

# **Calderdale's Schools Forum**

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# **The Calderdale Schools Forum**

## **Constitution**

### **1 Background**

- 1.1 The requirement to establish a schools forum comes from the Education Act 2002. The main purpose of the forum is to consider aspects of the relationship between schools and the local authority relating to financial matters.
- 1.2 The role of the schools forum is to notify the local authority of its views and decisions. Particularly, the Calderdale Schools Forum shall express a view about the level of the annual budget insofar as the matters mentioned under these terms of reference are concerned.

### **2 Terms of reference**

- 2.1 To consider any proposed changes in relation to the factors and criteria that were taken into account, or the methods, principles and rules that have been adopted, in the local authority's formulae made in accordance with regulations made under sections 47A and 138(7) of the School Standards and Framework Act 1998 and The Schools Forum (England) Regulations 2012.
- 2.2 To consider the financial effect of any such changes identified in 2.1.
- 2.3 To decide whether consultation on proposed changes to any funding formulae should take place with all headteachers and governing bodies and to set an appropriate timeframe.
- 2.4 To approve actions where specific responsibilities have been given to schools forums in the School Finance (England) Regulations (or relevant legislation) that are in existence at the time the decision is made.
- 2.5 To consider the terms of any proposed contract for supplies or services (being a contract paid or to be paid out of the local authority's schools budget) where the estimated value of the proposed contract is not less than the threshold which applies to the local authority for that proposed contract pursuant to Regulation 8 of the Public Contracts Regulations 2006(b) at least one month prior to the issue of invitations to tender.
- 2.6 To consider the following annually, insofar as they relate to the local authority's functions relating to schools budgets:
  - 2.6.1 the arrangements to be made for the education of pupils with special educational needs;
  - 2.6.2 the arrangements for the use of pupil referral units and the education of children otherwise than at school;
  - 2.6.3 arrangements for early years provision

- 2.6.4 administrative arrangements for the allocation of central government grants paid to schools via the authority.
  - 2.6.5 at the discretion of the authority, it may consult the Forum on such other matters concerning the funding of schools as it sees fit.
- 2.7 To inform the governing bodies of all schools maintained by the local authority of all consultation carried out by the local authority under regulation 9 or 10, as soon as it reasonably can.

### **3 Membership**

- 3.1 The make-up of the forum is as follows:
- 3.1.1 2 head teachers representing maintained primary schools;
  - 3.1.2 4 governors representing maintained primary schools;
  - 3.1.3 1 head teacher representing maintained secondary schools;
  - 3.1.4 1 governors representing maintained secondary schools;
  - 3.1.5 1 person (head teacher or governor) representing special schools;
  - 3.1.6 7 Academy members;
  - 3.1.7 6 non-school representatives; 1 each from:-
    - the Catholic Church,
    - the Church of England,
    - Calderdale Federation of Education Staff Unions,
    - the Early Years Partnership,
    - the 14 – 19 Partnership,
    - a Pupil Referral Unit
- 3.2 Each group will be responsible for the method by which they select and nominate their representatives, with the exception of Academies. Academy members represent the governing bodies of the Academies in the Calderdale area and it is for the governing bodies of the Academies concerned, to elect the members of the Schools Forum.
- 3.3 The clerk to the Forum will provide advice to constituent groups that are in membership of the Forum on the selection processes they wish to adopt. The clerk will also arrange administrative support to those groups that require it, to facilitate the smooth running of their selection processes.
- 3.4 Appointments should take place every three years, but nominating bodies may amend their representation at any time, if they so wish.

- 3.5 School member numbers will not be categorised according to type of school.
- 3.6 A member shall vacate membership of the forum if (s)he ceases to be a member of the constituent group, which (s)he represents.
- 3.7 Elected members who hold an executive role in the Authority (a lead member/portfolio holder) are barred from being either a schools member (by virtue of them being a governor) or a non-schools member.
- 3.8 Officers employed by the Local Authority who have a role in the strategic resource management of the Authority are also barred from the membership of the Calderdale Schools Forum.
- 3.9 The clerk to the forum will keep a written record of the composition of the membership of the Calderdale Schools Forum. This record will include:
  - 3.9.1 the methods by which each group selects, nominates and elects their representatives;
  - 3.9.2 details about the way in which the Local Authority seeks nominations for the non-school member representatives of the Forum;
  - 3.9.3 the term of office for school members.

#### **4 Substitutes**

- 4.1 Substitute members will be allowed, subject to the condition that the constituent group names a substitute to the forum in writing at least 24 hours before the start of the meeting.

#### **5 Meetings**

- 5.1 The Calderdale Schools Forum will be called at least four times each year and more frequently if members deem it necessary. All meetings will be open to the press and public and will usually be held in the early evenings of weekdays.

#### **6 Attendance of non Forum members at meetings**

- 6.1 The following persons may speak at meetings of the Forum, even though they are not members of the Forum:-
  - (a) The Director of Children's Services of the authority or their representative;
  - (b) The Chief finance Officer of the authority or their representative;
  - (c) Any elected member of the authority who has primary responsibility for Children's Services or education in the authority
  - (d) Any elected member of the authority who has primary responsibility for the resources of the authority;
  - (e) Any person who is invited by the Forum to attend in order to provide financial or technical advice to the Forum;
  - (f) An observer appointed by the Secretary of State; and

- (g) Any person presenting a paper or other item to the Forum that is on the agenda, but that person's right to speak shall be limited to matters related to the item that the person is presenting.

## **7 Urgent items**

- 7.1 If there are urgent items of business and a meeting of the Forum is not imminent the Chair, in consultation with the Vice Chair, shall e-mail members with views on the consultation and, subject to no adverse comments or points of clarification being received, those comments shall be forwarded to the DFE on the basis that the comments shall be subject to confirmation at the next meeting of the Forum. If any member does not wish to make a decision in this way a special meeting be arranged.
- 7.2 In the event of adverse comments being received, or if the Chair considers the issue to be of a substantial nature, a special meeting of the Forum shall be called by the Chair;

## **8 Special meetings**

- 8.1 A special meeting may be called for during a meeting if a simple majority of those in attendance agree.
- 8.2 A special meeting may be called by writing to the clerk to the forum. The letter must be signed by at least 1/3 of the forum membership (ie six or more people).

## **9 Chair and Deputy Chair**

- 9.1 Each year at the first meeting to take place on or after 1 September, Members shall nominate and elect a chair from among their number by a majority of votes cast by individual members.
- 9.2 Each year at the first meeting to take place on or after 1 September, Members shall nominate and elect a Deputy Chair from among their number by a majority of votes cast by individual members regardless of who he/she is and from whichever constituent group he/she comes, but there shall be no requirement for the Deputy Chair to automatically assume the position of Chair in the second year when the Chair's term of office ends. The constituent groups of the Calderdale Schools Forum are:
- 9.2.1 head teachers representing maintained primary and secondary schools (and special schools where appropriate);
  - 9.2.2 governors representing maintained primary and secondary schools (and special schools where appropriate);
  - 9.2.3 academy representatives and
  - 9.2.4 non-school representatives; (1 each from the Catholic Church, the Church of England, the Calderdale Federation of Education Staff Unions, the Early Years Partnership, the 14-19 Partnership and a Pupil Referral Unit).

