwyn Primary and Davies Lane Primary) and John Hernandez (Norlington School for Boys), who was not present, were maintained school representatives but cannot continue as maintained school representatives so therefore there are vacancies for maintained schools: one for Primary and one for Secondary.

On an interim arrangement for this evening, Chair stated that Linda Adair (Henry Maynard Primary) stepped into the maintained Primary vacancy and Grainne Smyth (Leytonstone School) stepped into the maintained Secondary vacancy. The balance of membership needs to be changed. The proposal is to have an additional member for each of the Primary academy and Secondary academy and therefore the two positions are on an interim arrangement. Maureen Okoye is offering to continue as an academy representative for the Primary and John Hernandez is not able to continue as a Secondary representative but has nominated Rob Pittard, School Business Manager as the Secondary academy representative (not present). Chair stated further details will be presented in agenda item 4.

Chair asked for a round of introductions to be made and this was completed.

Clerk received the following apologies:

- Linzi Roberts-Egan – Deputy Chief Executive for Families and Homes Directorate
- Gary Pocock – Hornbeam Academy – **Special School Representative**

2. Declaration of interest

There were none

3. Minutes of the last meeting held on 8 June 2016 and Matters Arising

The minutes of the last meeting were reviewed for accuracy.

Chair stated the meeting was a small meeting and stated the meeting was not quorate, but those Schools Forum members agreed to note the recommendations in the reports. No decisions were made.

Clerk was asked to make the following amendments:

Page 3:

Jane Winterbone's job title should read: "School Effectiveness Consultant"

Page 5:

Item 5: Report on Initial discussion/findings, re: Learning Trust – verbal report

Jane Winterbone's job title should read: "School Effectiveness Consultant but her work has now finished.

Rosalind Turner agreed to rephrase the summary of the report. The report will be brought to the next Forum meeting.

With the amendments noted, the minutes were signed off by the Chair as a true record of the meeting.

3.1 Matters Arising

There were no matters arising.

4. Schools Forum Membership – For Discussion and Decision

Duncan James-Pike outlined the report. The report reviews the current membership and recommends changes to the balance of Schools Forum members to ensure that it better reflects the pupil proportions in each category of school.

Every year Schools Forum has to review the membership and assess the make-up between the maintained schools and academies. Following the recent conversions there were some discrepancies in the current membership. The easiest way forward was to appoint two new academy representatives, which then created two vacancies in the maintained Primary and Secondary sectors. It was noted the academy representation is not constrained to the primary or secondary phase, but rather are representatives of the academy sector. In Waltham Forest the practice has been to have primary academy representatives and secondary academy representatives.

The interim arrangements that took place earlier in the evening were appreciated.

Maintained Headteachers were asked to let the Clerk know before the October meeting who will be their new elected member for each of the sectors. If any group is unable to fill a post on or by the October meeting, in line with the government's guidance, the Local Authority will seek to appoint a member for the group ahead of the November meeting.

No further comments or questions were raised.

DECISION:

Schools Forum agreed:

That Schools Forum will consist of 25 members: 21 schools members and 4 non-schools members.

The breakdown of the 21 schools members to be:

- 7 academy and free schools (increase of two additional members)

The other school members to remain the same:

- 7 maintained primary schools

- 4 maintained secondary schools
- 1 nursery school
- 1 special school / academy
- 1 pupil referral unit

The breakdown of the four non-school members should remain as before:

- 1 Early years providers
- 1 16-19 Providers
- 1 Trade Unions
- 1 Diocesan

All appointments should made on or before October 2016 Schools Forum

5. Dedicated Schools Grant Outturn 2015-16 and Revised DSG for 2016-17 – For Information

Sanjaya Gunatilake outlined the report.

The report updates Schools Forum on the 2015-16 final outturn for the Dedicated Schools Grant (DSG) and gives an update on the DSG notified by the DfE in July 2016 for the financial year 2016-17.

In 2015-16 the Local Authority had a balanced budget of **£178.991 million**. There was an in-spend under spend of **£1.010 million**, which is 0.56% of the total allocation.

The total reserves carried forward into 2016-17 were **£11.989 million** which all but **£16,000** are fully committed from previous Schools Forum decisions.

The original Waltham Forest DSG allocation of **£247.596 million** has been revised downwards by **£130,000** to **£247.46 million**.

The revised DSG allocation for the Local Authority received after recoupment adjustments is **£174.23 million**

Chair asked if anyone had any comments or questions.

Comment: In terms of the in year under spend it should be 0.6%

Chair clarified the term 'recoupment'. From a maintained school perspective when there are discussions in terms of the full amount coming into the Local Authority recoupment is the amount that has passported to Local Authorities straight out to academies.

There were no further comments or questions.

DECISION **Schools Forum noted**

2015-16 Outturn

The under spend of **£1.010 million** on the LA's DSG **£178.991 million** for 2015-16.

The cumulative carry forward into 2016-17 is **£11.989 million**, all but **£16,000** of which is fully committed from previous Schools Forum decisions.

- The revenue reserves for maintained schools as at 31 March 2016 totalled **£10.463 million**. The capital reserves for maintained schools totalled **£0.629 million**

2016-17 DSG

The original Waltham Forest DSG allocation of **£247.596 million** has been revised downwards by **£130,000** to **£247.46 million**.

The revised DSG allocation for the LA, received after recoupment adjustments, is **£174.23 million**.

6. Schools Block Local Funding Formula 2017-18 – For discussion and decision

The report seeks recommendations from Schools Forum to the Local Authority in constructing school budget shares for 2017-18.

Duncan James-Pike presented the report to Schools Forum.

The Local Authority is not proposing to any changes to the Schools Block Local Funding Formula for 2017-18. Last year Schools Forum adopted the following principles to be applied to funding decisions:

- Transparency
- Fairness
- Stability
- Support for Vulnerable Students

Schools Forum met those criteria but one of the principles got ‘shaken’ due to the changes of Deprivation. When the Local Authority previously visited this they maintained a portion of schools’ budgets on Deprivation. Part of the Deprivation factors would be left alone and any other changes would be put through. The recommendations are outlined in 2.2.1 through to 2.2.7, which were similarly agreed in the September 2015 Schools Forum.

The DfE had recognised their ‘own goal’ of the IDACI index and that it being so late therefore they have tweaked the bands which are quite small variations so that they took the top two bands and put them all together and with the third band they split. The DfE sent a proforma tool to the Local Authority, which is a pre-populated toolkit therefore this year the Local Authority would have time to model the *Fairness* principle so they can correct some of the errors that occurred.

Question: In paragraph 4.1, in terms of the four Principles whether they were weighted in any way?

Response: No they are not. The Local Authority had to check the formula was meeting the criteria

Question: In paragraph 4.6 where it outlines Waltham Forest’s primary: secondary ratio for last year and under ‘Background’ the Local Authority will not be looking at it again this year, what is the rationale behind that?

Response: This has been looked again this year. Waltham Forest being an outlier, the DfE has a published ratio of **1.1.38** where the average for London and statistical neighbourhoods is **1:1.31**. However in Waltham Forest there was a block on rates and PFI in particular and in addition split sites. All those factors are not meant to financially advantage schools. Both in

the amount that is spent in pounds were very high and also the portion of the budgets as schools get funded different amounts. Rates and PFI are in and out so there is no financial benefit. Split sites are supposed to compensate for additional costs. When this is split out the calculation only looked at pupil-led funding.

Chair proposed the recommendations are taken altogether as one vote, i.e. 3.1-3.2

Schools members, academies members and PVI representatives voted on Recommendations 2.2.1 to 2.2.7.

Votes:

For: 16

Against: 0

Abstention: 0

DECISION

Schools Forum made the following recommendations to the local authority when it sets the Schools Block budgets for 2017-18. That:

2.2.1 The factors used in the local funding formula are not changed.

2.2.2 The proportion of funding allocated to deprivation should remain the same in each phase (primary 7.8%, secondary 13.5%).

2.2.3 The rates applied to deprivation factors should be changed when necessary to maintain the proportion of funding allocated to deprivation.

2.2.4 The rates applied to the factors other than deprivation factors are not changed.

2.2.5 The primary to secondary ratio is not changed.

2.2.6 The cap and 100% scale method to fund MFG is not changed.

2.2.7 AWPU is adjusted to balance resources.

7 Dedicated Schools Grant 2017-18 – For information

The report outlines the latest position on the Dedicated Schools Grant funding blocks for 2017-18.

The National Funding Formula (NFF) for the Schools Block and High Needs Block has been delayed until 2018-19. The Local Authority is still expecting 2018-19 to be a 'soft year' where the NFF will run and in 2019-20 there will be a 'hard year' where all schools and academies will fund directly into the EFA.

In 2017-18 there will be no ring-fencing across the blocks and base lining protection to align blocks with actual spend.

Going forward into 2017-18 is to top slice the NFF formula for Growth, PFI, Split Sites and Rates because there is no incentive on the national formula to distribute.

In paragraph, 4.4 the proposed Central Block has been withdrawn for 2017-18. The issues the Local Authority is concerned about is the Education Services Grant (ESG). At the moment Waltham Forest's ESG allocation was **£2.7 million**. This comprises of two elements: Retained duties (£15 per pupil: 3-19 year olds) paid to the Local Authority providing a range of statutory duties including school improvement, strategic planning and finance and this comes in at £600,000. The larger part is £77 per pupil and these are for the general duties for maintained schools and academies receive an equivalent amount for their duties.

The government are taking out the retained duties of £622,000 and will be going into the Schools Block with an expectation the Local Authority will claw that straight back. There will be a further consultation on what those retained duties are.

The general duties will have transitional arrangements for April to August next year and this will depend on what the retained duties are and what extent the previous arrangements as a result from the announcement on the Spending Review.

The expectation when it comes to the arrangements with maintained schools is to ask them to de-delegate on those general duties, such as HR duties and health & safety. Similarly for academy trusts to top slice their individual academy budget and there will be discussions with the Local Authority regarding clawing the money back.

The baseline for the 2017-18 Schools Block is **£196.77 million** based on per pupil funding of **£5,271.69**. This is just over £42.00 higher than the per-pupil which is going into retained duties, but includes transfers in relation to the proposed central block (£25.37 per pupil).

The only top-slice is school admissions and administration to Schools Forum and copyright licences.

The NFF will be allocated using the following factors:

Basic entitlement of per pupil funding for Key stages 3 and 4 and Pupil-led deprivation factors: IDACI and FSM.

The High Needs Block uses the same money for 2017-18 for additional duties for post-16 but it is unclear what the arrangements will be for 2018-19.

The Early Years Block the baseline for the 2017-18 for 3 and 4 years old is HNB **£13.65 million**, with adjusted costs and additional needs factors and transitional protection for maintained nursery schools are added, this rises to **£15.4 million**.

The report forms part of the first stage of the Stage Two consultation on the Local Funding Formula (LFF) for the HNB and Schools Block.

Comments / Questions

Question: Under paragraph 4.20 regarding the NFF for High Needs will be based on a basket of proxy indicators, presuming this is being referred to 2018-19?

Response: Yes. A National Funding Formula conference has been scheduled to take place sometime in October.

Question: In terms of the proxy indicators, did these come out of the consultation? Do we have further information and what the government plans are for these?

Response: This is not known at this stage

Question: In terms of the general duties and retained duties and what we are waiting for were you saying there will be consultation on those as well as the Stage 2 of the NFF consultation.

Response: Yes we think there will be two separate consultations on the fundings.

Question: Do you know on the timescale for these?

Response: Sometime in the autumn – between summer and winter!

Comment: although there is a sense of uncertainty in pooled funding, subject to the funding formula, the LA support for schools is imminent which was timed in the view that all schools would become academies and not all of the money will go immediately but some will start going in April. Also some of the services that we are providing from Early Help are using the money to top slice would also be used from April. We recommend a topic at the next Schools Forum on de-delegation and the need to move to a new partnership and relationship. Finance colleagues will be completing some work to bring back to Schools Forum headlines of the potential risks. We can start to understand the impact and start to move forward in a new partnership.

Comment: in the appendix A, the statement from Justine Greening MP regarding school funding and not sure what it means, but states there is a promise the funding will not go down by 1.5% and whether that holds true.

Response: Yes, that is the Minimum Funding Guarantee (MFG). It's a degree of protection each school has had for some time.

Question: Will there be a report from Jane Winterbone.

Response: A meeting took place of the Strategic Education Partnership (SEP) in which Schools Forum handles the money on behalf of the SEP. The report was presented at the SEP on 13 September and it was agreed to report back at the next Schools Forum meeting in October.

Question: Is it possible for the primary and secondary representatives of that Board to take to their groups as well?

Response: Yes that was the recommendation from the meeting. Yes it that was agreed yesterday.

Comment: the relationship between the SEP and Schools Forum is evidently getting closer together, at a time when the service of Schools Forum is at risk to cease. The SEP is now starting to think about the important role of Schools Forum.

Question: On page 2, under paragraphs 4.5 and 4.6 for clarity in retained duties one of the factors is school improvement and in general duties one of the factors is school improvement

Response: School improvement in retained duties is around being a 'champion' of children and their families in the borough so we have no statutory leavers. In general duties this is the whole list that is expected for the population.

DECISION

Schools Forum noted:

Schools Forum noted the contents of the report, with particular reference to central expenditure and the Education Services Grant.

8 Early Years National Funding Formula and Changes to the way the way three & four year old entitlements to childcare are funded – For Information and Decision

The report outlines that on 11 August the government launched the consultation on an Early Years National Funding Formula (EYNFF) which funds the provision for free early education and childcare to eligible 2, 3 & 4 year olds.

The consultation closes on 22nd September. There are 44 questions in the consultation which focused mainly why the changes are required and the way the local funding is distributed into the Local Authority, how much is given to the Local Authority child care providers.

The main reason the DfE has started the consultation is the change in 30 hours free early education provision for some families from September 2017b and to try to encourage providers to deliver those 30 hours by improving the funding levels.

More emphasis was made on paragraphs 4.6, 4.7, 4.8 and 4.9.

More emphasis was made on **Meeting Children's Additional Needs**

There are challenges that are presented in paragraph 4.17. The Local Authority already has a high pass rate for funding. We already have one base rate for maintained schools and PVI sector providers. We do have a separate rate for maintained nursery schools and higher rate for Snowberry nursery. We already have a small number of supplements, which are deprivation, quality and premises. We already have an SEN Inclusion fund.

There are issues for setting the EYNFF for 2017-18 which is highlighted in paragraph 4.18.

The proposed hourly rate for funding two year old places is £5.66 which is still below the current rate paid by the Local Authority of £6 per hour.

The Early Years [newsletter](#) is on the Hub which highlights the consultation. An Early Years Task and Finish group will be established in November.

Question: If you are taking money from the three blocks, but in all my settings whether you have two and three year olds, if a headteacher has no two year olds why would money from their setting provide to those who do?

Response: This is something that needs to be looked at as part of the EYNFF that is set.

It was noted under paragraph 4.18 number 3 the word 'nursery' is missing from the second line of the sentence, therefore it should read: **Maintained schools are currently paid at a base rate which is £2.32 per hour higher than maintained nursery schools and PVIs.**

DECISION

Schools Forum noted:

- That this report highlights key proposals in the DfE's EYNFF and
- How this may affect Waltham Forest Local Authority and its stakeholders of Early Years funding in relation to the changes proposed.
- It is not possible to quantify effects of the EYNFF fully until after the response from the consultation has been published.

