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Thursday 12 October 2017

Notice of Meeting

Dear Member

Kirklees Schools Forum

The **Kirklees Schools Forum** will meet in the **Seminar Room - North Huddersfield Trust School** at **8.30 am** on **Friday 20 October 2017**.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft".

Julie Muscroft

Service Director – Legal, Governance and Commissioning

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Kirklees Schools Forum members are:-

Forum Members:

School Members:

Julie Helm, Nursery Schools
Lynn Hill, Primary Schools
Diana Wilson, Primary Schools
Marcus Newby, Primary Schools
Loz Wilson, Secondary Schools
Ian Ellam, Secondary Schools
Anne Lawton, Maintained Schools
Martin Ridge, Pupil Referral Units (Vice chair)
Michelle Lee, Academies (Chair)
Catherine Jubbs (Academy)
Sarah Wilson, Special Academies

Non-school members:

Gillian Collins, ATL
Hazel Danson, NUT
Paula Wescott, NAS/UWT

Supporting LA officers in attendance:

David Gearing, Financial Delegation Manager & Minute Clerk

Agenda

Reports or Explanatory Notes Attached

Pages

1: Apologies for Absence

To receive.

2: Minutes of the Schools Forum meeting held on 16th June 2017

1 - 4

To receive and note.

3: Pupil Numbers and Membership

5 - 8

To discuss.

4: Matters Arising

Matters arising from the 16th June 2017 meeting:

- Alternative Provision Free School bid

5: Kirklees Education & Learning Partnership Board

9 - 12

To discuss.

6: High Needs Strategic Review 2017-18: briefing paper

13 - 14

To discuss.

7: National Funding Formulae - updates

- Prognosis for the DSG blocks
- NFF for Schools – adjusted factor values post-consultation
- Scoping the decisions to be taken for 2018-19 and beyond

Contact Officer: David Gearing

8: Any other business

To consider.

9: Confirm minutes

To confirm.

10: Dates and times of next meetings

Friday 1st December 2017, 10:00am

THE KIRKLEES SCHOOLS FORUM

meeting held on **Friday 16th June 2017**
10:00am at the Tolson Museum, Huddersfield

Present:

	Nursery School Heads (1)
Diana Wilson	Primary School Heads (5)
	Middle School Heads (1)
Ian Ellam, Loz Wilson	High School Heads (2)
	Special School Heads (1)
	Special Academy Heads (1)
Michelle Lee [Chair]	Academy Heads (3)
Martin Ridge	Pupil Referral Units (1)
	Kirklees Governors (1)
Gillian Collins (ATL), Hazel Danson (NUT), Paula Wescott (NASUWT)	Non-school members (5)
David Gearing (Financial Delegation Manager); [Minute Clerk]	Officers in Support
Jo-Anne Sanders (Acting Service Director – Learning & Support)	
	Observers

1. Apologies for absence

Apologies had been received from Sarah Ellis (Pre-school Learning Alliance), Julie Helm (Nursery Schools), Gary Johnson (Middle Schools), Catherine Jubbs (Academies), Marcus Newby (Primary Schools) and Sarah Wilson (Special Academies).

2. Minutes of the Schools Forum Public meeting held on 10th March

The minutes were agreed to be a true record of the meeting.

3. Matters arising from the Schools Forum Public meeting 10th March

3.1 National Funding Formula update

Following the outcome of the General Election the situation regarding the National Funding Formula process is even less clear. Because of the delay, there must now be doubts as to whether changes can be made in time to influence 2018-19 School Funding allocations.

3.2 Alternative Provision Free School Bid update

Martin Ridge gave a brief verbal update about the Alternative Provision Free School bid. The new provision is needed to expand the SEMHD 'in-house' provision offer locally. The application to the DfE was submitted by the Pupil Referral Service back in April. The PRS is currently consulting on becoming a multi-academy trust to satisfy stipulations for who can submit a free school proposal. The final application varied slightly from the draft presented to Forum in March – the planned number of places for the free school has increased to 45. There has been a certain amount of back and forth with the DfE to answer their questions following submission of the bid. There is no final date for a decision as yet.