- 9.3 An elected member or an officer of the Authority who is a member of the Forum may not hold the office of chair of the Calderdale Schools Forum.
- 9.4 In the absence of the Chair and Deputy Chair, Members shall elect a Chair from among their number to take the Chair until the end of the meeting.
- 9.5 In the event of a casual vacancy occurring in the offices of Chair and Deputy Chair, Members shall elect a Chair from among their number to hold office until the first meeting to take place on or after 1 September.

## **10 Quorum**

- 10.1 The quorum of the meeting is at least two fifths or 40% of the total membership. Inquorate meetings will not conduct any business. The meeting will be closed if it is inquorate 10 minutes after the published starting time.
- 10.2 In the event that a meeting become inquorate, the meeting should terminate.

## **11 Non-attendance**

- 11.1 It is a condition of office that members regularly attend meetings. If a member fails to attend Forum meetings for over six months without giving a reason which has been accepted by the Forum, they will be replaced. Reasonable efforts will be made to alert members that are at risk before the meeting at which the six month rule would be triggered. Substitutes will be asked to attend until a replacement is found.

## **12 Voting**

- 12.1 Decisions shall be agreed by a majority of votes of individual members present at the meeting and in the case of an equality of votes, the Chair shall have a second or casting vote.

## **13 Papers**

- 13.1 Recommendations in reports should identify whether the forum is making a decision, recommending, advising or expressing a view. This should also be indicated on the agenda, using the codes identified below.

Decision (D)  
Recommendation (R)  
Advice (A)  
Expressing a view (V)

- 13.2 A copy of all future agendas, with hyperlinks to the reports, be made available to all headteachers and Chair of Governors who are not members of this Forum.

## **14 Declarations of interest**

- 14.1 A member must regard himself as having a personal interest in any matter before the Forum, if a decision on that matter might reasonably be regarded as affecting:-

The well-being or financial position of themselves, a relative or a friend;

It is likely to affect any body exercising functions of a public nature, of which you are a member or in a position of general control or management;

Any employment or business carried on by you;

Any person or body who employs or has appointed you.

13.2 A member with a personal interest in a matter must disclose at the meeting, the existence and nature of that interest. This should be done either when the matter is introduced, or when the interest becomes apparent.

13.3 A member with a personal interest in any matter, must ensure that any written statement of that decision (the minutes), records the existence and nature of that interest.

13.4 A member with a personal interest in a matter, also has a prejudicial interest in that matter, if the interest is one which a member of the public, with knowledge of the relevant facts would reasonably regard as so significant, that it is likely to prejudice the member's judgment of the public interest.

13.5 A member with a prejudicial interest **MUST:-**

Withdraw from the room where the meeting is being held, whenever it becomes apparent that the matter is being considered;

Not take part in any discussion in relation to that matter; and

Not seek improperly, to influence a decision about the matter.

**NB:** On the 16<sup>th</sup> April 2012, in relation to discussions and decisions relating to school balances and the allocation of funds through the formula, the Forum resolved to grant a dispensation to all its members, even though they may have a prejudicial interest in those items.

## 15 Expenses

15.1 The Local Authority will pay travel expenses, loss of earnings and childcare costs incurred by members in attending meetings of the forum.

15.1.1 Travel expenses will be paid at the actual costs incurred on public transport, or a mileage allowance based on the prevailing casual car user rates of the Local Authority when public transport is unavailable.

15.1.2 Loss of earnings will be based on the net hourly rate.

15.1.3 The Local Authority will not pay both loss of earnings and childcare costs in respect of any particular meeting. Any payments made will fall on the Schools Budget.

Approved version      October 2015

End of Constitution

### Calderdale's Schools Forum Membership List and Terms of Office – December 2016

	Representation October 2015 onwards		Contact Details	
Representative Type	Name	Until	School or Establishment	Email Address
Primary Head Teachers	Gretl Young	31/08/2017	Hebden Royd CE (VA) Primary School	<a href="mailto:head@hebdenroyd.calderdale.sch.uk">head@hebdenroyd.calderdale.sch.uk</a>
	Gill Horner	31/08/2017	Warley Road Primary School	<a href="mailto:head@warleyroad.calderdale.sch.uk">head@warleyroad.calderdale.sch.uk</a>
Primary Governors;	Dave Dennett	20/04/2018	Bailiffe Bridge J and I school	<a href="mailto:davidpdennett@aol.com">davidpdennett@aol.com</a>
	John Dunford	31/08/2017	Colden J & I School	<a href="mailto:john.dunford65@gmail.com">john.dunford65@gmail.com</a>
	Martin Gonzalez	31/08/2017	St Joseph's Catholic Primary (Halifax)	<a href="mailto:Martin.Gonzalez@kirklees.gov.uk">Martin.Gonzalez@kirklees.gov.uk</a>
	Ashley Evans	31/08/2017	Triangle CE (VC) Primary School	<a href="mailto:ashley@csd-associates.co.uk">ashley@csd-associates.co.uk</a>
Secondary Head Teacher	Kate Sanderson	31/08/2017	Sowerby Bridge High School	<a href="mailto:ksanderson@sbhs.co.uk">ksanderson@sbhs.co.uk</a>
Secondary Governor	Vacant			
Special School Head Teacher	Martin Moorman	31/08/2019	Ravenscliffe High School and SC	<a href="mailto:admin@ravenscliffe.calderdale.sch.uk">admin@ravenscliffe.calderdale.sch.uk</a>
Academy Members	Mick Kay	31/08/2018	The Halifax Academy	<a href="mailto:mkay@thehalifaxacademy.org">mkay@thehalifaxacademy.org</a>
	Andrew Hardy	31/08/2018	The Brooksbank School and SC	<a href="mailto:andrewnsbhardy@tiscali.co.uk">andrewnsbhardy@tiscali.co.uk</a>
	Roy Hepplestone	31/08/2018	Whitehill Community Academy	<a href="mailto:admin@whitehillacademy.org">admin@whitehillacademy.org</a>
	Julie Kendall	31/08/2018	Ryburn Valley High School	<a href="mailto:j.kendall@ryburn.calderdale.sch.uk">j.kendall@ryburn.calderdale.sch.uk</a>
	Anne Stamp	31/08/2018	Scout Road Academy	<a href="mailto:admin@scoutroadacademy.org.uk">admin@scoutroadacademy.org.uk</a>
	Andrew Fisher	20/04/2018	The North Halifax Grammar School	<a href="mailto:a.fisher@nhgs.co.uk">a.fisher@nhgs.co.uk</a>
	Ian Bairstow	31/08/2018	The Brooksbank School and SC	<a href="mailto:yogibair@live.com">yogibair@live.com</a>
	Brenda Monteith	31/08/2018	Highbury School	<a href="mailto:brendamonteith@me.com">brendamonteith@me.com</a>
Church of England	Vacant			
Calderdale Federation of Education Staff Unions	James Wilson	31/08/2019	National Association of Head Teachers	<a href="mailto:calderdalenut@btconnect.com">calderdalenut@btconnect.com</a>
Early Years Representative	Alexandra Skvortsov	31/08/2018	Greetland Private Day Nursery	<a href="mailto:info@greetlandpdn.co.uk">info@greetlandpdn.co.uk</a>
Post 16 Representative	Vacant			
Pupil Referral Unit rep	Mark Leicester	31/08/2019	Calderdale Pupil Referral Unit	<a href="mailto:mark.leicester@pru.calderdale.sch.uk">mark.leicester@pru.calderdale.sch.uk</a>