9 Any Other Business

There were none raised

10 Date of Next Meeting

The next meeting shall take place on Wednesday 12 October at 5:30pm in Committee Room 3 Waltham Forest Town Hall

The meeting ended at **6:30pm**

LONDON BOROUGH OF WALTHAM FOREST

Meeting / Date	SCHOOLS FORUM 12 October 2016	Agenda Item	5
Report Title	The Future of Systems Leadership: Waltham Forest Learning Partnership and the impact of changes to Education Services funding.		
Decision/ Discussion/ Information	For initial discussion prior to consultation with schools		
Report Author/ Contact details	Rosalind Turner, Interim Director of School Standards 020 8496 3222 rosalind.turner@walthamforest.gov.uk Duncan James-Pike, Strategic Finance Advisor 020 8496 3502 duncan.james-pike@walthamforest.gov.uk		
Appendices	Appendix A: Waltham Forest Learning Partnership Appendix B: Learning Partnership option appraisal Appendix C: Funding implications for Local Authority and Schools Appendix D: LA Overview of Education Services		

1 SUMMARY

- 1.1 This report sets out the latest position on the development of the Waltham Forest Learning Partnership.
- 1.2 The report sets out the impact of DSG funding for systems leadership coming to an end and significant changes to the Education Services Grant.
- 1.3 The report proposes a consultation with all schools on the proposed options for Waltham Forest Learning Partnership.
- 1.4 The report also proposes a consultation with all schools on funding decisions required by December.

2 RECOMMENDATIONS

2.1 Schools Forum to note:

- 2.1.1 The proposal for a Waltham Forest Learning Partnership and options to take this forward which will be discussed at a whole school conference on November 24th.

2.1.2 The financial risks to Systems Leadership and services provided by the Local Authority.

2.2 Schools Forum to agree:

2.2.1 A consultation with head teachers and governors on the models for a Waltham Forest Learning Partnership and responses to the funding risks outlined in this paper.

2.2.2 The results of the funding consultation to be brought back for decision at a December meeting of Schools Forum, with any decisions on the Education Services Grant subject to the DFE completing its consultations on the statutory duties of local authorities and the funding necessary to support them.

3 REASON

3.1 Some of the changes in funding, or reduction in grant will apply from the beginning of the 2017/18 financial year. Others will apply from the start of the 2017/18 academic year and others will be applied on a phased basis.

3.2 It is important that the Local Authority and all schools have a clear strategy to manage the funding changes while taking forward the aspirations of the Waltham Forest Learning Partnership.

4 BACKGROUND

4.1 Drivers for change

There are a number of drivers to change and develop the existing relationship between schools and with the local authority in Waltham Forest. Firstly the national policy context:

- Educational leadership and improvement should be increasingly sector-led through school to school support, Teaching School Alliances and Multi-Academy Trusts
- Independent state funded schools: expansion of academies, free schools and multi-academy trusts
- Yet more diversity proposals in the new green paper *Education Works*: independent, faith and selective schools, and a restatement of commitment to all schools becoming academies.
- White paper *Education Excellence Everywhere* proposes role of LA should focus on early years, SEND, vulnerable children and safeguarding, school place planning.

- Increased role of the Regional Schools Commissioners in monitoring and challenge, issuing warning notices as well as commissioning new academies or forced academisation if a school goes into special measures.
- LA will retain accountability for maintained schools unless LA becomes unsustainable due to number of academies
- LA continues as champion for children and advocate for parents
- LA leadership of broader strategies with impact on education e.g. Youth Offending, Prevent, community safety, housing, planning

4.2 Financial drivers for change

- There are cost pressures on all schools but particularly small schools or those with pupil vacancies
- The National Funding Formula proposals will impact on LBWF schools – the extent of this is not yet known but could mean a considerable reduction to London schools
- From 2019/20, the Education Funding Agency is likely to fund all schools directly.
- There will be no role for a local schools forum
- There will be no centrally retained funds for school contingencies or assistance with redundancies, financial or strategic advice
- The Education Support Grant, which funds Local Authority work in education is being phased out over the next two years (currently £2.6m for LBWF)
- End of two year DSG reserves funding £1 million per annum Universal Offer services such as additional School Improvement, Early Help, The Hub, Safeguarding advice
- End of two year DSG reserves funding £800k sector-led improvement funding for Primary and Secondary Challenge

4.3 Developing a new relationship between schools and with the Local Authority: a Learning Partnership

The Local Authority has been in discussion with schools for some time about how we collectively want to respond to these changes, in line with local authorities and schools across the country.

There are a number of options:

- i) The local authority phases out its current responsibilities for school improvement and its wider commitment to provide support and advice

for schools. Schools take on these responsibilities on an individual or collective basis through MATs or school to school groupings.

Risk: Fragmented system, variable economies of scale, fragility and isolation for some schools, potential loss of Borough wide perspective on educational ambitions, priorities and particular focus on vulnerable children

- ii) The LA delivers its continued statutory functions and funding for early years, special needs, safeguarding, place planning, and admissions, children missing education plus traded service offer

Risk: lack of school directed commissioning of school focused services, LA strategy not necessarily aligned with that of schools, schools buy services from variety of providers leading to lack of coherence

- iii) Schools and the LA come together in a new, sector-led partnership to maintain an overview of education across the Borough and to commission functions and services on a joint basis.

Risk: not all schools commit to the partnership – need a critical mass and perhaps variable levels of buy-in.

Risk: Schools see this as an LA driven initiative whereas LA should be a partner, initial facilitator but not leader. This model requires change of mind-set from all partners.

4.4 Following discussion with Head teachers and Governors there is a general commitment to developing a new partnership which should be schools and sector-led, which will retain a strategic overview of education based on agreed principles:

- Exceptional Standards
- No child left behind
- System-led Improvement
- High quality professionals
- Joint Venture

4.5 The proposed Waltham Forest Learning Partnership would develop a strategic commitment to educational objectives based on the above principles, and would also adopt a commissioning approach with both the Local Authority and Schools, and possibly other agencies such as health and the police, bringing their funding to the table to develop joint services.

4.6 For example:

- The Local Authority may commission a particular school improvement project such as the current KS1/KS2 Reading Project which has been funded by the Council Leader.
- Schools may commission their own sector-led challenge and support to sustain the current improvement work of the Secondary and Primary Challenge.
- Schools may commission a particular special needs service either from the LA or ask the LA to use its funds to buy from a specialist provider.
- Schools and the LA, and indeed health commissioners may jointly commission services such as Child and Adolescent Mental Health Services.

4.7 The LA team has researched various Learning Partnership models which have been considered by Headteacher representatives on the Strategic Education Partnership (SEP). Models which involve individual liabilities have been rejected at this stage; the remaining options are included in the presentation at Annex A.

4.8 The proposition for a Waltham Forest Learning Partnership requires further discussion and development, and requires the commitment of all schools, including academies. There will need to be discussions between Headteacher and Governor groups, and with the elected members of the Local Authority. There are opportunities to visit and to hear from other Learning Partnerships, and it is proposed to hold a Waltham Forest conference on November 24th to develop the model further.

4.9 The current arrangements of the Strategic Education Partnership working alongside the Schools Forum and Chair of Governors Forum could form the initial basis for delivering the educational ambition and joint commissioning until the Learning Partnership arrangements are agreed.

4.10 Creating a radical change to the partnership arrangements will require time for full consultation, to consider the benefits and risks and to ensure there is a genuine change in approach from all partners. The aim is to develop shadow arrangements from January and initial Learning Partnership arrangements from the next academic year starting in September 2017.

4.11 However, there are some pressing issues which will impact on school funding and LA services which require decisions by December, and an overall strategic approach agreed for the tapering funding and changed arrangements for the DSG. These are set out in the next section and an overview is attached as appendix C.

5. Funding risks for LA and Schools: developing a joint commissioning approach

5.1 Primary and Secondary Challenge

5.2 In September 2014 Schools Forum agreed to set aside from DSG reserves funds to support systems leadership and school to school support. £300,000 was allocated for the Secondary Challenge and £500,000 for the Primary Challenge. The Secondary Challenge is now in its second year, with a general commitment from all 15 Secondary Schools, and an initial evaluation showing the impact so far.

5.3 The Primary Challenge is just starting to develop a shared approach between the 52 schools, and has also started joint work with the secondary colleagues to focus on transition, curriculum continuity and other shared issues.

5.4 An additional £54,000 was reserved to develop a Systems Improvement Board, which could be used to support the development of the Learning Partnership.

5.5 These one-off funds will need to be replenished for the programmes to continue and schools will need to decide whether or not to pool resources for these schemes to continue through the learning partnership. It may be that a different amount is required as the sector-led support becomes embedded but the current levels of funding have been used for indicative calculations.

5.6 For secondary schools a fund of **£150,000** for the secondary challenge would mean a contribution of **£11** per pupil (0.22% of the secondary school budget) or in the range of £7,000 to £10,000 per secondary school and academy.

5.7 For primary schools a fund of **£250,000** for the primary challenge would mean a contribution of **£10** per pupil (0.20% of the primary school budget) or in the range of £4,000 to £8,000 per primary school and academy.

Universal Offer

5.8 In September 2014 Schools Forum agreed to set aside £2 million for 2015-16 and 2016-17 for the development of a Universal Offer to schools. Indicators of take up and impact are being collected and schools will want to contribute to an evaluation of the impact and effectiveness of these Universal Offer services. An overview of these and other services mentioned below is attached at Appendix D

5.9 Some of the original Universal Offer services have already been commissioned and there may be further changes following evaluation. However, as an indication it is now proposed that schools consider

commissioning jointly a new Universal Offer fund of **£760,000** for the following services:

• School Improvement and support	£300,000
• Early Help	£250,000
• The Hub website	£75,000
• School Business Manager support	£50,000
• Subscription to The Key for School Leaders	£50,000
• Safeguarding	£35,000

5.10 A fund of £760,000 would mean a contribution of **£20** per pupil (0.37% of the school budget). This would be in the range of £8,000 to £15,000 per primary school and academy and £13,000 to £16,000 per secondary school and academy.

6. Changes to LA and DSG funding

6.1 As explained in the September School Forum paper on the Dedicated School Grant, and above in paragraph 4.2, there are changes which will have an impact from the next financial year which require some decisions at Schools Forum.

Schools Block

6.2 The Baseline for the 2017-18 Schools Block is **£196.77 million** based on per pupil funding of **£5,271.69**. This is just over **£42.00** higher than the per-pupil funding for 2016-17, but may include transfers in respect of the proposed central block **£947,000 (£25 per pupil)** and the Retained Rate element of the ESG **£622,668 (£17 per pupil)**, both of which may need to be recovered by the LA.

6.3 The LA will need to ensure they retain sufficient funding centrally to cover duties previously funded by ESG retained rate in addition to the responsibilities that are already funded from centrally retained DSG (i.e. admissions, schools forum, growth fund and copyright licences)

6.4 Education Services Grant (ESG)

The Education Services Grant is an un-ring fenced grant that contributes to the local authority's expenditure on education. There are two elements: one for

retained duties to pupils in schools and academies and one for general duties to maintained schools.

ESG Retained Duties (all maintained schools and academies)

- 6.5 The LA has received **£15** per pupil aged 3 to 19, totalling **£623,000** in 2016-17, which provides funding towards a range of duties to:
- ensure that efficient primary, secondary and further education is available to meet the needs of their population;
 - ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and
 - secure that sufficient schools for providing primary and secondary education are available for their area.
- 6.6 These duties are exercised through a range of specific functions, including
- Over-arching responsibility for school improvement, having regard to schools causing concern guidance
 - Strategic planning
 - Appointing a Director of Children's Services
 - Preparing the DSG budgets and incorporating into LA accounts
 - Statutory returns and information to the Secretary of State
 - Education Welfare
 - Child performance and employment
 - Asset management
 - Overall responsibility for capital strategy including basic need
 - Commissioning jointly with health authorities therapeutic support for SEND
 - Monitoring national curriculum and assessment (may provide to academies but duty lies with trusts)
- 6.7 A key change is that funding previously allocated through the ESG Retained Duties rate will be transferred into the Schools Block for 2017 to 2018. This amounts to an **extra £17** per pupil aged 5 to 16. LAs will need to ensure they retain sufficient funding centrally to cover duties previously funded by the ESG

retained rate in addition to the responsibilities that are already funded from centrally retained DSG (i.e. Admissions, Schools Forum and copyright licences). This is likely to mean that the LA asks to top-slice the additional funding from the Schools Block of **£17** per pupil (0.032% of the Schools Block budget).

- 6.8 This additional top-slice is likely to need agreement of the Schools Forum in the same way as the Growth Fund and the other centrally-retained items.
- 6.9 The local authority estimates that the cost of services to support its retained duties is considerably higher than the retained rate ESG at around £30 per pupil (£1.2 million) or £41 per pupil (£1.7 million) including the CAMHS contract. It is therefore important that a dialogue can be had between the local authority and schools on the discharge of these duties within the funding available and to explore the prospect of jointly commissioning services with schools where there are interests in common.

ESG – General Duties (maintained schools)

- 6.10 The LA has received **£77** per pupil (enhanced for each special, PRU and AP place) for its general duties for maintained schools, totalling £1.986 for 2016-17. Academies have received an equivalent grant. The ESG for General Duties provides funding towards a range of duties including:
- School monitoring and challenge
 - Monitoring financial compliance and financial intervention powers
 - Human Resources
 - Health and Safety that cannot be delegated to governing bodies
 - Setting up SACRE and preparing an agreed religious education syllabus
 - Specific landlord duties
 - Moderating teacher assessments at KS1 and KS2
- 6.11 The School Improvement duties include a range of powers such as support for performance standards and safety warning notices; teachers' pay and conditions warning notices; requiring Governing Bodies eligible to intervention to enter into arrangements; appointing additional governors; providing for Governing Bodies to consist of interim executive members; and the right to suspend a delegated budget.
- 6.12 £600 million of savings to the ESG General Duties funding were announced in SR15 (Spending Review 2015) impacting on both LAs and academies. There

will be transitional ESG funding from April 2017 to August 2017 after which the general funding rate will be removed from September 2017. The DFE will say more about the transitional protection later in the year. The DFE recognises that LAs will need to use other sources of funding to pay for education services once the general funding rate has been removed. This is likely to mean an additional de-delegation from budgets of maintained schools.