4. The Learning Summit: feedback from the day

The inaugural Learning Summit took place on Monday morning this week at the John Smiths Stadium. It was well attended and it was good to see the Chief Executive, key Council members and the Children's Commissioner in the same room with local schools and

academies. Feedback gathered from the day is being collated – communication and the Local Development Plan seem to be issues where schools are requesting more focus to be given. A report from the day will be made available for people who were not able to attend and it is hoped that this will be released before the end of this term. The report will be made available to head teachers, governors and the trade unions

The focus of the first Summit had been upon early help and social care and effective collaborative arrangements to support. What happens next is up for shaping – six-monthly update meetings, perhaps one for the North and one for the South, had been suggested as providing a way to get more into the detail of key issues.

In terms of consideration of the future shape of Council services provided to or traded with schools there was a short paper, arising out of the work of the Partnership Reference Group, spoken to on the day at the Learning Summit with feedback forms on the tables for attendees to express a preference for the options mentioned in the paper. The paper was also discussed at yesterday's Kirklees Primary Heads meeting. It is clear that opinion needs to be gathered more widely so the intention is to circulate a questionnaire amongst schools and governing bodies to collect feedback. The three approach options were a) carry on with the current arrangements; b) look to establish some form of management board for the services being provided with schools and councillors represented on the board looking at developing services to better match schools' needs; c) transfer the services to some form of formal company arrangement. From the feedback provided on the day there was some support for approach b). This model is operating successfully in Camden Council and is seen to be less risky than the other two options. If option b) gains traction the unions expressed an interest in having representation on the board. The terms of reference governing the board would need to be carefully considered.

In other news, a decision has been taken to disband the Learning Board. A new Educational Partnership Board will effectively replace and will need to work alongside Schools Forum.

5. Dedicated Schools Grant 2016-17 budget: rollover proposals / decisions

The DSG account

The 2016-17 DSG outturn summary picture was considered.

Summary position

On the bottom-line there is an overall underspend of £2,090,100. This breaks down into the following main headings: -

Early Years budgets	£2,309,700
School Reorganisation reserve	£1,268,800
Underspend	£3,578,500
High Needs budget	-(£922,300)
Miscellaneous other headings	-(£566,100)
(of which the maternity heading accounts for £548.7k)	
Overspends	-(1,488,400)
OVERALL NET UNDERSPEND	£2,090,100

Dealing with the overspend

The proposed strategy for dealing with the DSG overspends entails the use of a large part of the two-year old funding reserve to cancel out the following amounts: -

High Needs account overspend	£ 922,300
Miscellaneous other DSG headings	£ 518,300
From EY reserve	£1,440,600

Roll forward absence insurance overspend to 17-18 £ 47,800

Total overspend covered **£1,488,400**

Proposed roll-forward into the 2017-18 account

i) Reorganisation reserve balance into Contingency	£1,268,800
ii) Overall absence insurance deficit	-(£ 47,800)
iii) Reduced rollover of Early Years reserve	£ 709,700
iv) Former EY funds to High Needs account	£ 159,400

Total rolled forward £2,090,100

Back when the implications of the Early Years National Funding Formula were being considered, a sum of £1,600,000 was identified within the early years reserve as being available to help address other DSG pressures (mainly in the High Needs account). So the £2,309,700 closing Early Years balance is reduced above to £709,700 rolling forward into 2017-18. A portion of this figure becomes set-aside provision against expected claw-back of funding by the ESFA in response to reduced numbers of children. £1,440,600 of the £1.6m stays in 2016-17 to cancel out DSG overspends in that year. The remaining £159,400 is proposed to roll forward into the 17-18 High Needs account. This decision will need to be reviewed if the ESFA's claw back of nursery funding is larger than anticipated.

It was asked how such a large amount had built up in the Early Years budget. Forum was reminded that the figure is almost wholly attributable to trajectory funding allocated by the DfE to expand the number of places available for disadvantaged two year-olds. Kirklees was able to create places in a more cost-effective way than the grant assumed.