## Schools forum powers and responsibilities 2015 to 2016

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None
Financial issues relating to: <ul style="list-style-type: none"> <li>arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and</li> </ul>	Consults annually	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
<p>the arrangements for paying top-up funding;</p> <ul style="list-style-type: none"> <li>• arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding;</li> <li>• arrangements for early years provision;</li> <li>• administration arrangements for the allocation of central government grants</li> </ul>			
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval
<p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> <li>• contingencies</li> <li>• administration of free school meals</li> <li>• insurance</li> <li>• licences/subscriptions</li> <li>• staff costs – supply cover</li> <li>• support for minority ethnic</li> <li>• pupils/underachieving groups</li> <li>• behaviour support services</li> <li>• library and museum services</li> </ul>	Proposes	Primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> <li>growth fund (to meet requirements for basic need including pre-opening and diseconomy of scale costs)</li> <li>falling rolls fund for surplus places in good or outstanding schools where a population bulge is expected in 2-3 years</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>equal pay back-pay</li> <li>places in independent schools for non-SEN pupils</li> <li>early years expenditure</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>admissions</li> <li>servicing of schools forum</li> </ul>	Proposes up to the value committed in 2014-15	Decides for each line	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>capital expenditure funded from revenue</li> <li>contribution to combined budgets</li> <li>schools budget centrally funded termination of employment costs</li> </ul>	Proposes up to the value committed in 2014-15 and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>schools budget funded prudential borrowing costs</li> <li>special education needs transport costs</li> </ul>			
Central spend on: <ul style="list-style-type: none"> <li>licences negotiated centrally by the Secretary of State</li> <li>children and young people with high needs</li> </ul>	Decides	None, but good practice to inform forum	None
Carry forward a deficit on central expenditure to the next year to be funded from the schools budget	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree LA proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects ( <i>may not be an elected member of the Council or officer</i> )	None

### Calderdale School's Forum – Specific Voting Arrangements

<b>Members</b>	<b>Formula changes</b>	<b>Claw back of school balances</b>	<b>De-delegation (by phase)</b>	<b>All other issues</b>
2 primary head teachers (Maintained)	✓	✓	✓	✓
4 primary governors (Maintained)	✓	✓	✓	✓
1 secondary head teacher (Maintained)	✓	✓	✓	✓
1 secondary governor (Maintained)	✓	✓	✓	✓
1 special school head teacher (Maintained)	✓	✓		✓
7 academy members	✓			✓
6 non-school representatives				✓
<ul style="list-style-type: none"> <li>Catholic Church</li> </ul>				✓
<ul style="list-style-type: none"> <li>Church of England</li> </ul>				✓
<ul style="list-style-type: none"> <li>Calderdale Federation of Education Staff Unions</li> </ul>				✓
<ul style="list-style-type: none"> <li>Early Years Representation</li> </ul>	✓			✓
<ul style="list-style-type: none"> <li>Post 16 Representation</li> </ul>				✓
<ul style="list-style-type: none"> <li>Pupil Referral Unit</li> </ul>				✓

## **The 7 Principles of Public Life**

The 7 Principles of Public Life were published in May 1995 in guidance from the Committee on Standards in Public Life. These are the basis of the ethical standards expected of public office holders. I have included a hyperlink to the information:

### **1. Selflessness**

Holders of public office should act solely in terms of the public interest.

### **2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### **3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### **5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### **6. Honesty**

Holders of public office should be truthful.

### **7. Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

## **CALDERDALE SCHOOLS FORUM**

**19<sup>TH</sup> OCTOBER 2015**

### **PRESENT:**

Alexandra Skvortsov – (Early Years PVI Representative)  
Andrew Fisher – (Secondary Academy, Headteacher)  
Andrew Hardy – (Secondary Academy, Governor)  
Anne Stamp – (Primary Academy, Headteacher)  
Brenda Montieth – (Catholic Church Representative)  
Gill Horner – (Primary Maintained, Headteacher)  
Gretl Young - (Primary Maintained, Headteacher)  
Ian Bairstow - (Secondary Academy, Governor)  
John Dunford – (Primary Maintained, Governor)  
Julie Kendall – (Secondary Academy, Business Manager)  
Kate Sanderson – (Secondary Maintained, Headteacher)  
Liz Cresswell – (Secondary Academy, Headteacher)  
Tony Parker – (Calderdale Federation of Education Staff Unions)

### **In Attendance:**

Jane Davy, Jeannine Houshmand, Mark Woolley, Janet Gabanski, Richard Morse, Michelle Attmere

### **10 APPOINTMENT OF CHAIR**

**IT WAS AGREED** that John Dunford be appointed Chair for the 2015/16 academic year.

### **11 APPOINTMENT OF DEPUTY CHAIR**

**IT WAS AGREED** that this item be deferred to the next meeting.

### **12 MINUTES OF MEETING HELD ON 15<sup>TH</sup> JUNE 2015**

**IT WAS AGREED** that the Minutes of the meeting held on 15<sup>th</sup> June 2015 be approved as a correct record.

### **13 MATTERS ARISING**

Further to Minute Number 2 – Trinity Academy Bid – The bid for funding for Post-16 provision did not get passed.

Further to Minute Number 8 – Constitution – A paper went to Cabinet on 12<sup>th</sup> October 2015 and got approval, the Constitution will be amended accordingly and will be circulated.

### **14 EARLY YEARS FUNDING**

The Early Years Learning and Childcare Service Manager submitted a written report to make Schools Forum aware of future changes to the early year's provision for 3 and 4 year olds and the DfE call for evidence; and to provide the Forum with the Authority's officer response to the DfE. The Government had committed to give working parents of 3 and 4 year olds 30 hours of free childcare a week by September 2017, by increasing the current entitlement to 15 hours per week of early education. To help deliver this commitment, they had also committed to increase the average funding rate paid to providers of the funded free entitlement to early education. As part of the process of gathering the necessary evidence which would inform a review, the DfE

launched a call for evidence on the 15<sup>th</sup> June 2015 giving until the 10th August to respond. A copy of the response from Calderdale was attached at Appendix 1.

**IT WAS AGREED** that

- (a) Schools Forum notes the Calderdale officer response; and
- (b) in due course Local Authority officers make Schools Forum aware of the outcome of the call for evidence.