- 6.13 As proposed in the first stage of the NFF consultation, the DFE will amend regulations to allow LAs to retain some of the Schools Block funding to cover the statutory duties that they carry out for maintained schools which were previously funded through the ESG. Further detail of the duties to be included under this arrangement will be included in the forthcoming consultation on changes to the School and Early Years Finance Regulations.
- 6.14 The amount to be retained by the LA will need to be agreed by the maintained schools members of the Schools Forum. If the local authority and schools forum are unable to reach consensus on the level of the DSG to be retained by the LA, the matter will need to be referred to the Secretary of State.
- 6.15 A single rate will be applied to all mainstream maintained schools (both primary and secondary). There may be differential rates for special schools and PRUs if the cost of fulfilling the duty is substantially different for these schools. As with de-delegation, the amount to be held by the local authority will be determined after MFG has been applied.
- 6.16 Recovery of the funding for General Duties at the current level of service would initially be **£49** per pupil for the first part-year with possible transitional funding. The full year cost of £1.986 million would entail de-delegation of **£85** per pupil for a full year (1.62%) of maintained schools' budgets. This would be in the range of £32,000 to £65,000 per maintained primary school and £58,000 to £69,000 per maintained secondary school.
- 6.17 As the ESG has not been a ring-fenced grant it has been used to support a wide range of services that are now placed at risk by its reduction or removal. These may include:
- The Children and Family Centres
 - The Disability Enablement Service
 - Health in Schools programme
 - FGM, CSE and Prevent programmes
 - Youth Justice and the Gangs programme

- The Virtual School
- Careers Services
- Schools HR
- Governor support
- Moderation

- 6.18 However, for financial year 2017-18 there is likely to be a maximum of £1.158 million to be recovered for the period September 2017 to March 2018, depending on the transitional funding to September 2017 and the extent to which LA responsibility for school improvement in the maintained sector continues. This would be in the range of £19,000 to £38,000 per maintained primary school and £34,000 to £41,000 per maintained secondary school.
- 6.19 This additional de-delegation from maintained schools is likely to need agreement of the maintained schools representatives in a similar way to the currently de-delegated items: occupational health, trade union facility time and the contingency for maintained primary schools.
- 6.20 The ESG has been important in sustaining a range of services directly and indirectly impacting on education and all schools. If academies were also include in the contribution to General Duties, the cost per pupil would be **£30**.
- 6.21 The financial risks and possible cost implications are set out in appendix B. As stated above, it is important that a dialogue can be had between the local authority and schools on the maintenance of, or exit from, these services and to explore the prospect of jointly commissioning services with schools where there are interests in common.
- 6.21 The overview of Education Services at Appendix D provides an indication of the range of services currently provided by the Local Authority for schools.

7. Summary and Next Steps

- 7.1 A new relationship is required between the local authority and schools due to the policy and financial landscape for education.
- 7.2 A proposed model for a Learning Partnership is being developed for further consultation with Waltham Forest schools and key stakeholders, aiming for decisions on a shadow model by December, and implementation from September 2017.
- 7.3 Some key decisions are required by LA maintained schools on financing continuing LA functions from April 2017. Consultation will be issued to all schools for decision at an additional Schools Forum on December 7th.

- 7.4 Decisions are also required by all schools, maintained and academies, at the November Schools Forum about the continuation of the Universal Offer services and sector-led improvement initiatives.
- 7.5 Schools Forum are asked for their initial view on the proposals and decisions required, and then to lead the consultation with their respective constituencies.
- 7.6 The results of the consultation will be brought back to Schools Forum, with any decisions subject to the DFE completing its consultations on the statutory duties of local authorities and the funding necessary to support them.

8. Consultation Timeline

- Consultation questionnaire issued following 12 October Schools Forum
- Deputy Chief Executive meeting with Primary and Secondary Head teachers 19 October
- Governor Briefing 19 October
- Whole School Conference for Head teachers and Chairs of Governors, Thursday 24 November 6pm
- Strategic Education Partnership w/b 28 November
- Schools Forum Funding Decision December 7th



School Forum 12 October 2016 Appendix A
Waltham Forest Learning Partnership -
*Development of a new relationship between
schools and between schools and the local
authority*

October 2016



Drivers for change: policy context

- Educational leadership and improvement increasingly sector-led
- Diversity in education: expansion of academies, free schools and multi-academy trusts
- Yet more diversity proposals in new green paper: independent, faith and selective schools
- White paper proposes role of LA focus on early years, SEND, vulnerable children and safeguarding, school place planning.
- LA will retain accountability for LA maintained schools, champion for children and advocate for parents
- LA leadership of broader strategies with impact on education eg. Prevent, community safety, housing, planning



Drivers for change:

Financial imperative

- National funding formula proposals: impact on LBWFSchools
- EFA to fund all schools direct including centrally retained DSG No role for schools forum
- Phasing out of Education Support Grant which funds LA work with schools
- End of funding for services from DSG top slice eg. School Improvement, Early Help, The Hub, safeguarding advice
- Sustainability of small/individual schools
- Sustainability of sector-led initiatives

Waltham Forest Learning Partnership

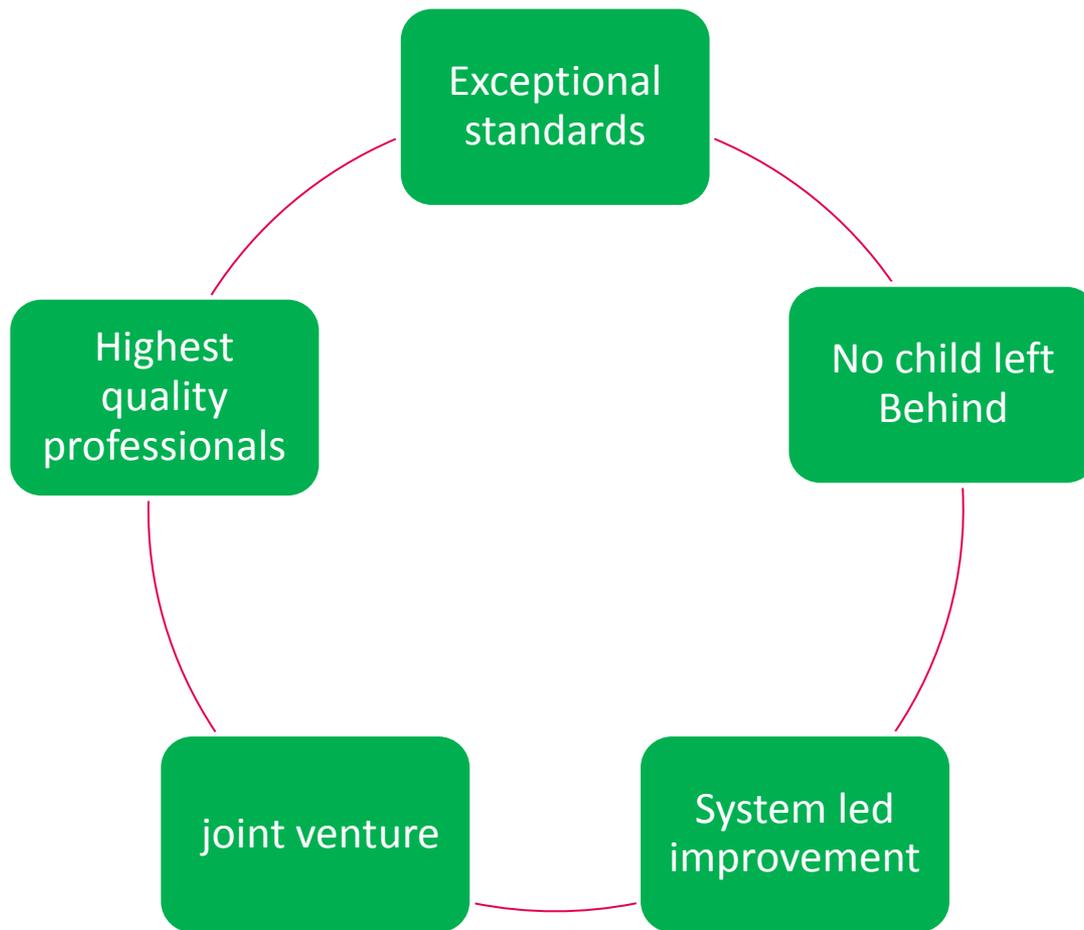


- General agreement from headteachers and governors, LA and partner agencies that what is needed is a new relationship
- A partnership led by those who deliver education with LA at the table, each with clear role and accountabilities
- Ideally broad Learning Partnership early years, primary, secondary, special, post-16 and beyond
- Immediate, most pressing issue to ensure sustainability of relationship between schools and with the LA

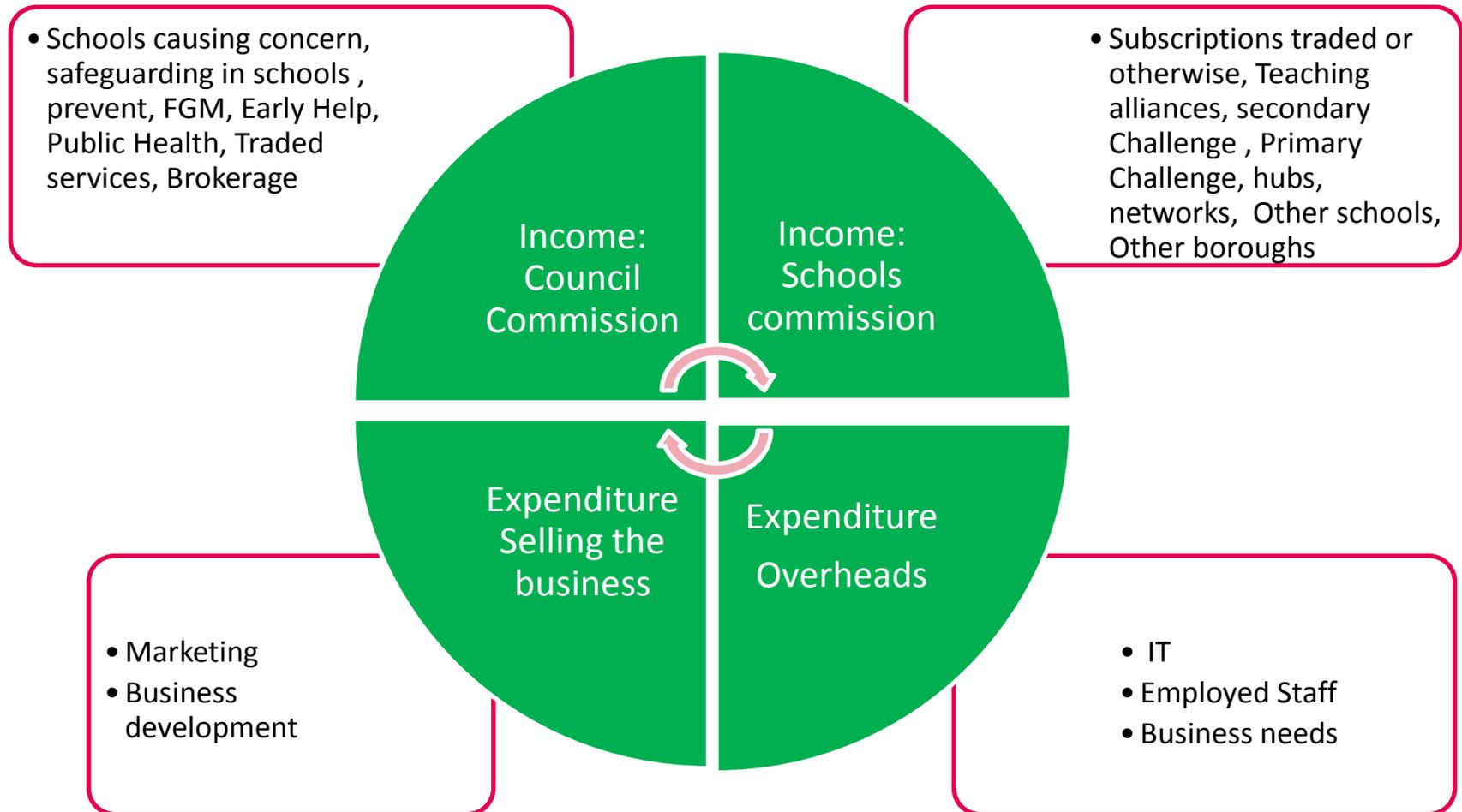
Approach agreed with Schools



Aims of the Learning Partnership



A joint commissioning approach agreed with Schools



Principles of our Learning Partnership



1. All children are our shared responsibility and we are all responsible for their outcomes
2. All schools are welcome
3. Vision and outcomes must be clearly understood and articulated
4. The Learning Partnership must be completely sustainable including financially
5. The partnership will be broader than Teaching and Learning to include support for children and for schools
6. Local Authority will be a partner in any vehicle
7. Commitment to share and act on evidence that works both locally and nationally
8. Commit and contribute to supporting each other's improvement
9. Welcome challenge from all partners to ensure that the best outcomes are secured and that all provision continues to improve
10. Empower school leaders and governors to meet the needs of their communities
11. Every setting , from early years to post 16 can contribute to our partnership and change agenda
12. Ensure a strategic response to national and local challenges
13. Commitment to promoting the importance of the child or young person's voice
14. We will maintain and foster each school's individual style and ethos
15. Commitment to an inclusive education system which meets the needs of all our children and young people as far as possible within the borough

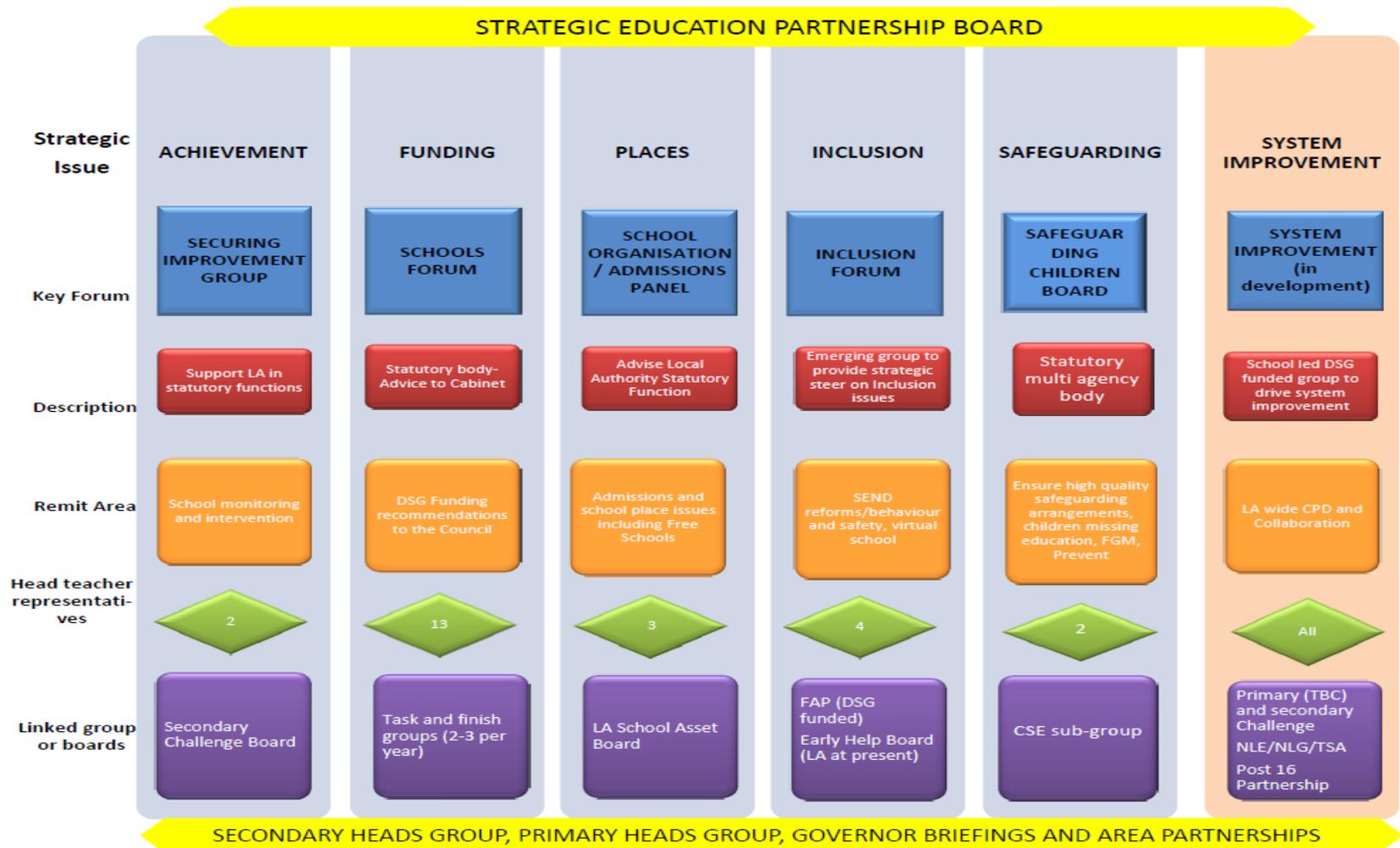
What will the Learning Partnership do?