A major part of the rollover proposal is a continuing commitment to the school reorganisation reserve which had reduced from an opening 2016-17 balance of £2.34m to £1.27m by the close of the year. A paper outlining the support given to a number of schools last year was circulated.

£745k had been spent in total in the primary sector. £596k of this total had been spent in support of two recently-opened primary provisions in terms of initial building set-up costs and diseconomy support as the provisions expand by one year group each year. The remaining commitments included support for schools taking in temporary bulge admissions due to exceptional demand for school places in an area, help with temporary logistical costs during a school rebuild and set-up costs for an amalgamation of three schools that happened last May.

£209k had been spent in the secondary sector, the majority on phased support for an amalgamated school to give it time to sort out its cost profile and improve its pupil numbers. Other costs related to support for IT system upgrades linked to the school's move shortly into new premises and the ongoing cost of securing a vacated school site as a result of a previous round of reorganisation.

£531k had been spent in support of two reorganising schools in the special sector. One had been asked to change its specialism and this required significant investment in the school's site and buildings to ensure the safety and security of their new pupils and to make their environment more fit for purpose for their new specialism. The other school has been relocated to a more central location in the authority in newly-rebuilt premises. The reorganisation budget had to step in to help when the move was delayed to pay for the cost of keeping an expanded number of children safe at the school's existing site and to support additional staff costs that had been taken on with a view to dealing with additional children at the new site from an earlier date.

Offsetting the above expenditure was the recurrent school reorganisation budget of £292k. The excess spend of £1.19m was then absorbed from the reorganisation reserve within the school contingency account.

Forum was satisfied with the information provided but concerned that such important support to schools was being funded from temporary, one-off monies. What will happen when the reserves are exhausted?

The information provided about school reorganisation commitments above led to Schools Forum agreeing to the DSG rollover proposal as summarised below...

1) Balance on the reorganisation reserve to school-specific contingency	£1,268,800
2) Absence Insurance scheme deficit to 17-18 insurance account	- (47,800)
3) Reduced roll-forward in the Early Years account [After dealing with the High Needs and other overspends in 16-17]	£ 709,700
4) Balance of the Early reserve reduction to High Needs in 17-18	£ 159,400
Total roll-over into 2017-18	£2,090,100

6. Any other business

No other business was raised.

7. Dates and times of next meetings [start times to be confirmed]

Friday 20th October 2017 Venue: Tolson Museum

Friday 1st December 2017 Venue: Tolson Museum

KIRKLEES' SCHOOLS FORUM: CURRENT MEMBERSHIP

SCHOOLS MEMBERSHIP (14)

Representative position	Current representative	Notes
Maintained Primary 1	Lynn Hill	
Maintained Primary 2	Marcus Newby	
Maintained Primary 3	Diana Wilson	
Maintained Primary 4	???	
Maintained Primary 5	???	
Maintained Secondary 1	Ian Ellam	
Maintained Secondary 2	Loz Wilson	
Maintained Special	Anne Lawton (tbc)	replaced Nicky Rogers
Maintained Nursery Schools	Julie Helm	
Pupil Referral Units	Martin Ridge	
Mainstream academies 1	Catherine Jubbs	Primary
Mainstream academies 2	Michelle Lee	Primary
Mainstream academies 3	???	Secondary (?)
Special academies	Sarah Wilson	
[Reduced by 1 from 2016/17 as Middle school representation now falls under the academies sector]		

NON-SCHOOLS MEMBERSHIP (6)

Representative position	Current representative	Notes
Teacher Union: ATL	Gillian Collins	merged to form NEU (National Education Union)
Teacher Union: NUT	Hazel Danson	
Teacher Union: NASUWT	Paula Wescott	
PVI Nursery/Childcare	???	replacement for Sarah Ellis (to be secured by Childcare Sufficiency Team?)
Post-16 sector	???	would ideally come from Kirklees College (re post-16 High Needs issues)
Kirklees school governors	???	