## **15 ALLOCATION OF FUNDING – SCHOOL IMPROVEMENT CLUSTERS**

The Senior School Effectiveness Officer submitted a written report providing Schools Forum with the half yearly update on allocations made from this fund in 2014/15 and 2015/16 (to date) and to receive any scheduled impact reports.

The allocations made by Calderdale's Partnership School Improvement Board in the financial year 2014/15 totalled £661,234 and were shown at Appendix 1. This left £76,179 unspent at the end of year which was carried forward into 2015/16. The allocations made by the Board to date in 2015/16 total £377,856 and were shown at Appendix 2. This leaves £262,323 to be committed in the remainder of the financial year or to be carried forward into the financial year 2016/17.

Each allocation required some form of impact evaluation report. The date for reporting on each allocation was scheduled against each sum in these Appendices (unless they were below £5,000 as agreed with Schools Forum). Appendix 3 provided for each of Calderdale's clusters an impact evaluation for those allocations requiring an impact evaluation report to this meeting (October 2015). Other allocations were due for impact evaluation reports to come to Schools Forum meetings in February 2016 and October 2016.

**IT WAS AGREED** that

- (a) Schools Forum receives the next half yearly report to their February 2016 meeting; and
- (b) future impact reports are comprehensive for all schools.

## **16 SCHOOL FUNDING 2016/17**

The Service Manager, Business Support submitted a written report that provided Schools Forum with the latest information on school funding for 2016/17. Local authorities had been expecting an announcement on school funding for 2016/17 and this finally came through on 17<sup>th</sup> July 2015. There was likely to be very little change in funding levels and arrangements for 2016/17. Any final steps to a national funding formula were now only possible from 2017/18 onwards (following the Autumn Spending Review). The Secretary of State wrote to all schools in July 2015 (Appendix 1) setting out the arrangements for 2016/17 which were similar to those that operated in 2015/16 with few changes.



In summary, funding rates from central government to local authorities were being protected (including the additional £390 million for those local authorities deemed to be funded below the average in 2015/16). There would be no change to the allowable funding factors to allocate funding, and the Minimum Funding Guarantee would continue at -1.5%. The rates of Education Services Grant for academies would be announced later in the year.

The announcement confirmed the amount of funding the Government would provide to each local authority, per pupil, for 2016/17. This was shown by local authority (alphabetically) at Appendix 3. Calderdale would receive £4,446 per pupil (the same as in 2015/16).

**IT WAS AGREED** that

(a) Schools Forum notes the funding announcements for 2016/17; and

(b) Schools Forum receives more financial details at their 7<sup>th</sup> December 2015 meeting, showing the projected cost of the funding formula and the likely resources available.

## **17 SCHOOLS CAPITAL UPDATE**

The Senior Commissioning Officer (School Organisation and Planning) submitted a written report that provided members of the Forum with an update on the progress of school capital projects in Calderdale since the last report in April 2015.

The total schools capital funding allocated to Calderdale for Basic Need and Capital Projects was £27.3 million. A summary of this funding and how it had been allocated was shown at Appendix 1. The remainder of the report detailed the progress being made to deliver school capital projects in Calderdale.

**IT WAS AGREED** that

(a) members of the Forum note the current progress being made to deliver school capital projects in Calderdale; and

(b) members of the Forum receive a further update on progress to their April 2016 meeting.

## **18 IMPACT OF SCHOOL FORMULA FUNDING**

The Service Manager, Business Support submitted a written report that provided the Forum with existing research into the impact of school funding. At their meeting in June 2015, Members discussed what impact formula funding was having in individual schools and whether any impact reports had been prepared locally or nationally that could be accessed. A search of the internet provided three pieces of research into the impact of school funding that were worth reviewing, these were at appendices 1, 2, and 3.

Members discussed whether they could perhaps look at the formula and its impact and identify data available to inform future funding formulae. However it was agreed that it wasn't a good use of time for Schools Forum or officers at

this time bearing in mind that the government was moving toward a national funding formula in the near future.

**IT WAS AGREED** that

(a) the information be noted; and

(b) the Schools Forum agreed to take this no further at this point in time.

## **19 FINANCIAL TRAINING**

The Service Manager, Business Support submitted a written report that provided Schools Forum with feedback on the recent financial training sessions provided for governors in July and September 2015. Meetings of the Forum earlier in the year identified a need for more 'targeted' financial training for governors, in addition to those already provided in the annual governor training programme provided by Calderdale and One Education. As a result Schools Forum commissioned 4 additional training sessions for governors on a trial basis.

The Forum considered setting a full day aside for future training, maybe as a governor's financial conference and as a result raising the profile of governors and their financial role.

Officers thanked Debby Simpson for her hard work in organising the sessions.

**IT WAS AGREED** that

(a) the information be noted; and

(b) a small working group of the Forum be set up, to include the chair of the CGA, to look at the options.

## **20 SCHOOLS FORUM OPERATIONAL AND GOOD PRACTICE GUIDE**

The Principal Solicitor submitted a written report for Forum Members to review the updated Guidance published by the Education Funding Agency (EFA), providing advice on good practice in relation to the operation of schools forums. The report also provided details of the schools forum self-assessment toolkit, which provided a framework for assessing the strengths and weaknesses of schools forums and asked the Forum to consider any future actions required to improve the way Calderdale's Schools Forum works in relation to the good practice.

**IT WAS AGREED** that the information be noted.

## **21 NEW MEMBERS INDUCTION**

The Service Manager, Business Support submitted a written report requesting the Schools Forum consider introducing some induction training sessions for new members of Schools Forum. At the June 2015 meeting of the Schools Forum, members were made aware of the terms off office ending in August 2015 and the potential for a significant number of new members coming on to the Forum from October 2015. The Forum discussed the need for induction arrangements for these new members and agreed to consider running some

sessions covering the role and operation of the Forum and an overview to the funding considerations and decision making.

**IT WAS AGREED** that

(a) the Forum create and distribute an induction pack for new members of the Forum (to include the materials listed in paragraphs 3a and 3d of the report);

(b) the Forum run two briefing sessions, namely 'The role, responsibilities, and decision making of Schools Forum' on 9<sup>th</sup> November and on 30<sup>th</sup> November, 'An overview to school funding, the reporting requirements, and voting on funding decisions by Schools Forum' (as outlined in paragraph 3f of the report); and

(c) the setting aside of a budget and establishing a process for approving training requests was worthy of future consideration.

## **22 WORK PROGRAMME**

A copy of the Work Programme for 2015/16 was submitted.

**IT WAS AGREED** that the Work Programme be accepted.

## **23 MEETING DATES/VENUES**

Monday 7<sup>th</sup> December 2015

Monday 18<sup>th</sup> January 2016

Monday 18<sup>th</sup> April 2016

Monday 13<sup>th</sup> June 2016

### **Meeting times**

4.30pm to 6.30pm

### **Venue**

Brooksbank Academy.