The Learning Partnership will include:-

- Overview of pupil places in WF and the current NOR and forecasts, oversight of any new applications and /or changes to PAN
- Overview of the current outcomes of the children and young people in the borough 0 -25
- Oversight of a WF School Improvement Strategy including the sector led work, the TSA, NLE work and the work of the LA SE team
- Oversight of SEND provision and outcomes
- Overview of LA traded services , meeting the needs of local schools
- Overview of issues and outcomes for vulnerable groups and the early help agenda
- Oversight of the Fair Access Panel
- Oversight of Admissions arrangements in the borough
- Oversight of the SCC processes and commissioning of a comprehensive offer of support and intervention
- A relationship with the LSCB and an overview of safeguarding and early help in schools and other providers
- The commissioning of shared projects / initiatives
- Establish the ambition for WF
- Promote success

Current Partnership arrangements





Delivering transformational change

- How to move from LA led partnership and current school-led collaborations to sustainable partnership which can keep focus on:
- Continuous improvement in educational outcomes and quality
- No child left behind
- Sufficiency of places
- Financial sustainability of schools
- Commissioning and coordination of support services
- Continuation of statutory roles and accountabilities

Summary of financial risk



Funding received 2016-17	Year of funding loss					Comments
	2016-17	2017-18	2018-19	2019-20	Total Loss	
	£	£	£	£	£	
DSG Schools Block						
Schools Forum	56,000			-56,000	-56,000	
Universal Offer - continuing services	760,000	-760,000			-760,000	New offer excludes Restorative Justice & CAMHS
Universal Offer - decommissioned services	185,000	-185,000			-185,000	Restorative Justice & CAMHS decommissioned
Universal Offer - contingency	55,000	-55,000			-55,000	Contingency discontinued
Sub total	1,056,000	-1,000,000	0	-56,000	-1,056,000	
ESG						
ESG Retained Duties	623,000					0 Assumes full recovery in 2017-18 onwards from top-slice
ESG General Duties	1,986,000	-1,986,000			-1,986,000	Sept 2017 to March 2018
ESG General Duties - Transitional		827,500	-827,500			0 Transitional funding received for Sept 2017- March 18 only
	2,609,000	-1,158,500	-827,500	0	-1,986,000	
Total Received	3,665,000	-2,158,500	-827,500	-56,000	-3,042,000	

Consultation with maintained schools



Table 2 - Initial calculation of DSG top-slicing from schools in 2017-18 (Academies excluded from ESG general duties)

		2016-17 Pupil Number	Per Pupil Rate	Per Pupil Rate	Per Pupil Rate	Per Pupil Rate
			Primary	Secondary	Special Maintained	Special Academy
ESG Retained Duties	£ 623,000	37,448	£ 17	£ 17		
ESG General Duties net of transitional protection (Maintained Schools)	£ 1,158,500	23,460	£ 49	£ 49	£ 49	
Universal Offer - continuing services	£ 760,000	38,458	£ 20	£ 20	£ 20	£ 20
Primary Challenge	£ 250,000	24,286	£ 10			
Secondary Challenge	£ 150,000	13,162		£ 11		
			£ 96	£ 97	£ 69	£ 20
		Less: additional ESG added to schools block (note 3)	-£ 17	-£ 17		
		Less: additional proposed central block funding (note 3)	-£ 25	-£ 25		
		Net forecasted cost to schools	£ 54	£ 55		
		As a percentage of 2016-17 AWPU (note 4)		1.55%	1.16%	

Consultation with all schools



Table 3 - Initial calculation of DSG top-slicing from all schools in 2017-18

		2016-17 Pupil Number (note 1)	Per Pupil Rate Primary	Per Pupil Rate Secondary	Per Pupil Rate Special
ESG Retained Duties	£ 623,000	37,448	£ 17	£ 17	
ESG General Duties net of transitional protection (Maintained & Academy) (note 2)	£ 1,158,500	38,458	£ 30	£ 30	£ 30
Universal Offer - continuing services	£ 760,000	38,458	£ 20	£ 20	£ 20
Primary Challenge	£ 250,000	24,286	£ 10		
Secondary Challenge	£ 150,000	13,162		£ 11	
			£ 77	£ 78	£ 50
		Less: additional ESG add to schools block (note 3)	-£ 17	-£ 17	
		Less: additional proposed central block funding (note 3)	-£ 25	-£ 25	
		Net forecasted cost to schools	£ 35	£ 36	
		As a percentage of 2016-17 AWPU (note 4)	1.00%	0.75%	



Proposal

- Consultation on Learning Partnership and response to funding risks issued after Schools Forum December 9th
- Directors meeting with Headteachers of Primary and Secondary Schools 19 October
- Governor Briefing 19 October
- Whole School Conference for Headteachers and Chairs of Governors 24 November
- Funding decisions Schools Forum 7 December
- Start developing model from January to start September 2017.

School Forum 12 October Appendix B

Models considered for the Learning Partnership

October 2016

Introduction

This paper has been written to provide Schools (Head Teachers and Chairs of Governors) with an insight into the possible legal entities that could be explored if there is general agreement to go ahead with a Learning Partnership.

There are five models that are being suggested that would meet be able to meet the broadly agreed outcomes of the Learning Partnership. These are:-

1. Co-operative (Sector-led mutual)
2. Joint Venture
3. Charity (Charitable Trust)
4. Partnership
5. Community Interest Company

The paper gives an overview of what each of the of the models is and a number of pros and cons for each.

Finally, there have been a range of other models that have been considered and the high level reasons for discounting these have been stated as well.

Option Selection Criteria

When deciding the type of delivery vehicle that might deliver the agreed approach ,the following criteria could be used to assess options:-

1. Will the vehicle improve standards and outcomes in the Borough?
2. Will the vehicle help to establish the new role of the Council and WF schools/academies?
3. Will the vehicle provide a sustainable and reliable basis for schools to get what they need?
4. Will schools be able to co-ordinate resources in the system to be used strategically?
5. Will the vehicle enable schools to secure support with the best strategic intent and for the best value?
6. Will the Council and schools be able to manage contractual relationships with the vehicle without having to develop a significant client-side resource?
7. Is the vehicle capable of being implemented in a legally compliant manner by May 2017?

Option 1 : Co-operative (Sector-led Mutual)

A **Co-operative** is a business, or other organization which is owned and run jointly by its members, who share the profits or benefits



Pros	Cons
<p>Democratic: The greatest appeal of the co-op model to most businesses is the democratic approach to ownership. It is designed to meet the needs of its members and no one owner can dominate the decision-making process.</p>	<p>Less capital: Funding can often be an issue for cooperatives because there is less incentive for big investors to participate. As the SBA pointed out, a greater contribution doesn't lead to a greater share of the business.</p>
<p>Engaged employees and customers: When employees have a greater stake in the outcome of a business, they are more engaged and often perform better.</p>	<p>Decision-making is slowed down: When power is centralized, decision-makers can respond quickly when an issue comes up. Under a cooperative model, all owners weigh in on the decision, which often means it can take more time.</p>
<p>Less taxation: Coop members are taxed once on their income from the cooperative rather than separately on a corporate and individual level.</p>	<p>May require leadership from within current service to make it work</p>

Option 2 : Joint Venture

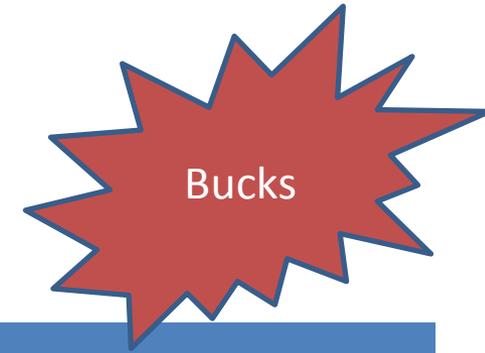
A **joint venture (JV)** is a business entity created by two or more parties, generally characterized by shared ownership, shared returns and risks, and shared governance



Pros	Cons
LA retains a piece of the action –Teckal model can bring real advantages without procurement/outsourcing	Is enforcement for failure realistic?
Build a local sustainable business Long term arrangement can drive down cost and ensure genuine partnership collaboration	Failure of JV has significant impac
Retain a local focus and presence with the business	Perceived long time and costly in procurement/set up
Allow investments in skills and employment (and supply chain)	Less attractive to private sector market than simpler solutions
	Retention of client side function: conflicts?
	Balance priorities of delivery to you/finding new customers

Option 3 : Charity (Charitable Trust)

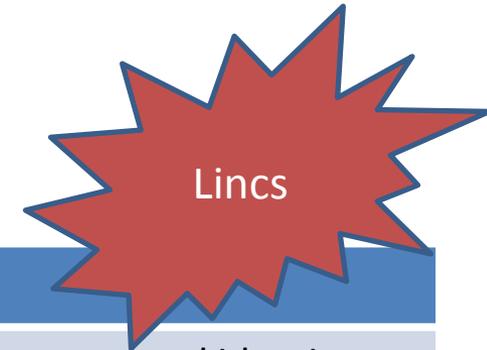
A **Charity** is an institution which is established for charitable purposes only and is subject to the control of the High Court's charity law jurisdiction



Pros	Cons
Public recognition and trust: Charities are widely recognised as existing for social good. This can assist with fundraising.	No equity investment: Charities cannot raise equity investment.
A lock on assets: Organisations with charitable status cannot use assets for any purpose other than the pursuit of charitable objectives. The assets of a charity can never be used for private benefit.	Unpaid board: Individuals on the board of a charity, often referred to as trustees, must not be paid unless the constitution of a charity, and the Charity Commission, authorise it.
Tax relief: Charities benefit from a variety of tax reliefs including primary purpose trading, rates relief, Giftaid, Stamp duty land relief, VAT	Restrictions and requirements Charities may face restrictions on work that can be carried out or funded. Certain types of trading are subject to restrictions. Organisations with charitable status must comply with regulatory requirements.
Funding: Certain sources of grant funding are open only to organisations with charitable status.	

Option 4 : Partnership

A **partnership** is an arrangement where parties, known as partners, agree to cooperate to advance their mutual interests.

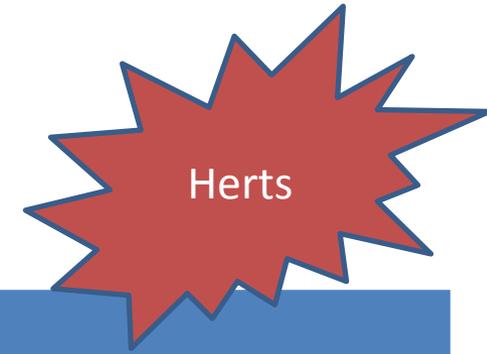


Pros	Cons
A partnership does not require complex paperwork and there are no special requirements by the government to set it up.	A partnership is not a separate, legal identity from its members.
Partnerships are flexible and can be adapted to the management style and capabilities of the partners.	Each partner has the legal ability to act on behalf of the business as a whole, and if one partner should act recklessly, the other partners are liable to that action.
Partnerships also create an atmosphere of teamwork since all parties involved have a vested interest in the success of the business.	Financially, a partnership is not a legal entity on its own and cannot be taxed as such, so the individual partners are taxed individually based upon their share of the profits.
Partnerships allow for a variety of ideas during the decision-making process	
There is also the added benefit of increased capital investment from each partner	

Option 5 : Community

Interest Company

A **community interest company (CIC)** is a type of **company** designed for social enterprises that want to use their profits and assets for the public good



Pros	Cons
Legal personality (separate to the governing body) – can take on contracts, take legal action and hold property in own name	Cost – registration fee, set up costs (depending upon who does the set up work), annual filing fee
Limited liability – to members of the organisation and governing body	External accountability – on the register of CICs held by CIC Regulator at Companies House
Permanent succession – no need to transfer legal agreements as in organisation name	Public access to records – information about directors publicly available via the register of companies, registers open for inspection at registered office
Permanent – exists until it is closed	Tax – must pay taxes on profits, must pay stamp duty, no gift aid, no mandatory rate relief

Other models considered

Model	Why this model was not chosen
Outsourcing	not considered worthwhile given previous experiences of similar arrangements in Waltham Forest
Public Limited Company	considered to be too risky and too focussed on profit making at this stage
Special Purpose Vehicle	would not satisfy the requirement to build an entity into the long term
Shared Services	No other body we would want to do this with
In house	No change which is unacceptable
Government Owned Companies	Not undertaking only commercial activities
Trade Sale	As this is not a company, it cannot be sold to another company
Privatisation	Goes against what we are trying to do
Shadow Company	This will not be setup similarly to another company that we want to shadow

Appendix C: Funding Implications to Local Authority & Schools

Table 1 - Funding Reductions to LA in 2017-18 To 2019-20

Funding received 2016-17	2016-17 £	Year of funding loss				Comments
		2017-18 £	2018-19 £	2019-20 £	Total Loss £	
DSG Schools Block						
Schools Forum	56,000			-56,000	-56,000	
Universal Offer - continuing services	760,000	-760,000			-760,000	New offer excludes Restorative Justice & CAMHS
Universal Offer - decommissioned services	185,000	-185,000			-185,000	Restorative Justice & CAMHS decommissioned
Universal Offer - contingency	55,000	-55,000			-55,000	Contingency discontinued
Sub total	1,056,000	-1,000,000	0	-56,000	-1,056,000	
ESG						
ESG Retained Duties	623,000				0	Assumes full recovery in 2017-18 onwards from top-slice
ESG General Duties	1,986,000	-1,986,000			-1,986,000	Sept 2017 to March 2018
ESG General Duties - Transitional		827,500	-827,500		0	Transitional funding received for Sept 2017- March 18 only
	2,609,000	-1,158,500	-827,500	0	-1,986,000	
Total Received	3,665,000	-2,158,500	-827,500	-56,000	-3,042,000	

Assumptions:

1. National Funding Formula will be implemented from 2019-20
2. ESG Retained Duties fully recovered by top-slice in 2017-18

Appendix C: Funding Implications to Local Authority & Schools

Table 2 - Initial calculation of DSG top-slicing from schools in 2017-18 (Academies excluded from ESG general duties)

		2016-17 Pupil Number (note 1)	Per Pupil	Per Pupil	Per Pupil	Per Pupil
			Rate	Rate	Rate	Rate
			Primary	Secondary	Special Maintained	Special Academy
ESG Retained Duties	£ 623,000	37,448	£ 17	£ 17		
ESG General Duties net of transitional protection (Maintained Schools) (note 2)	£ 1,158,500	23,460	£ 49	£ 49	£ 49	
Universal Offer - continuing services	£ 760,000	38,458	£ 20	£ 20	£ 20	£ 20
Primary Challenge	£ 250,000	24,286	£ 10			
Secondary Challenge	£ 150,000	13,162		£ 11		
			£ 96	£ 97	£ 69	£ 20

Less: additional ESG added to schools block (note 3)	-£	17	-£	17
Less: additional proposed central block funding (note 3)	-£	25	-£	25
Net forecasted cost to schools	£	54	£	55
As a percentage of 2016-17 AWPU (note 4)		1.55%		1.16%

Notes:

1 The Pupil Number include maintained and academy pupils except for ESG general duties, where pupil number is maintained schools only.