The Schools Forum regulations dictate that Schools and Academies representation must account for at least two thirds of the total membership of the Schools Forum.

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SCHOOLS FORUM PRIMARY / SECONDARY ACADEMY PROPORTIONATE REPRESENTATION 17/18**ACADEMIC YEAR 2016/17**

BLOC	Pupil nos May 2016 census	Proportion of total	Reps (fte)	Rounded
Primary in maintained schools	33,052	54.44%	5.44	5
Secondary in maintained schools	10,022	16.51%	1.65	2
Primary in academies	4,394	7.24%	0.72	1
Secondary in academies	13,245	21.82%	2.18	2
Totals	60,713	100.00%		10

In the academy sector the balance between primary and secondary representatives is for that sector as a whole to decide.

The other school representatives to Forum in Academic Year 2016/17 were...

Maintained Nursery School rep
Maintained Middle School rep

Maintained Special School rep
Special Academy rep
Maintained Pupil Referral Unit rep

ACADEMIC YEAR 2017/18

BLOC	Pupil nos May 2017 census	Proportion of total	Reps (fte)	Rounded
Primary in maintained schools	32,262	52.42%	5.24	5
Secondary in maintained schools	9,056	14.72%	1.47	2
Primary in academies	5,992	9.74%	0.97	1
Secondary in academies	14,232	23.13%	2.31	2
Totals	61,542	100.00%		10

The other school representation to Forum for Academic Year 2017/18 will be...

Maintained Nursery School rep
Maintained Special School rep

Special Academy rep
Maintained Pupil Referral Unit rep

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Kirklees Education and Learning Partnership Board

Kirklees enjoys a strong and positive relationship between the Council and our schools and learning settings across the district. The Council values and recognises the important role that schools fulfil for children, young people and their families so they are 'rounded, resilient and ready', and together, along with other partners we work towards shared outcomes to ensure:

- Children have the best start in life;
- People in Kirklees aspire and achieve their ambitions;
- The highest quality of education, supporting ever improving outcomes; and
- Children and young people with special educational needs and disability are championed and enabled to succeed.

Following discussions with the Partnership Reference Group, at the Learning Summit and elected members, it is proposed to replace the present Learning Board with the **Kirklees Education and Learning Partnership Board (the Board)**. The establishment of the Board is a direct and strategic response to the financial constraints facing the Council, schools and learning settings. The Board will hold strategic oversight for the development, leadership and quality-assurance of the Kirklees school and educational improvement strategy and will draw on and complement regional and national strategies. It will also direct, develop and take decisions about services used by schools and education. In doing this, it will ensure that the services the council provides for schools are of the highest quality, are fit for purpose, innovative, draw on best practise and promote financial resilience.

As national and local requirements for education evolves, it is anticipated that the Board will have the opportunity to proactively respond and where necessary extend its focus. The Board will be the vehicle for consolidating existing arrangements in the learning system and removing duplication.

To maximise its effectiveness, the Board will have two Committees:

- **Education Improvement Committee** using data and intelligence to monitor school achievement, prepare applications for funding, monitor the impact of the funding expenditure.
- **Education Services Committee** to monitor services provided to schools and learning settings and identify and champion proposed improvements to these services, informed by data and intelligence and manage consequential changes.

It will also be able to establish ad hoc Committees to investigate particular issues and make recommendations.

Principles

The principles for an effective education and learning partnership are:

- That improvement systems and distribution of resources are most effective when they are based on mutual respect, partnership and collaboration;
- That school leaders, leaders of learning settings, teaching school alliances, multi-academy trusts, governors and the Council will work in equal partnership with children and young people at the heart of all decision making;

- That local solutions, supported by national best practice, are often best placed to drive improvement and meet the needs of Kirklees communities;
- That challenge, support, and services across Kirklees should be transparent, clearly understood by all and open to scrutiny to ensure the greatest impact on outcomes and opportunities for our children and young people; and
- That the Council, as a strategic champion for securing the highest standards of education and outcomes for all children and young people will responsibly enable and lead its partners and communities to manage resources effectively to shape services that schools need.
- That all business and discussions are communicated openly, and are underpinned with a shared moral and social purpose to improve outcomes for children and young people in Kirklees.