## **CALDERDALE SCHOOLS FORUM**

**7<sup>TH</sup> DECEMBER 2015**

### **PRESENT:**

Alexandra Skvortsov – (Early Years PVI Representative)  
Andrew Fisher – (Secondary Academy, Headteacher)  
Andrew Hardy – (Secondary Academy, Governor)  
Andrew Harris – (Post 16 Representative)  
Brenda Monteith – (Catholic Church Representative)  
Dave Dennett – (Primary Maintained, Governor)  
Gill Horner – (Primary Maintained, Headteacher)  
Ian Bairstow - (Secondary Academy, Governor)  
John Dunford – (Primary Maintained, Governor)  
Kate Sanderson – (Secondary Maintained, Headteacher)  
Liz Cresswell – (Secondary Academy, Headteacher)  
Mark Leicester – (Pupil Referral Unit Representative)  
Martin Gonzalez – (Primary Maintained, Governor)  
Martin Moorman – (Special School Representative)  
Phil Townend – (Secondary Maintained, Governor)  
Roy Hepplestone – (Primary Academy, Headteacher)  
Tony Parker – (Calderdale Federation of Education Staff Unions)

### **In Attendance:**

Jane Davy, Jeannine Houshmand, Mark Woolley

### **24 MINUTES OF MEETING HELD ON 19<sup>TH</sup> OCTOBER 2015**

The following apologies for the meeting held on the 19<sup>th</sup> October 2015 be noted: Andrew Harris, Martin Moorman, Dave Dennett.

The following members be added to the list of those present: Mark Leicester.

**IT WAS AGREED** that the Minutes of the meeting held on 19<sup>th</sup> October 2015 be approved as a correct record.

### **25 MATTERS ARISING**

Further to Minute Number 13 – Constitution – this had been updated and the new version was in the Member Information Handbook.

Further to Minute Number 19b – Financial Training – the sub group of Schools Forum met last week. They would be writing out to 5 providers regarding the provision of further training (the current plan was a day course with break-out sessions). They had identified late March 2016 as a suitable time to hold the session.

### **26 APPOINTMENT OF DEPUTY CHAIR**

**IT WAS AGREED** that Dave Dennett be appointed as Deputy Chair for the academic year 2015-16.

### **27 SCHOOL BALANCES – AUTUMN MONITOR**

The Acting Team Leader, LMS, Finance submitted a written report for the Schools Forum to consider the latest projection of school revenue balances in Calderdale for the financial year 2015/16. The Autumn term monitor showed

maintained primary schools were now projecting to have balances at the end of the year of £5 million (7.94% of planned budget), maintained secondary schools (with the exception of one school with a substantial deficit) projected £0.25 million (1.74 % of planned budget), special schools projected £0.96 million (16.4% of planned budget) and PRU projected £0.05 million (3.26% of planned budget). This gave total projected balances of £6.3 million at the end of March 2016.

The autumn monitor showed 29 schools (27 primary and 2 special schools) projecting balances for 2015/16 above the recommended thresholds, 11 primary school projections exceeded 11%. 22 of the schools were also above recommended thresholds at the end of the 2014/15 financial year. The autumn monitor also showed 2 secondary schools projecting deficit balances by the end of the financial year. One secondary school was projecting a significant deficit, the other was projecting a small deficit both schools were currently working closely with the Local Authority to minimise these deficits and provide a sound financial recovery plan in future years.

**IT WAS AGREED that**

- (a) the current projections provided by schools are noted;
- (b) a letter is sent to schools reminding them of the need to maintain appropriate levels of balances; and
- (c) a further update report is provided in April 2016 based on spring term projections.

**28 USE OF GROWTH FUND 2016/17**

The Acting Team Leader, LMS, Finance submitted a written report that provided members of Schools Forum with a report on how the Growth Fund will be used in 2015-16 and to propose a decrease in the Fund for 2016-17. Under the Schools Finance (England) Regulations 2012 local authorities, in agreement with their Schools Forum, could retain DSG to establish a Growth Fund (before distributing formula funding to schools) to fund agreed expansion at schools in a response to increasing numbers of children, particularly in primary schools.

From September 2014, the Local Authority agreed an expansion of pupil numbers and a Growth Fund allocation for the following schools: Savile Park Primary (one form), Siddal Primary (one form) and Ripponden Primary (half a form). Indications of numbers provided by the School Access and Planning Team were that for 2015-16, Savile Park Primary and Siddal Primary would each have an additional half a form of entry and that Ripponden Primary no longer required any further expansion. In addition a similar arrangement was agreed with the DfE to fund primary provision at Halifax Academy (two forms) which was not shown as part of Calderdale's Growth Fund (as advised by the DfE) but was being 'recouped' by the DfE and EFA from Calderdale's DSG (along with all other funding for academies).

The estimated allocations to be made from the Growth Fund this financial year and the estimated continued allocations for future years for these

schools were shown at Appendix 2. At this stage there were no further plans to expand any other Calderdale school rolls. Based on the above it was proposed to decrease the Growth Fund for 2016-17 only by the amount of estimated underspend from 2015-16 plus the estimated savings for 2016-17 i.e. £125,000. For 2017-18 and beyond reduce the growth fund from £210,000 to £170,000. This would need to be considered as part of the DSG planning report on this agenda.

Members discussed what datasets were used in the future planning of school numbers. Officers advised that there was a 5 year plan in place and it was used to gauge whether there might be increases or decreases in pupil numbers coming up.

A Forum member expressed surprise that they were asked to note the proposals when forum members had not seen the details of future pupil numbers behind the calculations.

**IT WAS AGREED that**

(a) Schools Forum note the proposal to decrease the Growth Fund by £125k for 2016-17; and

(b) Officers be requested to submit a report with details of future pupil numbers and expected growth to the 25<sup>th</sup> April 2016 meeting of this Forum.

**29 DSG PLANNING 2016/17**

The Service Manager – Business Support, submitted a written report that provided members of Schools Forum with an indication of Calderdale's likely available DSG funding for 2016/17 and with proposals for allocating that funding. In 2015/16 Calderdale received from the DfE within the DSG, £4,447 per pupil for 5 to 16 year olds (the same as the year before) and £3,943 per pupil for 2, 3 and 4 year olds. This provided overall funding in each block as follows:

	£
Schools	140,185,565
Early Years	10,839,330
High Needs	18,654,913
Total	169,679,809

The October 2015 census was likely to show a net increase in both primary and secondary school pupils but this would not be confirmed by the DfE until week commencing 7<sup>th</sup> December 2015. The latest early years pupil numbers (including 2 years) continued to rise. The DfE were likely to confirm these numbers week commencing 14<sup>th</sup> December 2015. These numbers would determine the overall value of Calderdale's DSG for 2016/17. At this stage it was assumed the DfE rates of funding received by Calderdale for next year for school aged pupils and early years pupils would remain the same as this year. The DfE would confirm the actual rates week commencing 14<sup>th</sup> December 2015.

A Forum member expressed that they had concerns about the short report for this item as it was regarding expenditure of £170 million and was not an analytical report. Within the secondary phase there was an enormous range between schools in funding, what modelling was used to gauge the impact of funding and what accountability existed? In response, Forum Member Andrew Hardy advised that the working group the forum had set up last time to look at the Funding Formula had done their best within the government guidelines, what had been used by the group would be made available to all forum members if they wished. The forum discussed the need to set up another working group to look into the government proposals for a future national Funding Formula.