2 ESG-General is part effect for 2017-18 and full year effect is £1.9m

Indicative baseline schools block rate for 2017-18 of £5271.69 includes an additional £42 per pupil over 2016-17 rate. Clarification is required from the DFE regarding the application of this 3 sum.

4 2016-17 AWPU rates for primary rate is £3,482 and for secondary is £4,760.

5 This is the initial estimated per pupil deduction based on the assumption that the same level of service is maintained.

Appendix C: Funding Implications to Local Authority & Schools

Table 3 - Initial calculation of DSG top-slicing from all schools in 2017-18

		2016-17 Pupil Number (note 1)	Per Pupil	Per Pupil	Per Pupil
			Rate	Rate	Rate
			Primary	Secondary	Special
ESG Retained Duties	£ 623,000	37,448	£ 17	£ 17	
ESG General Duties net of transitional protection (Maintained & Academy) (note 2)	£ 1,158,500	38,458	£ 30	£ 30	£ 30
Universal Offer - continuing services	£ 760,000	38,458	£ 20	£ 20	£ 20
Primary Challenge	£ 250,000	24,286	£ 10		
Secondary Challenge	£ 150,000	13,162		£ 11	
			£ 77	£ 78	£ 50

Less: additional ESG add to schools block (note 3)	-£	17	-£	17
Less: additional proposed central block funding (note 3)	-£	25	-£	25
Net forecasted cost to schools	£	35	£	36
As a percentage of 2016-17 AWPU (note 4)		1.00%		0.75%

Notes:

1 The Pupil Number include maintained and academy pupils.

2 ESG-General is part effect for 2017-18 and full year effect is £1.9m

Indicative baseline schools block rate for 2017-18 of £5271.69 includes an additional £42 per pupil over 2016-17 rate. Clarification is required from the DFE regarding the application of this 3 sum.

4 2016-17 AWPU rates for primary rate is £3,482 and for secondary is £4,760.

5 *This is the initial estimated per pupil deduction based on the assumption that the same level of service is maintained.*

: additional

; additional



School Forum 12 October 2016 Appendix D
Local Authority Overview of Education Services -
Schools Education Partnership

October 2016

Contents



1. Schools in Waltham Forest

- Introduction and Agreed Outcomes
- Child population and demographics
- Waltham Forest Schools

2. Services Provided by the Local Authority

2a. Exceptional Standards

- School Improvement

2b. No Child left Behind

- Early Years Provision and Children and Family Centres
- Health in Schools
- Education Psychology Service
- FGM
- Education Welfare Service
- Safeguarding in Schools Advisory Service
- SEN
- Virtual School
- Prevent
- FAP
- Early Help

2c. System Led improvement

- Pupil place Planning
- School Admissions
- HUB Website
- Education Performance and Information
- Health and Safety
- School Asset Management
- Commissioning and Monitoring Schools Capital
- Child minder Development Workers
- Careers

2d. Joint Venture

- Schools HR
- School Governors
- Academisation Support
- Catering

2e. Highest Quality Professionals

- School Business Manager Support
- Music Service
- Suntrap

2f. Other School Related Outcomes



1. Schools in Waltham Forest

Introduction and Agreed Outcomes



Introduction

The shared outcomes (right) have previously been agreed by Head Teachers. We are all committed to working together to deliver these shared priorities and, in future, doing so may require shared or pooled funding.

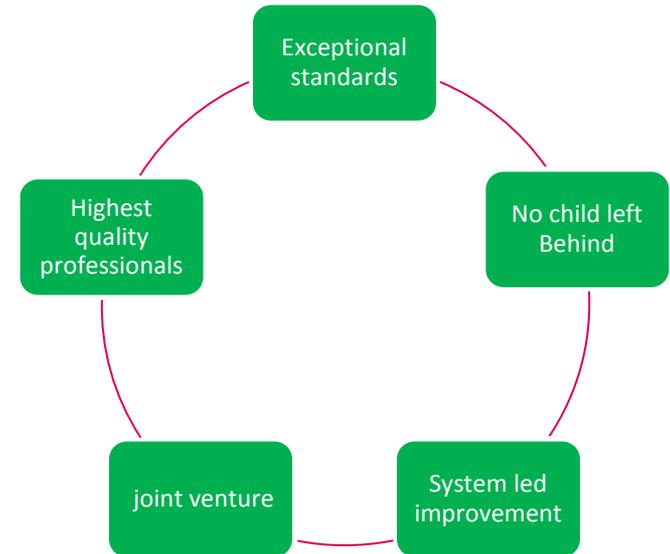
We currently have a range of services enabling us to deliver on those priorities and those are documented herein. We may want to look again at whether this is the best way of achieving our shared priorities or are there other, better, different things we should be doing?

The current financial position is well-documented and means it is imperative to look again at how this work is done and gain joint commitment to taking this forward.

We want to take a proactive approach rather than letting services fall away but we are not assuming the way things are currently are the answer either.

In order to take this forward, an overview of Services and their impact has been requested by the Strategic Education Partnership and is detailed herein.

Agreed Outcomes



Child Population and Demographics



Population Growth

Waltham Forest has a younger than average population with **22% of residents being aged 0 to 15** compared to 19% nationally.

By 2021 there will be an estimated 3,500 more children of school age (nearly a 10% increase).



37,900 children in 2016



41,400 children in 2021

Diversity and churn

- Nearly 100,000 residents are born outside the UK and 25,000 more international migrants are likely to live here by 2020 - including families with children.
- Around 10% of the existing population move out of the borough each year; so as well as growth there is churn.

Schools will need to continue to manage this increasing diversity and pace of change in the pupil population:

- **Language diversity:** 54% primary population have English as an additional language, 47% secondary; 130 different 1st languages identified for pupils.
- **Cultural diversity:** 83% primary population is BME, 82% secondary population is BME (73% and 71% across London)
- **Religious diversity:** 37% primary population reported as Christian, 36% Muslim.

Deprivation

Waltham Forest is the **6th most deprived London borough** and has 15th highest level of child poverty in England (IMD, 2015).

Waltham Forest Schools



PRIMARY SCHOOL

56 schools
27,449 pupils
15% eligible FSM



SECONDARY SCHOOL

17 schools
14,469 pupils
16% eligible FSM



SPECIAL SCHOOL

5 schools
766 pupils
35% eligible FSM



PUPIL REFERRAL UNIT

3 units
126 pupils
19% eligible FSM





2. Services provided by the Local Authority



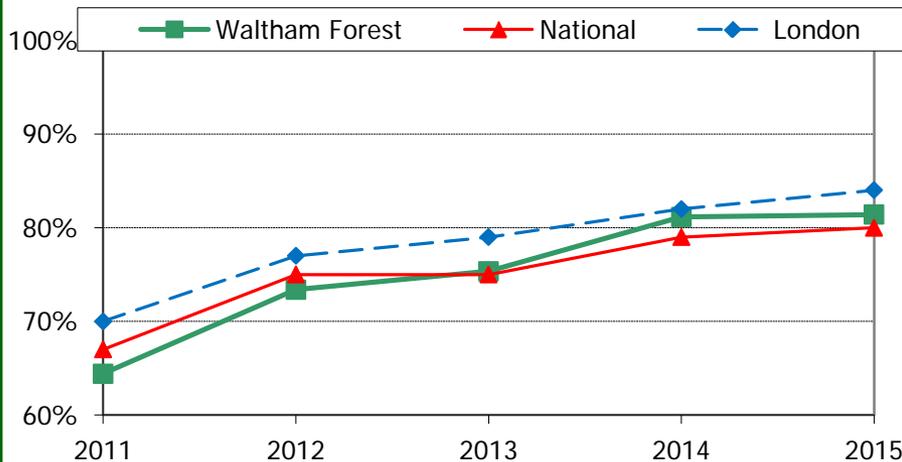
2a. Exceptional Standards

School Improvement

Primary Attainment Outcomes 14/15

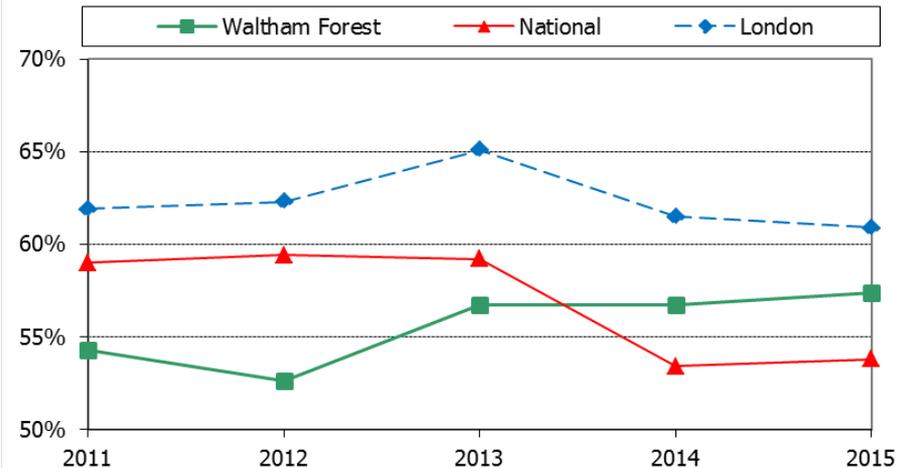
- EYFSP: 67.5% of pupils in Waltham Forest achieved a Good Level of Development, above the London average of 66.3%
- Key Stage 2: 81% achieved Level 4+ in reading, writing and maths, below the London average of 84%

Key Stage 2 - Reading, Writing & Mathematics Results, Level 4+, 2011-2015



Secondary Attainment Outcomes 14/15

GCSE - 5+A*-Cinc - 2011-2015



- GCSE: 57% of pupils in Waltham Forest achieved at least five A*-C grades including English and Maths, below the London average of 61%
- A-Level: the borough's students achieved an average point score per pupil of 660, below the London average of 672

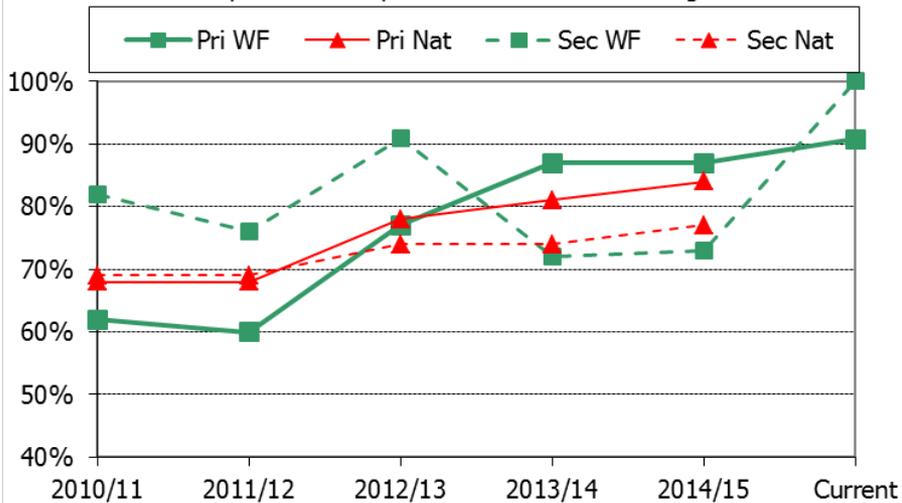
School Improvement



School Ofsted Outcomes

- Improvements made at both Primary and Secondary in 15/16
- 100% of Secondary schools are rated Good
- 90% of Primary schools are rated Good or Outstanding
- Above national averages

Proportion of Pupils in Good or Outstanding Schools



School BRAG Ratings

School BRAG Ratings, for the current academic year from Sept '15:

- Majority Green schools - 3 visits a year
- 13 Amber schools - 6 visits a year
- 8 Red schools - 12 visits a year
- 0 Blue schools - whatever support is needed

Ratings do change over the academic year; WF had many more schools of concern at the start of last school term, with a number turning red during the year but others turning green.

In addition, schools ask for additional days which are not charged e.g. For performance management

**234 SEA monitoring and challenge days.
102 support and challenge days.**

School Improvement



Statutory

- **Education strategy:** LA currently required to have strategic overview of education in their area 0-19+, up to 25 for LAC and special needs
- **School Improvement:** monitoring, challenge, support, analysis - under Education Acts, plus accountable overall for educational performance and quality in the area (Subject to change in Education Excellence White Paper)
- **Primary school moderation KS1 and KS2** statutory duty continuing to end 2016/17 academic year
- **Post-16 coordination:** statutory responsibility to ensure a place for all 16-19 year olds coordination, quality and outcome improvement non-statutory
- **Newly Qualified Teachers:** placement support, assessment and monitoring; *approvals non-statutory optional role.*

Traded

- School Effectiveness Adviser support for academies and free schools
- Head teacher performance management
- Teaching and learning reviews
- School based leadership and governor training e.g. Ofsted preparation
- LA training courses and seminars
- Bespoke training e.g. Moderation, assessment



Non-statutory

- Advice and brokerage to schools
- Liaison between early years, schools, local councillors
- Complaints and queries from members of public
- Complaints and queries from Ofsted, Regional Schools Commissioner, DfE and other bodies
- Reports to management board, scrutiny committees, cabinet, council
- Cross-department and cross-authority liaison



2b. No child left
behind

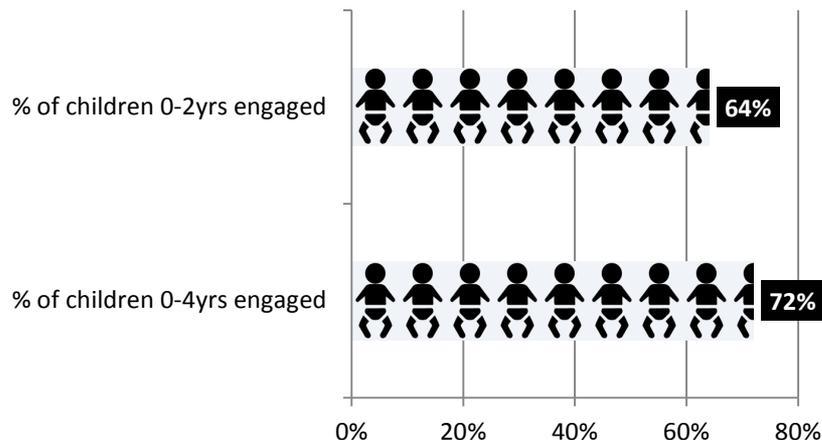
Early Years Provision and Children and Family Centres



Universal Offer

Children's centres are a key mechanism for **improving outcomes** for young children while **reducing inequalities** between the poorest children and their peers.

2015/16 Proportion of child population engaged with Children's Centre



Cost of provision:
£5.25 million

No child left behind

Statutory Responsibility

1. To provide information to parents – delivered through CYP online directory.
2. To increase take up of free Early Education places, and ensure we have sufficient placements.
3. Legislation about children's centres is contained in the Childcare Act 2006:

Section 5A - Arrangements to be made by local authorities so that there are sufficient children's centres, so far as reasonably practicable, to meet local need.