The Board will operate in the context of the decision making arrangements which the Council has established in relation to policy, strategic planning, budget and performance.

In establishing the Board, schools and academies are not giving up any Governing Body rights or responsibilities and equally the Council is not giving up any of its statutory obligations. However, all partners will be supportive of the Board as being able to take action in order to achieve improved educational outcomes for children and young people.

Position within existing governance and partnership arrangements

The Board will be able to contribute early to the formulation and the discussion on the options for policy development, strategic planning, and monitoring performance as set out in the Terms of Reference outlined below.

As the Council, schools and learning settings have to work with a range of statutory bodies and other agencies, the activities of the Board will need to dovetail with:

- Children's Trust Board;
- Schools Forum;
- Children's Improvement Board;
- Safeguarding Children's Board;
- School Hubs, Kirklees High School Heads (KHSH), Kirklees Primary Heads (KPH), Kirklees Special School Heads (KSSH);
- Teaching School Alliances, Multi-Academy Trusts, and other formal partnerships; and
- The consultation arrangements with headteachers, governors and trade unions.

Terms of Reference

The following terms of reference will need to be kept under review. In particular the Board would be involved in:

- a) Informing and shaping policy and strategy decisions at an early stage to achieve the strategic aims of the services associated with education and learning using data and intelligence and taking a business plan approach;

- b) Reviewing the operation of the Council's relevant service delivery plans and proposing recommendations to the Council indicating amendments and revisions to achieve social inclusion, improve pupil achievement and enhance school improvement;
- c) Discussing and making proposals and taking collective accountability for the improved performance of the services associated with schools and education;
- d) Providing advice on the delivery of local and national strategies; and
- e) Making proposals for the celebration of the success of the services for school education.

The Board will meet monthly with the exception of August.

The Board will be supported by a Secretariat drawn from the Council's officers offering policy, operational service and financial support. All members of the Board will be free to propose agenda items; the agenda will be agreed by the Chair in consultation with the Service Director for Learning; agenda and papers will be issued 7 days in advance of each meeting.

Membership

Membership of the Board will reflect those who will be able to deliver on the matters under discussion. The Board should be high level, strategic, accountable to a wider cohort and able to take decisions. Members will own the decisions of the Board and will promote these in their institutions, professional networks and to the wider learning system.

The Board should number no more than 13 members including the Chair.

Members should serve a fixed-term of two years with the option to be re selected / elected.

The Chair will be elected by the members of the Board and will serve a fixed term of two years with the option to be re-elected.

Where possible, members of the Board should be elected / or nominated by a wider constituent group. Members will be required to endeavour to attend all meetings and deputies will not be accepted.

It is proposed that membership is drawn from the following groups (proposed number of members is shown in brackets):

- Secondary headteachers (1)
- Primary headteachers (2)
- Special school headteacher (1)
- Governors/MAT leader (2)
- Learning Settings leader (1)
- Teaching School Alliance leaders (1)
- Representative of the teacher associations (1)
- Representative of the non-teacher associations (1)
- Cabinet Portfolio Holder for Children (1)
- Elected member representation (1)
- Service Director for Learning (1)

Secretariat:

Head of Service Outcomes for Children
Head of Commercialisation
Head of Service Education Inclusion and Safeguarding
Senior Kirklees Learning Partner – 0-11 years
Senior Kirklees Learning Partner – 11 -16 years

Education Improvement Committee:

3 Board members, one of whom will Chair the committee
Senior Kirklees Learning Partner 0-11 years
Senior Kirklees Learning Partner 11-16 years
Up to 5 Co-opted Headteachers, MAT and Teaching School Alliance Leaders

Education Services Committee:

3 Board Members, one of whom will Chair the committee
Head of Commercialisation
Head of Education Outcomes for Children (Traded Services)
Up to 5 Co-opted school and MAT Business Managers

Co-option is at the discretion of the Board.