The Acting Team Leader, LMS, Finance advised that any working group must reflect the weighting of school types as seen in the Schools Forum. It could also have members that were not on the forum.

**IT WAS AGREED that**

(a) the Forum supported the Local Authority's intention to allocate Calderdale's DSG Schools block for 2016/17 in the following order:

- (i) Reduce the Growth Fund by £125k next year;
- (ii) Cover the cost of any data changes for existing pupils;
- (iii) Fund the cost of all new pupils at existing funding formula rates;
- (iv) Use any remaining resources to increase the capping percentage for gaining schools (currently 1.0% funding per pupil);
- (v) Recover any shortfall in resources by trimming existing funding formula rates that have the least impact on schools and the MFG; and

(b) Officers be requested to submit a report on possible working group membership to the 18<sup>th</sup> January 2016 meeting of this Forum.

**30 DE-DELEGATION OF BUDGETS 2016/17**

The Service Manager – Business Support, submitted a written report for the Schools Forum to consider the de-delegation of funding for union facilities time in 2016/17. The DfE's School Finance Regulations provided for local authority schools forums to annually take a decision on whether specific funds should be de-delegated and retained by a local authority to provide a joint service on behalf of all maintained schools. The arrangement was not applicable to academies, who made their own arrangements, but academies might choose to buy into any centrally arranged joint service.

The Calderdale teacher unions were again requesting that Calderdale maintained schools support the de-delegation of the above indicative funding totalling £41k for 2016/17 for the service to be provided at Appendix 1.

**IT WAS AGREED that**

(a) the funds for union facilities time for maintained primary schools in Calderdale should be de-delegated in 2016/17; and

(b) the funds for union facilities time for maintained secondary schools in Calderdale should be de-delegated in 2016/17.

### **31 FREE SCHOOL MEAL ASSESSMENTS**

The Service Manager – Business Support and the Team Manager, Revenue and Benefits submitted a written report for the Schools Forum to consider proposals for the Local Authority to offer all schools a traded service that provided for free school meal (FSM) assessments, regular reviews, and an annual search to register more eligible families.

Calderdale Council's Benefit Office (CCBO) was responsible for assessing family income and granting FSMs for eligible children on behalf of all schools. Where parents applied for FSMs either to their school or directly to CCBO, CCBO would undertake the assessment and notify schools where FSMs had been granted. This work also included regular reviews of assessments previously granted.

Most neighbouring local authorities charged academies for FSM assessments, Calderdale should also have been doing this for some time. In Calderdale the Local Authority has funded this work from the Council's wider budget and this never formed part of the funding the DfE later determined as Calderdale's DSG. If DfE rules still permitted, the Local Authority could request of Schools Forum that this cost be transferred to the DSG and that an appropriate sum be top sliced before formula allocations are made to individual schools, however this was no longer possible. The only option now was to charge schools for any services.

#### **IT WAS AGREED that**

(a) Members of the Forum recognise the Local Authority's intention to move towards a traded service for FSM assessments from 1<sup>st</sup> April 2016; and

(b) a review be carried out in 12 months' time.

### **32 REVISION OF SCHEME FOR FINANCING MAINTAINED SCHOOLS**

The Senior Finance Officer, Chief Executives, Finance Services submitted a report for forum members to agree the amendments made to Calderdale's Scheme for Financing Maintained Schools to take account of directed revisions from the Secretary of State and to update matters of detail. The latest Statutory guidance from the DfE was dated August 2015 and included two directed revisions to local authority schemes. The required amendments were made to Calderdale's scheme and the opportunity was taken to update some references (to years and amounts of grants related to Pupil Premium for example).

A letter was sent to schools in September 2015 asking for any comments and questions by the start of October half term 2015, the letter to schools described the amendments: "The two directed revisions are detailed in Section 4.9 relating to a requirement for maintained schools to publish a register of the business interests of their governors, along with any relationships with staff and clarification of rules relating to school borrowing. Section 5.7 borrowing includes the use of finance leases and is not allowable,



only certain schemes approved by the Secretary of State were allowed and currently only Salix loans have such approval.” There had been no comments on this consultation from schools.

**IT WAS AGREED** that School members of the Forum approve the changes made to Calderdale’s Scheme for Financing Maintained schools.

**33 WORK PROGRAMME**

A copy of the Work Programme for 2015/16 was submitted.

**IT WAS AGREED** that the Work Programme be accepted and updated for items within these minutes requiring future reports.

**34 MEETING DATES/VENUES**

Monday 18<sup>th</sup> January 2016

Monday 25<sup>th</sup> April 2016

Monday 13<sup>th</sup> June 2016

**Meeting times**

4.30pm to 6.30pm

**Venue**

Brooksbank Academy.

## **CALDERDALE SCHOOLS FORUM**

**18<sup>th</sup> January 2016**

### **PRESENT:**

Ian Bairstow (Secondary Academy, Governor)  
Dave Dennett (Primary Maintained, Governor)  
Dr John Dunford (Primary Maintained, Governor)  
Andrew Fisher (Secondary Academy, Headteacher)  
Martin Gonzalez (Primary Maintained, Governor)  
Andrew Hardy (Secondary Academy, Governor)  
Andrew Harris (Post 16 Representative)  
Roy Hepplestone (Primary Academy, Headteacher)  
Gill Horner (Primary Maintained, Headteacher)  
Julie Kendall (Secondary Academy, Business Manager)  
Mark Leicester (Pupil Referral Unit Representative)  
Brenda Monteith (Roman Catholic Church Representative)  
Tony Parker (Calderdale Federation of Education Staff Unions)  
Kate Sanderson (Secondary Maintained, Headteacher)  
Alexandra Skvortsov (Early Years PVI Representative)  
Anne Stamp (Primary Academy, Headteacher)

Gretyl Young (Primary Maintained, Headteacher)

### **Apologies for Absence:**

Liz Cresswell (Secondary Academy Headteacher), Martin Moorman (Special School Representative)

### **In Attendance:**

Michelle Attmere, Jane Davy, Michael Holgate, Jeannine Houshmand, Jackie Nellis, Nicki Wood, Mark Woolley

### **35 MINUTES OF MEETING HELD ON 7<sup>th</sup> DECEMBER 2015**

**IT WAS AGREED** that the Minutes of the meeting held on 7<sup>th</sup> December 2015 be approved as a correct record.

### **36 MATTERS ARISING**

Further to Minute Number 19(b) - Financial Training - the Service Manager, Business Support reported orally that two providers had been invited to share their ideas with the two nominated school governors of the Forum.

### **37 SERVICES FOR SCHOOLS - 2015 SCHOOL BUSINESS MANAGER SUPPORT UPDATE**

The Account Manager, Services for Schools submitted a written report which provided an update on Calderdale Council's Services for Schools, School Business Manager (SBM) support during 2015. The pilot programme with six mentors and six mentees had started in January 2015 and had been positively evaluated. Extension of the programme had been advertised in the autumn term to all schools and academies and expressions of interest (to be mentored) had been received from two SBMs who would be paired with mentors in 2016.