Non-Statutory

1. **Free** support, advice and training to Early Years and child care providers.
2. **Funded Early Years places:** Children funded from month after birthday, instead of term after birthday
3. **Provision of five Children and Family Centres – beyond requirement** offering services, activities and support for families with children under five. They are open to all and activities are either offered free or at a small cost, 48 weeks 6 days per week.

Health in Schools



Statutory

- Delivery of annual National Child Measurement Programme (NCMP)
- School nurses have safeguarding responsibilities, normally acting as the lead health professional for schoolchildren
- **Although engagement in Healthy Schools London is non-statutory**, engagement with the programme supports schools to fulfil certain statutory requirements (e.g. up to date policies on safeguarding, SEN)



Non-Statutory

- **Delivery of the Healthy Child Programme 5-19:**
 - ✓ includes universal health screening of children (at Reception, Year 6 and mid-teens)
 - ✓ provision of support at the universal plus level
 - ✓ enuresis assessments
 - ✓ support to schools on care of children with long-term conditions
 - ✓ delivery of health promoting drop-in sessions held within schools
- **CAMHS Triage service:**
 - ✓ assessment of all children referred to CAMHS (ideally directly by schools), and provision of brief interventions to those with medium needs (i.e. Tier 2)
 - ✓ Fast Track consists of support for Looked After Children
 - ✓ YOS worker is a single CAMHS worker, providing interventions within Youth Offending Service

£££

Total cost of new Healthy Child Programme 0-19 contract (inc. Health Visiting and Family Nurse Partnership) - **£4,991,000 per annum** (beginning Sep 2016)

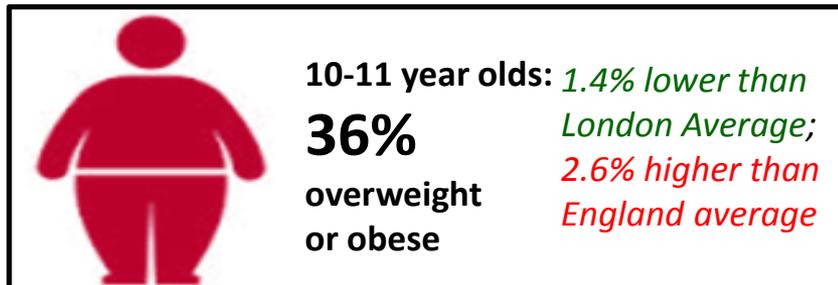
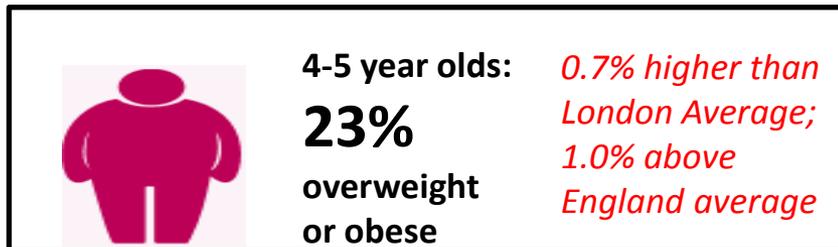
Total cost of CAMHS contract - **£700,000** plus provision of two social workers

Health in Schools



Obesity in school

As part of the annual National Child Measurement Programme (NCMP), school children in the borough have their height and weight measured. In 2014-15:



CAMHS triage service received 1,177 referrals in 2015/16. Of these, 743 were assessed as requiring at some CAMHS intervention.

In 2014/15 academic year, school nursing service delivered 3,406 health checks to reception age children and 2,672 to Year 6 children.

Key Public Health delivery in schools

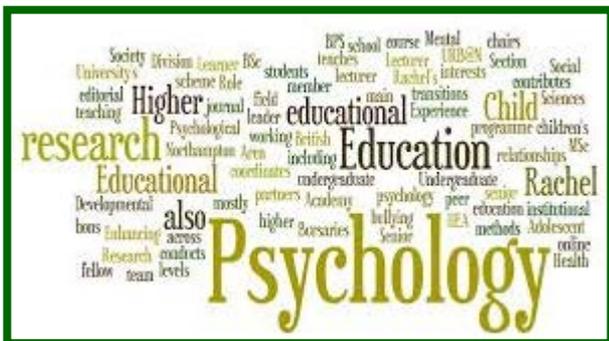
- 1. Healthy Schools London support:** Support offered to all schools - 58 schools registered on the HSL programme, with 27 achieving bronze and 7 silver this year.
- 2. Youth Health Champions:** Pilot peer education programme taking place in 8 Secondary Schools
- 3. Place2be services:** In school counselling service, 38 learning mentors given supervision sessions
- 4. Healthy Child Programme 0-19 service** (specifically, school nursing elements)
- 5. Child and Adolescent Mental Health Service** (a. Triage, b. Substance Misuse, c. Fast Track, d. YOS worker)

Education Psychology Service



Traded elements

- Providing up to date Educational Psychology report for children going through the statutory process of an Educational Health Care Plan.
- On occasions, SEN will request other work such as attendance at Tribunals.
- Offer training and project work as requested
- Provide SEN team with up to date Educational Psychology Advice as requested for assessments as well as contributing to the Education Health Care Process.



No child left behind

Non-statutory

- **Critical Incident Service**, free to schools who contact us for help.
- **Monthly drop-in** for WF parents/carers, free at the point of contact.

Cost and Income

- The latest figures indicate that **income** from Early Years (DSG), SEN and schools will be around £800,000
- Parent/Staffing **costs** for 11.3 Educational Psychologists at approx. £766,000

Risk of stopping

- If EPS were not commissioned, the LA would need to commission an independent EP service which could be more costly, and the LA would not be able to quality control in the same way.
- Schools would not have critical incident support
- Parents/carers would lose the opportunity to talk through a concerns at the drop in sessions. 16

Education Psychology Service



Role

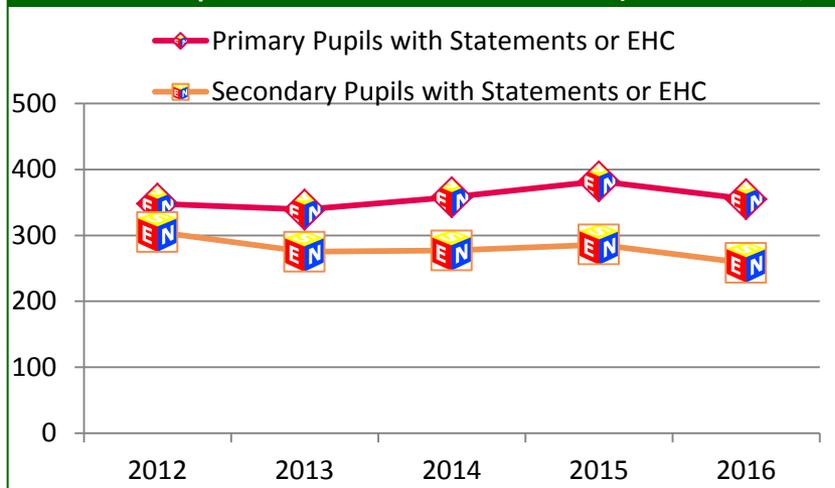
To provide an Educational Psychology Service to schools and other settings in order to help staff identify and support children and young people (0-25 years) who may have additional educational needs.

This is achieved through consultation with parents and staff, observation, and assessment, in order to set and review targets.

Special Educational Needs

- As of October 2014 Waltham Forest has approximately 400 children on our Children and Young People's Disability Register (which is voluntary to complete)
- The 2016 annual School Census showed that 14% of primary pupils and 18% of secondary pupils in the borough had special educational needs.

Number of Pupils with Statements or EHC Plans (School Census,



1,375 school pupils with statements of SEN or EHCP (School Census, Jan 16)

In 2015/16 EP's carried out **214** assessments

Female Genital Mutilation (FGM)



Key Tasks

- Design, deliver and evaluate a range of training sessions for community leaders/professionals to increase awareness of FGM risk
- Support, advice and guidance given to partner organisations (health, schools, colleges)
- Single point of contact for all FGM related activity: ensures robust network involved in the FGM programme, confidential family support and referrals.

No child left behind

Delivered to date:



Staffing 1x FTE:
£35k per annum

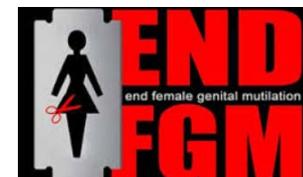
Statutory

The Female Genital Mutilation (FGM) Act came into force on 3 March 2004 and was amended by sections 70 to 75 Serious Crime Act 2015.

1. Mandatory reporting
2. Raising awareness to teachers and other professionals around safeguarding and legislative requirements

Non-Statutory

- Communication to Mayors Office for Policing and Crime and DfE evaluation around pilot findings and progress
- Maintaining record of delivery of training and awareness sessions in schools
- Traded services support to other boroughs



Education Welfare Service



Statutory

EWS holds responsibility and duty for:

- a) Ensuring regular school attendance
- b) Providing access to statutory functions via a one stop service; Attendance forum (e.g. issues FPNs to parents, presents cases in court, chairs School Attendance Panels)

Non-statutory

- Providing guidance and support to schools in relation to attendance procedures and individual pupils
- Review attendance managements strategies and providing support and guidance with school attendance polices and procedures
- Delivering training on attendance matters
- Disseminating good practice
- Maximising safeguarding: providing a full time CME Education Link within the MASH and processing all CME, CMfE and EHE referrals on behalf of schools.



Risk of stopping

- Risk to Safeguarding - no monitoring, no guidance
- Unique service: presents all cases in local magistrates court (significant saving)
- Schools would not have access to expertise and specialist knowledge
- Benchmarking for attendance and absence.

2015/16 Delivery

- Issued 400 Notification of Parental Responsibility Letters to parents
- Chaired and made recommendations at 300 School Attendance Panels
- Presented 200 cases in the local Magistrates Court
- Issued 180 Child Performance Licences
- Processed 230 children missing from education safeguarding checks
- Carried out over 500 visits on behalf of schools who did not provide destinations when removing children from their roll
- Monitored and reviewed 240 children on the Elective Home Education

Safeguarding in Schools Advisory Service



Key Tasks

Providing support and advice to enable schools and EY providers to meet their statutory requirements, including

- Carrying out safeguarding health check (1 per year) to all PVI EY settings
- Supporting schools with the section 11 audits
- Arranging and facilitating termly forums for designated Safeguarding leads
- Developing model safeguarding policies for both schools and early years settings
- Providing up to date information on safeguarding practice through the Hub.
- Support and advice with complaints related to safeguarding practice.

Key Facts and figures

Safeguarding Forum for Schools' Designated Safeguarding Leads (DSLs):-

- 81 attendees from Early Years/PVIs over 3 meetings
- 60 attendees from schools over 4 meetings.
- There has been over 8,200 contacts to the Safeguarding in Education service since Feb 16

Statutory requirements

- This function is not statutory. However these posts work closely with both the LADO & MASH. Both of which are statutory and the Safeguarding Advisers support schools & settings to work effectively with both these functions.

Traded Elements

- Safeguarding training for DSLs
- Support in preparation for Ofsted or post Ofsted improvement planning

Current Staffing

- We currently have 2 Safeguarding in Education Advisers
- 1 on a perm contract (50% funded by EY block, 50% by rest of retained DSG element)
- 1 on a fixed term until end of year (100% funded by EY block)

Special Educational Needs



Key Tasks

- Responsible for legislative draft of Education, Health and Care Plans for children and young people 0-25 with SEND.
- Data returns to DFE on legislative performance.
- Collection of data.
- Evidence of identifying, assessing and meeting need as evidenced by OFSTED inspection.
- Strong collaboration with Schools, health and other stakeholders working with the SEND community.

Key Facts and figures

There are currently 1375 school pupils with statements of SEN or EHCP (Jan 16) in Waltham Forest.

Statutory requirements

- Meeting SEND Code of Practice guidance on assessment and planning of need for children with SEND.
- SEN2 Data return for the service to DFE.
- Meeting OFSTED requirements, Identifying, assessing and meeting need.

Delivery methodology

- Face to face Service
- Local Offer Service

Current Staffing

Within the newly established Integrated Disability Service there are:-

- Assessment, Planning and Review Officers
- Occupational Therapists
- Area SENCOs
- Social Workers
- Family Support Workers
- Short Breaks
- Placements and Packages Manager

Virtual School



Key Tasks

- Maintain an up to date roll of LAC who are in school or college and gather information about their attendance and education progress
- Inform schools if they have a LAC on roll
- Ensure SWs, designated teachers, carers and IROs understand their role and responsibility in initiating, developing, reviewing and updating the child's PEP.
- Ensure up to date, effective and high quality PEPs for all LAC.
- Ensure the educational achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
- Report on the attainment of LAC through corporate parenting .

Current Staffing

No. of children on roll age 5-16: 190 as at June 2016

Statutory requirements

- Safeguard and promote the welfare of a child looked after by the LA.
- Duty to promote the child's education achievement wherever they live or are educated.
- Appoint at least one person for the purpose of discharging the LAs duty to promote the educational achievement of its looked after children wherever they live or are educated.
- All Looked After Children should have a Personal Education Plan (PEP) which is part of the Childs care plan or detention placement plan.

Current Staffing

Through a team of 5 in a federated approach with Newham

Prevent



Key Tasks

- Put on the Prevent workshops
- Bespoke training
- Series of curriculum schemes of work that can be done direct or on a train the trainer basis including extremism, critical thinking etc.
- Support schools to check their speakers and hall hiring.
- Provide advice to schools about channel referrals to channel panel.
- Link schools with other resources e.g. online set of modules for parents linked to other prevent programmes

The high level numbers for financial year 2015/16 across primary and secondary educational settings from the Prevent Schools Officer are:

- WRAP (Workshop to Raise Awareness about Prevent) = 40 sessions, 1689 participants
- 85 school governors involved in Prevent activities
- 41 head teachers involved in Prevent activities
- 1540 teachers involved in Prevent activities
- 3080 students involved in Prevent activities

Statutory requirements

- Home Office workshop on prevent.
- Have to have due regard to prevent

Key Facts and figures

Waltham Forest is a Tier one priority Borough for Prevent

Current Staffing

Prevent Schools officer post grant funded by the Home Office. We have an external provider doing youth leadership programme in which they interview 35 students who attend evening workshops that teach them skills. This includes an away day and graduation ceremony.

* Please do not release these numbers more widely

Fair Access Panel



Key Tasks

- To provide fixed day provision for young people who have a fixed term exclusion on the 6th day.
- Young people at risk of exclusion or who have been permanently excluded - working with Head teachers in a collegiate panel to provide a suitable educational pathway.

Delivery methodology

- Panels run every three weeks, made up of Head teachers and school reps, membership from other agencies (early help, social care and Police)

Statutory requirements

- To ensure schools follow the exclusions code of practice.
- That young people are provided with a suitable educational placement.
- That the LA are able to monitor and track the young people. Statutory return to (PRAB) DFE on attendance and behaviour.

Risk of stopping

- Lose good partnership arrangements,
- Not be able to sufficiently track young people and find suitable placements
- Lose multi-agency working.