Proposed meeting schedule of the Board for the academic year 2017/18
(Committees to be arranged following the inaugural meeting)

Date	Time	Venue
Wednesday 11 th October 2017	8.00-10.00 am	Netherhall Learning Campus High School
Friday 3 rd November 2017	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 29 th November 2017	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 20 th December 2017	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 31 st January 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 28 th February 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 28 th March 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 25 th April 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 16 th May 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 13 th June 2018	8.00-10.00 am	Netherhall Learning Campus High School
Wednesday 4 th July 2018	8.00-10.00 am	Netherhall Learning Campus High School

High Needs Strategic Review 2017-18 - Briefing Paper

All Local Authorities must carry out a high quality collaborative review of their high needs provision to evaluate current provision for children and young people in Kirklees with complex Special Educational Needs and/or Disability (SEND).

Information gathered during the review will lead to development of a strategic plan which will identify gaps in current provision and determine how potential future funding could best be used to improve the sustainable specialist provision on offer in Kirklees.



The review will involve collaborative work with neighbouring authorities and consultation with children and young people with SEND, their parent/carers, providers and partners across early years, schools and Post 16 settings to co-produce the plan.

We will work with key partners including leaders and governing bodies of LA maintained schools, academies, Free Schools, non-maintained and independent special schools and special post 16 providers, FE Colleges and sixth form colleges in the area, and those attended by young people from the area. We will also include providers of relevant early education and any other agency that makes special educational provision for children or young people for whom the LA is responsible.

We will take into account current legislation and any changes to government policy when planning for this review e.g: Early Years National Funding Formula, The Children and Families Act and the ensuing increase in requests for statutory assessment for an EHCP; proposed changes to the delivery of home to school transport; the differences in funding pre and post 16, and the guidance to fund 650 hours for all at post 16.

The Scope of the Review

The review will focus on these main areas:

- The range of SEND data, including recent trends and likely changes in the future e.g. due to demographic change
- The effectiveness of the current pattern of specialist provision in meeting needs, including feedback from parents and young people
- Evidence of the effectiveness of current specialist provision in preparing children and young people for adult life, particularly employment and/or higher education, independent living, participation in society, being as healthy as possible
- Involvement of other agencies in specialist provision and how they contribute to its overall quality
- The range of SEND that would generally be met by mainstream providers and the way in which these institutions access the specialist training and workforce development they need
- The range of SEND that would generally be met by specialist providers
- The range of SEND that would generally be met by highly specialised providers.

High Needs Strategic Plan

Our strategic plan **must** be published by March 31st 2018 and must cover all special education provision from Early Years to post 16, including mainstream and special schools.

The plan must show how we will ensure that our SEND provision is suitable to meet changing needs and how we will address any gaps in provision identified by the review. It will outline how we will allocate resources to deliver this provision and ensure sustainability within future high needs funding allocations.

We will show how provision will be made in a way that works for parents and young people and that we demonstrate transparency and accountability.

Outcomes

Information gathered during this review will inform many aspects of service provision and delivery. Firstly, it will identify gaps in our current provision for children and young people with complex SEND so that we know how well our provision is improving outcomes for children and young people. This will help us determine where specialist provision is best needed and how it should be delivered.

The review will result in an effective use of resource in special schools and other specialist settings and will encourage more effective collaboration between LAs in delivering SEND services and provision. Partnership working may provide opportunity for pooling resources to develop provision which can support a wider area and may be across borders if that is deemed appropriate and better value for money.

The High Needs review team has developed an action plan to define tasks and monitor progress, with further supporting evidence trails, and will report regularly to the SEND Children's Strategy Group and the Place Planning and Admissions Group.

There will be a series of briefings and consultations between now and December 2017. Updates for schools and settings will be delivered through various meetings and networks. Information for parent/carers and the public will be promoted through the council's communication channels and specific events.

Mandy Cameron/Martin Wilby
September 2017