The 2015 Administrator, Bursar and SBM Conference had been held on 16<sup>th</sup> January 2016 which was supported by the Council and partner staff representing 27 services. Thirty three delegates had attended. The keynote speech had focused on Ofsted, value for money and pupil premium and there had been workshops on Critical Incident Management, online payment systems and school funding. The SBM Administrator Conference would be held on 26<sup>th</sup> February 2016 and would include workshops on school/academy marketing, what's coming over the finance horizon and business continuity planning.

The Calderdale School Business Management Essential Information publication had been produced by Services for Schools to assist schools and academy administrators, bursars and school business managers. A 'What's New' section of the Services for Schools intranet had been introduced to replace the School Packet.

**IT WAS AGREED** that the report be noted.

### **38 EARLY YEARS - 30 HOURS EXPANSION OF CHILDCARE**

The Early Years Learning and Childcare Service Manager submitted a written report which provided information on the government's proposal to introduce 30 hours of free childcare. The government had committed to give working parents of 3 and 4 year olds 30 hours of free childcare per week by September 2017 by increasing the current entitlement of 15 hours per week of early education. The Childcare Bill was currently passing through Parliament to make the necessary changes to legislation. To help deliver this commitment, the government had also committed to increase the average funding rate paid to providers of the funded free entitlement to early education.

The government had announced that the new national average funding rate for free childcare would be £4.88 per hour (including EYPP) for 3 and 4 year olds and £5.39 for 2 year olds. The government had also announced that a national early years funding formula review would be conducted in 2016.

The Council had submitted an expression of interest to the DfE to be an Early Implementer site for the 30 hours of free childcare. Successful bidders would be informed early in 2016 with implementation from September 2016. In Calderdale early indications show that 300 to 350 extra places may be needed across the Borough. £50m capital funding investment had been announced in the spending review to create new childcare places nationally but at the moment the allocation for Calderdale wasn't known. Due to the bill still passing through Parliament there were a number of unknown factors.

The Call for Evidence had been published in 2015.

**IT WAS AGREED** that

(a) the report be noted; and

(b) the Early Years Learning and Childcare Service Manager be requested to submit a written report to a future meeting of this Forum when information on the legislation for the 30 hours of free childcare is known.

### **39 DSG UPDATE/SCHOOL ALLOCATIONS 2016/17**

The Service Manager, Business Support submitted a written report which confirmed the Calderdale's DSG for 2016/17 and provided options for the allocation of the headroom (available funding) within the schools block.

At its meeting of 7<sup>th</sup> December 2015, the Forum was provided with the latest DSG projection for 2016/17. Ahead of the DfE confirming Calderdale's DSG for 2016/17, a number of in principle decisions had been made on how any headroom might be allocated and on how any shortfall might be dealt with (should that occur).

The DfE had confirmed DSG allocations for all local authorities on 17<sup>th</sup> December 2015. These allocations were made up of three blocks - Schools Block, Early Years Block and the High Needs Block. Using the in principle decisions agreed with the Schools Forum, the Schools Block had been allocated but there was more headroom than originally anticipated which was largely due to a reduced required for prior attainment funding as a result of better Calderdale results in early years and at KS2 during 2015.

The Schools Block had increased by £569,198 for 2016/17 this was due to the overall increase in pupil numbers on the October 2015 census. The Forum had previously agreed that any headroom in the Schools Block should first be allocated to fund new pupils. The large majority of Calderdale's Schools Block increase had been used to provide funding for these new pupils at existing rates. It was expected that any increase in DSG would be needed to fund new pupil numbers as Calderdale received £4446 per pupil from the DfE compared with the overall formula funding rate of £4100 for each primary pupil.

There had been no change in the Early Years Block at this stage and the figure of £11,402,882 for 2, 3 and 4 year olds was provisional. An initial allocation of funding would be confirmed in July 2016 based on January 2016 pupil numbers with a final allocation being confirmed in July 2017. The January 2016 census was likely to show some increase in overall numbers of 2, 3 and 4 year olds and hence Calderdale's actual allocation for 2016/17 will increase.

The High Needs Block had increased by £365,913 for 2016/17. This increase was Calderdale's share of an additional £92.5m the DfE had allocated to high needs nationally to recognised additional pressures faced by local authority. This would be used to fund the expected increased number of places at special schools, the PRU and with external providers in 2016/17. It would also cover a wider responsibility to support some pupils to the age of 25.

At its meeting of 7<sup>th</sup> December 2015, the Forum agreed that any remaining resources should be used to increase capping from the current 1% level. At that meeting the local authority and Forum Members were not anticipating as much remaining headroom and decisions were needed on how the headroom

would be allocated. To put all the remaining resources of £427k into capping would increase the cap from 1% to 2.42%. Allocating an additional £65k to school licences and putting the remainder into capping would increase the cap to 2.18%. If capping was limited to 2% the remainder could be used to marginally increase the Basic Entitlement which would benefit all schools.

**IT WAS AGREED** that

(a) the increase in Calderdale's DSG for 2016/17 be and how it is proposed to be allocated be noted;

(b) the Local Authority's intention to fund the school licences shortfall of £65k from the Schools Block increase be approved;

(c) the capping increase be increased from 1% to 1.5% and any remaining funding be placed in the Basic Entitlement; and

(d) a Working Group consisting of the following Members be established to look at the National Funding Formula consultation once issued:-

- Andrew Hardy Academy Representative (and Secondary Governor)
- Andrew Fisher Academy Representative (and Secondary Headteacher)
- Gill Horner Primary Maintained Headteacher
- Dave Dennett Primary Maintained Governor
- Julie Kendal Academy Representative (and School Business Manager)
- Alexandra Skvortsov Early Years Representative (and an Early Years Provider)
- Brenda Monteith Catholic Church Representative (and previous Headteacher)
- Jane Davey Acting Team Leader LFM, Calderdale Council
- Mark Woolley Service Manager, Business Support, Calderdale Council

In addition, Nikki Wood (Early Years) and Julie Killey (High Needs) would support the Working Group.

#### **40 SCHOOL FUNDING AND PERFORMANCE DATA - A DISCUSSION**

The Service Manager, Business Support reported orally that this item had been included on the Work Programme as an item to be submitted to this meeting, however, it was not thought appropriate to submit a report as Members of the Forum had previously requested no further work be done in this area.

During discussion, Members commented on the need of schools to show the use of Pupil Premium and that there was a need to scrutinise the impact of this funding and its value for money to ensure that Pupil Premium monies were being used effectively.

**IT WAS AGREED** that the Service Manager, Business Support be requested to investigate the data available around the use of Pupil Premium and that this information be submitted to the next meeting of this Forum together with information on how other local authorities record data around the use of Pupil Premium monies.