Early Help



Key Tasks

- Four Early Help Co-ordinators are now linked in with the four new Children and Family Centres
- They each have a lead area of early intervention: Children Missing, Social Inclusion, Health and Under 5's.
- All schools are offered a termly case consultation visit to discuss cases, get case checks to see what other professional networks are involved with families and offered guidance, signposting and support with the EHA and RHSP process.
- All schools are offered an EHC to chair TAF's as part of an Early Help approach, where there are particularly complex cases and or the school's relationship with the family has broken down.

Total engagement

57% of schools have had frequent engagement with their Early Help Co-ordinator (4 or more contacts) over the 6 month period

14% of schools have sporadic engagement with their Early Help Co-ordinator (less than 4 contacts) over the 6 month period

24% of schools have could make more use of their Early Help Co-ordinator (less than 2 contacts) over the 6 month period

Attended Early Help Multi Agency Practitioner Training

The following schools accessed Early Help Assessment Training and Team around the Family Training in the 6 month period

Primary	Secondary	Special
Stoneydown	Lammas	Hornbeam Academy
Mayville	Leytonstone	Home School Support
Winns	Willowfield	
St Saviours	Frederick Breamer	
Edinburgh	Highams Park	
Sybourn	Buxton	
Davis Lane		
Thomas Gamuel		
St Patricks		

No Child Left behind

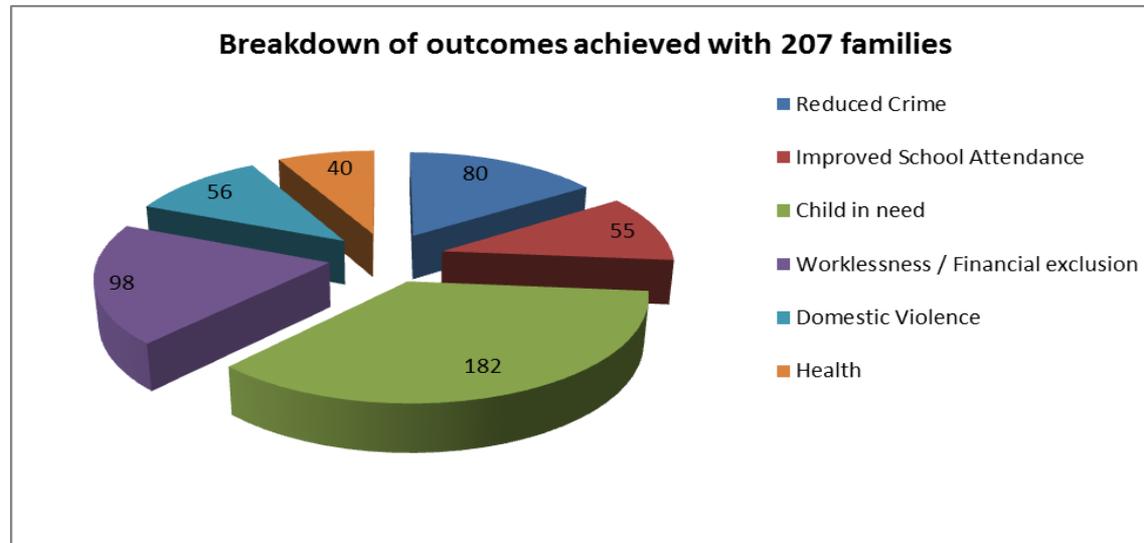


Early Help Impact on outcomes for Families:

Since January 2015 the Early Help Service has supported 938 families that have 2 out of the 6 the following presenting issues:

- Less than 90% school attendance
- Crime and ASB
- Child needing help
- Domestic Violence
- Worklessness/NEET
- Health issues

For 207 of these families we can evidence significant and sustained progress to date:-





2c. System led improvement

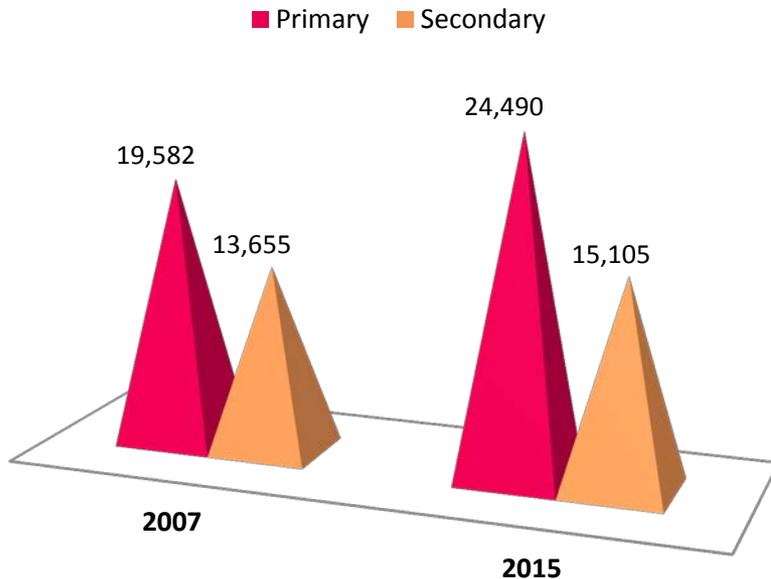
Pupil Place Planning



School Places

Due to population growth among school-age children, since 2007 there have been 72 bulge classes added to primary schools and 35 permanent expansions.

Increase in school population



42,810 pupils on school roll (Jan 16)

Statutory Responsibility

In June/July of each year every local authority has to submit a statutory return to DfE, made up of 3 strands:

- 1. Financial – how expansions, new schools, improvement work was funded
- 2. Capacity – the total capacities in all schools
- 3. Forecasts – projected figures for the next 5 years

This data is used by the Education Funding Authority (EFA) for their calculations for future funding for schools.

For the 2018/19 allocations WF received the 3rd highest funding in London; £12.9m (7 London Boroughs received no basic need funding at all).

Non-Statutory

- **Pupil place forecasts** – projected figures to 2023, beyond requirement.
- Forecasts shared with schools to aid planning.

School Admissions



Statutory Responsibility

- Management of schools admissions
- Statistics on number of parents listing each school as 1st, 2nd, 3rd preference.

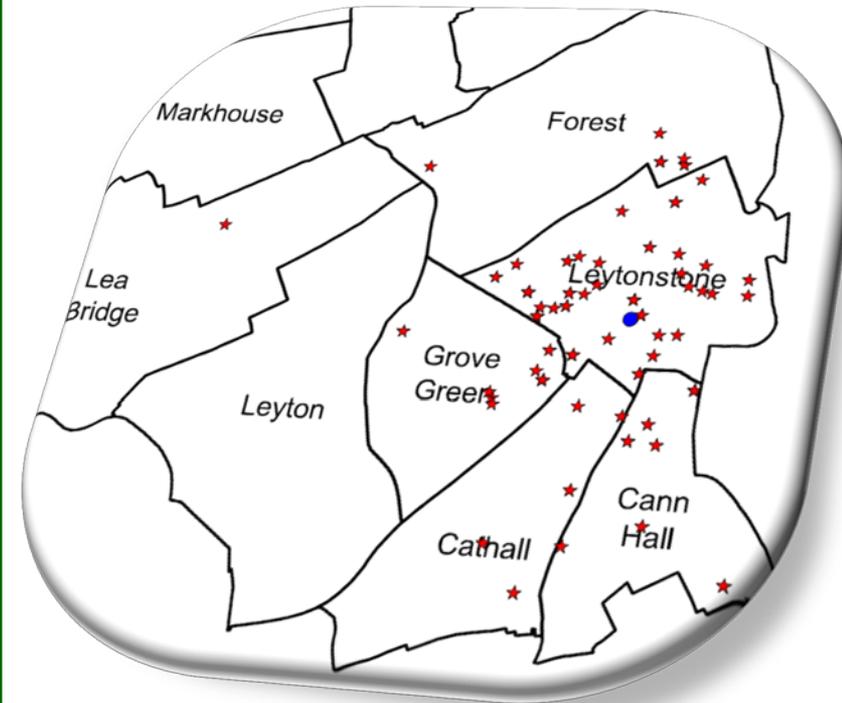
Non-Statutory

For the first time in 2016 additional analytical support about parent/pupil preferences has been provided to all schools:

- **Mapping of all applications** so that schools can see where they are attracting pupils from (see map)
 - **Mapping of all pupils offered a place** in Sept 2016 (schools have a clear idea of their 'natural' catchment areas)
 - **Mapping of pupils not offered a place** and mapping of preferences for alternative schools (schools can see where there are neighbouring schools that may be competing for the same pupils and which schools seem to have the competitive advantage)
- ✓ Head teachers have given positive feedback...
- × Approx. one week's worth working hours

School Admissions

Map: Primary School A
Postcodes of pupils offered a place in September 2016



HUB Website



Key Tasks

1. Collating all of the information from various internal and external partners so that information can be accessed by schools
2. Provider pages are on the hub too
3. Setup various community forums
4. Newsletters
5. Book training and events
6. SLA online for Traded Services
7. Links to various external websites

Risk of Stopping

1. Far more difficult to communicate with schools and less cost effective.

Who is registered?

90% of Heads, 66% of CoGs and 84% of SBMS are registered on the HUB.

Statutory Duty

- This is one of the methods for meeting our duty to provide support advice and training

Costs

- £75K a year
- Funded through EY DSG and half through Universal Offer
- 1 FTE post

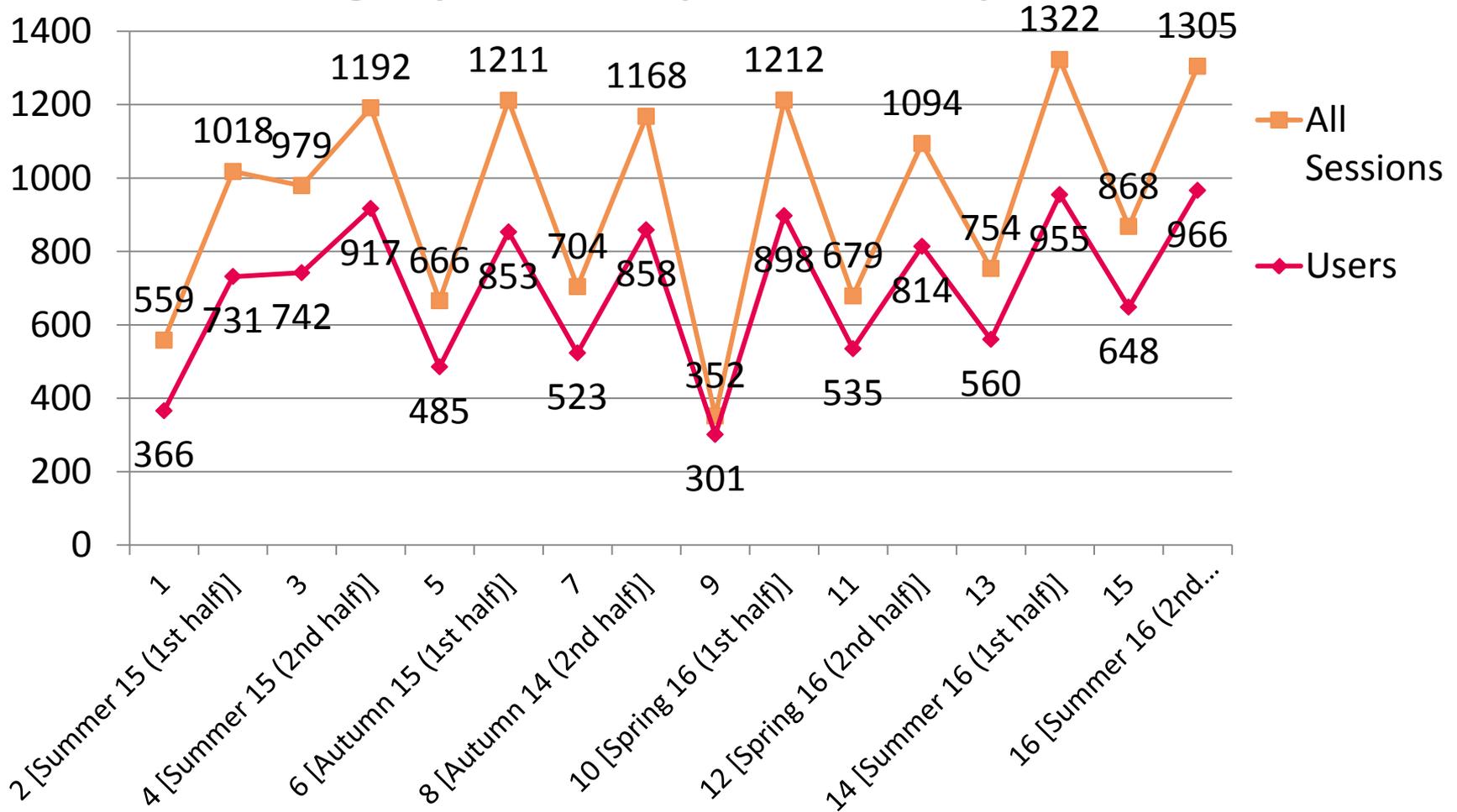
Costs

- On the next two pages, you can see a detailed overview usage of the website and the location of the page views

HUB Website (Cont)



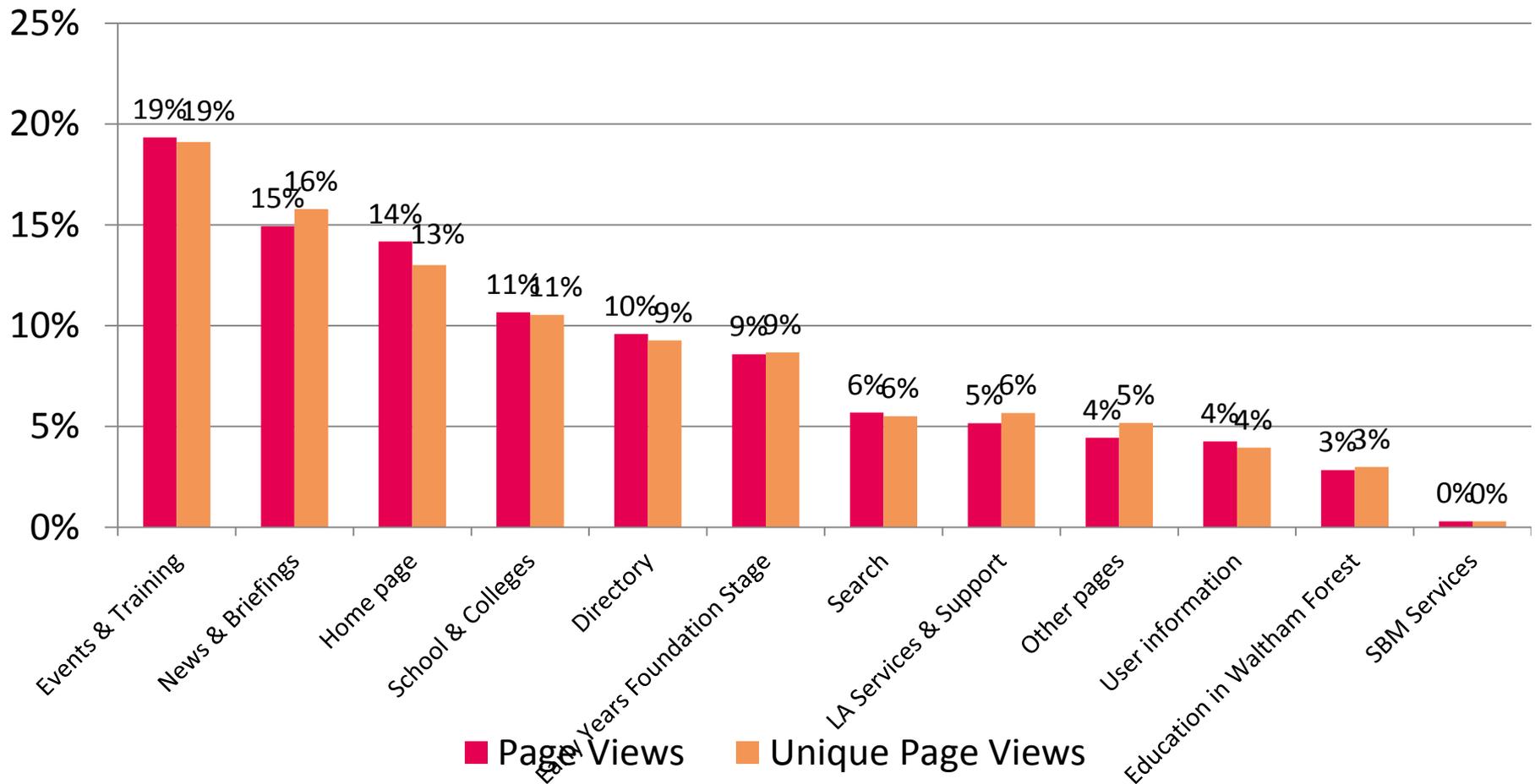
Average number of sessions and users per week on The Hub during a specific time period, since April 2015



HUB Website (Cont)



Location of page views on The Hub since April 2015



Education Performance and Information



Key Tasks

1. **Statutory Returns** - School Census, School Workforce Census, Early Years Census, Alternative Provision Census, Primary Assessment. Producing data for SEN2 return
2. **Data support** for Secondary Challenge, Primary Challenge & Every Child a Reader
3. **Data analysis & performance reporting** for LA teams supporting schools (including the LA School Information Dashboard)
4. Maintain, update and support use of **central pupil database** (CPD), used by teams such as admissions. Reporting from CPD and FWI, including SEND
5. **Statutory requirement to respond to FOI queries**, as well as ad hoc queries.

Staffing costs (7.8FTE)
+ Systems costs (FFT, Nexus, Anycomms+, CAPITA ONE)

System led improvement



Traded

- Data Support: Production of School Information Dashboards (Primary), procurement, administration and support for Fischer Family Trust Aspire and Nexus Perspective. Reading tracking
- Some elements of the CPD support traded services - Governors & Education Welfare

Non-statutory

Communicating DfE guidance to schools regarding Statutory Returns (over 40 members of school staff attended April admin meeting and over 60 are members of Hub group)

Quality Assurance role:

- ✓ In 2016, 82 resubmitted assessment files, 813 pupils removed from keypas, 402 pupils modified in keypas, 97 school error reports resolved
- ✓ In January 2016, 904 School Census changes included: 265 pupils with incorrect part time flag, 56 pupils with incorrect Universal Lunch indicator, 351 changes to Early Years Pupil Premium
- ✓ Errors avoided due to meetings, guidance notes and help-line service

Health and Safety



Key Tasks

A. Statutory Health and Safety advice and assistance. Advice is provided within the general realms of the Health and Safety at Work etc. Act 1974 and subordinate legislation.

B. Statutory annual accident/incident reporting. The Health and Safety Service is available throughout the year and will be easily accessible and reactive to the schools requirements.

C. Initial response to requests given within two working days. In complex cases, a timescale will be agreed with the school, as required, and the Health and Safety Team will attend the site, as necessary.

Traded

- Annual Report
- Membership of the Consortium for London Authorities for the Provision of Science Services (CLEAPSS)
- Radiological monitoring service via the team's Radiation Protection Officer (RPO)

EVOLVE – Educational Visits
On-line Risk Assessment monitoring

17 schools bought into service: 1 FTE staff

Non-statutory

- Health and Safety training
- Courses off site/on site, inset/twilight sessions, Advice & assistance with specific areas or projects
- RA Assistance
- Health and Safety inspection (not annual inspection)
- H&S Policy support with development and implementation
- Membership of CLEAPSS (if not part of Enhanced Service)
- EVOLVE (if not part of Enhanced Service)



Schools Asset Management



Key Tasks

- Supporting schools in meeting their statutory obligations on compliance and health and safety.
 - Three main areas:
 - - Asbestos
 - - Fire
 - - Water safety
- Developing and monitoring all major capital maintenance expenditure –annual programme C £4M.Key driver to prevent school closure.
- Managing LCVAP programme for voluntary aided schools.
- Completing all statutory returns on LCVAP to DfE.
- Completing all statutory returns on Capital Maintenance programme for community schools.
- Providing schools property input into all academy transfers.
- Developing ,administering and monitoring annual school match funded programme.
- Completing the periodic Net Capacity Assessments for all schools.
- Providing advice and guidance on schools estates e.g. building projects.

Commissioning and Monitoring Schools Capital



Key Tasks

- Leading on technical commissioning of all schools capital expenditure
- Briefing Technical delivery teams -in detail- on technical requirements of all schools capital programmes
- Developing and gaining all approvals (inc Cabinet) to schools capital investment strategy
- Securing planning gain from developers to meet pupil places. (i.e. additional resources for schools)
- Gaining all approvals for implementation of schools capital projects
- Clienting all schools capital expenditure – to ensure efficient and effective delivery
- Developing at programme level Capital financial monitoring and ensuring all returns made to central government
- Developing and agreeing with schools which permanent expansions are to take place and how these will be implemented
- Developing and agreeing with schools which temporary expansions are to take place

Child minder development Workers



Key Tasks

Help Child minders with different phases of their development

- 1) Setup to be a Child minder
- 2) Support CIPD to place with Child minders
- 3) Keep the Health register up to date
- 4) Pro-rata support given to child minders based on Ofsted judgment and level of need - additional support around specific issues/recommendations
- 5) Update HUB as appropriate

Key Facts and figures

- In Sept 2017 eligibility has been extended and there will be a rollout of the 30 hour FEE provision.
- We currently have 250 Active child minders in Waltham Forest

Statutory requirements

- Stat support is for those child minders rated as requires improvement and inadequate by Ofsted.
- Stat requirement for safeguarding and SEND support. CM development workers act as Area SENCOs.

Traded Elements

- Currently looking into a Traded offer with training packages that could be sold to child minders

Current Staffing

- 3 FTEs

Delivery Methodology

Digital platform - Universal advice and support. One to one visits to child minders based on wards. Forums, drop-ins and training opportunities in the evenings



Careers



Key Tasks

- Have a strategic overview of the provision available in their area and to identify and resolve gaps in provision. We must 'make support available' that will encourage young people moving into EET. It is our choice to decide what form this support will take.
- Support all young people aged 16-19 even if in full time employment, the young person must undertake part-time education or training with a view to gain a recognised qualification. All 16 and 17 year olds must also be offered a place in education by the end of September.

Traded Offer

- Careers advice and guidance to schools (currently delivered to 4 secondary schools)



System led improvement

Statutory requirements

- Ensuring participation: The duty to ensure participation is to secure suitable education and training provision for all 16-19 year olds (extending to 25 for those with a learning and difficulty assessment (LDA) or education, health and care plan (ECHP)).
- The local authority is considered responsible for increasing NEET participation while the DfE provides the framework through which to do so.
- RPA: 16 and 17 year old students must be in education, training or employment (the legal onus is on individual and their parents but the LA has a duty to work to make this happen).

Delivery methodology

- Careers advisors and data trackers are in house. We have a contract with Careers Vision analyse our data and produce monthly reports on our targets.



2d. Joint Venture



Statutory requirements

- Data returns - data for office of national statistics, DFE
- Pension Estimates - ill health retirements, redundancies over 55, early retirement
- Represent LBWF at Dismissal Hearings
- Provide guidance on DBS/Safer Recruitment
- Moderate all Support staff roles under Job Evaluations
- Provide Occupational Health Provider
- TUPE - Formal Consultations for Maintained Schools
- Trade union Facility time
- Support for Head teacher Recruitment and Performance Management

Delivery methodology

- HR casework support to schools that buy our service.
- Traded services to schools outside of the Borough,
- Employee Relations -
 - Support for a range of HR casework
 - DBS - Processing Bespoke training - e.g safer recruitment
 - Job Evaluation
 - Academy Conversion
 - Advice on terms and conditions

Additional Work

Interventions at the request of School Effectiveness and/or the DCE

Risks of stopping

- Unable to stop statutory elements whilst we continue as the employer of staff in Maintained Schools.
- If we don't continue with the traded offer to schools we lose assurance that casework at these schools is managed effectively and there is an increased risk of litigation

School Governors (ensuring the Statutory compliance of Governors and Governing bodies)



Key Tasks

A. Statutory maintenance of GB membership

B. Provision of a comprehensive support and clerking service

C. Statutory management and implementation of Instrument of Government

D. Statutory Local Authority Governor Nominations to governing boards

E. Governor recruitment

F. Statutory identification of Governor training, and analysis of take up

G. Work with the School Effectiveness Service

Traded

Support and guidance on GB related matters

Clerking service

MAT interventions in governance



Ad-hoc support for HR meetings

Support for disciplinary matters

Non-statutory

- Communicate DfE and LA guidance to schools/academies electronically and in regular briefings
- Interventions at the request of School Effectiveness Service and/or the DCE
- Financial assurances re. governance
- Support for schools causing concern as necessary.
- Removal of governors.

Establishment staffing costs: £270K

Academisation Support



Key Tasks

1. Coordinating transfer agreements and leases.
2. Premises, land issues, HR issues, capital works, commercial transfer agreement in partnership with LA

Key Facts and figures

1. There are currently three academisations being pursued that the Local Authority is supporting with
2. In 2015 we supported x Schools to become academies

Statutory Duties

- The Local Authority has a responsibility to do whatever it takes to transfer schools to Academies

Current Delivery method

- This service is currently delivered by staff through good will
- Significant hours are spent on this work with staff from Legal, HR and Capital assets all having to take a role in it
- There are often up to seven or eight officers engaged in this process which equates to a large cost to the Council

Catering

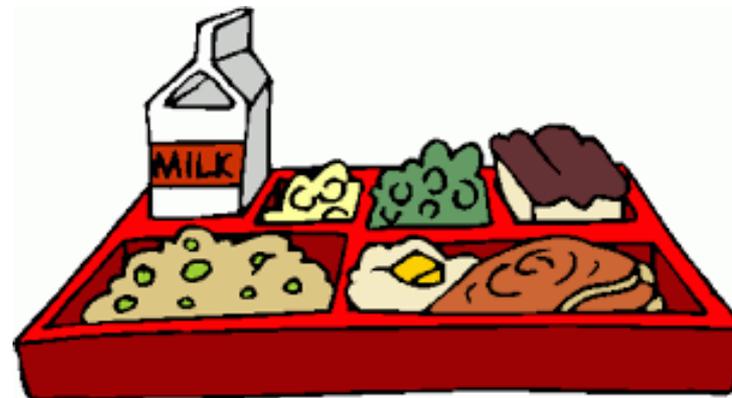


Key Tasks

1. To provide school meals to those schools that purchase the service

Key Facts and figures

1. There are over 300 staff employed by the Catering Service



Risk of Stopping

1. Schools have to procure own meals service,
2. Nutritious quality of meals may fall,
3. Council loses access to any surplus that the service generates,
4. There would be work involved in transferring services to other providers
5. May be difficulty in securing sufficient alternative providers

Additional Elements of the task

- The catering services also provides schools with guidance on nutritious diets for pupils

Traded Elements of the Task

- This Service is wholly traded with schools



2e. High Quality Professionals

School Business Manager Support



Non-statutory support

- **Supporting School business managers** across all functions (finance, employment, Health and safety etc.)
- **Supporting Head Teachers** to performance manage business managers.
- **Supporting income generation** and claiming the funding to which schools are entitled (free early education etc.)
- Delivered through the **online Learning HUB**, group meetings, forums and one to ones if needed.

Risk of stopping

- School Business managers unsupported
- Income for schools not maximised
- Issues around schools not managing budgets effectively
- Potential Health & safety risks



Cost: £150,000 for two years
Funded from Universal Offer

Music Service



Key Tasks

1. Ensure that every child aged five to 18 has the opportunity to learn a musical instrument.
2. Provide opportunities for children to play in ensembles and to perform from an early age.
3. Ensure that clear progression routes are available and affordable to all children and young people.
4. Develop a new singing strategy to ensure that every child has the opportunity to sing regularly and that choir and other vocal ensembles are available in the area.

Risk of Stopping

1. Reputational risk to Council if no Music Service is in place
2. Opportunities and life chances of students would be limited
3. No events in place could have a reputational impact as well

Funding

- The key tasks as outlined have to be fulfilled if the service is to continue to receive grant funding from Arts Council England (ACE)

Traded Elements of the Task

- The service offers individual and group tuition to young people via schools.
- Parents/carers in some cases meet all costs or some schools decide to part fund.
- Elements of the Saturday school will represent traded income

Current Staffing

- A core of 5 FTE staff plus 30 Music Tutors on casual contracts
- Paid for through £404K grant from ACE, other service costs covered from income

Suntrap

Key Tasks

1. Provide an Outdoor Education facility to schools and other providers in the Borough

Traded Elements of the Task

- Fully traded, schools book sessions and/or days to visit the Centre and undertake educational activities

Risk of Stopping

1. Loss of educational opportunity
2. Questions as to what else the site could be used for
3. Reputational damage to the Council
4. Political affinity with the facility



Current Staffing

- A core of 6 FTE staff

How to book

Schools book sessions/days typically up to a year in advance normally by Academic year



2f. Other School related Outcomes

Other School related Outcomes



NEETS

Integrated Youth Report (June 2016)

- 298 NEETS in cohort (academic age year 12-14)
- 4.2% NEETS in cohort (academic age year 12-14)
- 1% increase in NEETS since June 2015
- 85% of NEET cohort were seeking employment or training

Child Sexual Exploitation

- 4 multi agency CSE training days between the start of May and end of July this year
- 20 participants max at each training day
- 7 school staff attended in total

Troubled Families

- 605 families involved in TF Programme (as at March 2016)
- £1,466,693 committed spend for 2016/16

Troubled Families investment that schools have access to:

- Specialist interventions (FFT team)
- B2B system (part funded)
- Child Sexual Exploitation lead
- Domestic Violence Programme
- Parenting Coordinator post
- Missing Early Help co-ordinator post
- Transforming Practice training
- Schools Exclusions team Restorative Justice
- BRIT project manager
- Harmful Sexual Behaviour Post – AIM training

Fixed Period Exclusions

- 1,720 fixed period exclusions in state funded primary, secondary and special schools in 2014/15.

Early Help

(April-June 2016)

- 28 Briefings, meetings, bespoke Training
- 23 Chaired TAFs
- 98 Case Consultations
- 22 average attendance at monthly Partners Practice Forum

Child Protection

(April-June 2016)

CHILDREN'S SOCIAL SERVICES

- 515 RSPs (Request for Support or Protection) from schools
- 172 MASH referrals from schools

SAFEGUARDING

- 81 attendees from Early Years/PVIs over 3 meetings for Safeguarding Forum for Schools' Designated Safeguarding Leads (DSLs)
- 60 attendees from schools over 4 meetings.