**41 CABINET BUDGET PROPOSALS 2016/17 - 2018/19**

The Service Manager, Business Support reported orally on the Cabinet Budget proposals 2016/17 - 2018/19 which had been published on the Council's website that evening and which were available for consultation for the next 28 days.

**IT WAS AGREED** that the Service Manager, Business Support be requested to circulate the Cabinet Budget proposals 2016/17 - 2018/19 to Forum Members for information.

**42 WORK PROGRAMME**

The Service Manager, Business Support submitted the Work Programme for information.

**IT WAS AGREED** that the Work Programme be accepted and updated to include items within these minutes requiring further reports.

**MEETING DATES/VENUES**

Monday 19 October 2015  
 Monday 7 December 2015  
 Monday 18 January 2016  
 Monday 25 April 2016  
 Monday 13 June 2016

**Meeting times**

4.30pm to 6.30pm

**Venue**

Brooksbank Academy

## **CALDERDALE SCHOOLS FORUM**

**25 April 2016**

### **PRESENT:**

Liz Cresswell (Secondary Academy Headteacher)  
Dave Dennett (Primary Maintained, Governor)  
Dr John Dunford (Primary Maintained, Governor)  
Andrew Fisher (Secondary Academy, Headteacher)  
Martin Gonzalez (Primary Maintained, Governor)  
Andrew Hardy (Secondary Academy, Governor)  
Roy Hepplestone (Primary Academy, Headteacher)  
Gill Horner (Primary Maintained, Headteacher)  
Julie Kendall (Secondary Academy, Business Manager)  
Mark Leicester (Pupil Referral Unit Representative)  
Brenda Monteith (Roman Catholic Church Representative)  
Tony Parker (Calderdale Federation of Education Staff Unions)  
Kate Sanderson (Secondary Maintained, Headteacher)  
Simon Scott (Church of England Representative)  
Alexandra Skvortsov (Early Years PVI Representative)  
Anne Stamp (Primary Academy, Headteacher)  
Gretyl Young (Primary Maintained, Headteacher)  
Pat Hill (Substitute for Phil Townend) (Primary Governor)

### **Apologies for Absence:**

Phil Townend (Primary Governor), Martin Moorman (Special School Representative), Andrew Harris (Post 16 Representative), Ian Bairstow (Secondary Academy, Governor).

### **In Attendance:**

Jane Davy, Michael Holgate, Jeannine Houshmand, Richard Morse, Jackie Nellis, Mark Woolley

#### **43 MINUTES OF MEETING HELD ON 18<sup>th</sup> JANUARY 2016**

**IT WAS AGREED** that the Minutes of the meeting held on 18<sup>th</sup> January 2016 be approved as a correct record.

#### **44 MATTERS ARISING**

Further to Minute Number 38(b) – Early Years – 30 Hours Expansion of Childcare - the Service Manager, Business Support reported that this had been added to the Work Programme.

Further to Minute Number 40 – School Funding and Performance Data – A Discussion – the Service Manager, Business Support reported that this item was on the Agenda for today's meeting.

Further to Minute Number 41 – Cabinet Budget Proposals 2016/17 – 2018/19 – the Service Manager, Business Support reported that the Cabinet Budget proposals had been circulated.

#### **45 SERVICES FOR SCHOOLS – ACTION PLAN 2016/17**

The Account Manager, Services for Schools submitted a written report which provided information on the draft 2016/2017 Action Plan. The Local Authority

provides a broad range of traded and funded services which were listed in Appendix 1. The draft Action Plan focused on two outcomes which were set out in Appendix 2: for all services to deliver excellent customer service; and for all LA services to operate successfully in a competitive environment. The Account Manager, Services for Schools said that the Customer Satisfaction Survey would be sent out this week and survey feedback was welcome to assist the Local Authority to design services around the needs of schools.

**IT WAS AGREED** that the Services for Schools 2016/17 draft Action Plan be received and noted.

#### **46 PLANNING OF SCHOOL PLACES**

The Senior Commissioning Officer Learning Services submitted a written report which provided information on how the numbers of school places were projected and planned across Calderdale (the Local Authority's annual Planning of School Places Document). He explained the background and that Calderdale had continued to produce the document despite the removal of the statutory obligation to do so because it was considered a useful tool for those making decisions on school organisation proposals.

The document included information relating to historical pupil numbers and projected pupil numbers, housing data, early year's information, SEN data and a summary of school's capital basic need projects.

The section on primary demographics was broken down into the 15 planning areas used by the Local Authority. Projected pupil figures over the coming years were calculated using data provided by the local health trust (birth rates and GP registrations), housing data from the Local Authority's planning department and historical preferencing patterns.

Appendix 1 was an example extracted from the Planning of School Places Document of the projected pupil demand for places in the Greetland area. Data was shown in this format for each of the 15 planning areas. Appendix 2 showed the overall picture for Calderdale's primary provision.

Projections for secondary schools were not split into planning areas but were kept at individual school level. There was a diversity of provision in the borough and varying degrees of popularity connected to individual school performance plus any parental preference linked to the category of school meant that significant numbers of pupils did not simply elect for the school closest to home.

Projections for secondary drew upon the pupil numbers on roll within the primary sector due transition to Secondary, factored against historical preferencing patterns. Appendix 3 was an example extracted from the Planning of School Places Document of the projected pupil demand for places in Calderdale's secondary schools. Appendix 4 showed the overall picture for Calderdale's secondary provision.



Appendix 5 was an extract of housing data. In line with primary projections this data was broken down into planning areas recognising that most primary aged pupils would attend one of the nearest primary schools to their home address. For projection purposes only those units that were currently under construction were counted. One key area monitored was the Local Plan which the Local Authority was in the process of consulting over and adopting. This outlined housing policy and development over the next 10 to 20 years.

It was important that decision makers using this document understood how to use and interpret the data.

Total figures within the document generally were accurate (although there was some scope for migratory factors to affect these). The totals reflected the number of children in the education system in Calderdale and were accurate. The projected demand for one individual school over others could vary if circumstances changed; the outcome of Ofsted reports for example could suddenly change the pattern of preferencing in a particular area.

The document was intended to identify the demand for places within individual schools rather than to make any bold statement around the exact number of pupils allocated to each individual school each year. It informed decisions of the Local Authority but could also be used by Academies and autonomous schools.

**IT WAS AGREED** that

- (a) the report be received and noted; and
- (b) a Schools Capital Programme report be brought to the next meeting showing the current use and future projections of basic need funding.

#### **47 USE OF PUPIL PREMIUM**

The Service Manager, Business Support presented a written report of the School Effectiveness Officer (Data and Assessment) which provided the Schools Forum with any local data that measured the performance of Pupil Premium and how other local authorities collected similar data. At its last meeting the Forum had discussed what data was available which might allow for the performance measurement of Pupil Premium.

**IT WAS AGREED** that the School Effectiveness Officer (Data and Assessment) contact the DfE to ascertain if it intends using the 2015 data to update the School Efficiency Metric tool and to separate out the performance and funding for disadvantaged or Pupil Premium children.

#### **48 NATIONAL FUNDING FORMULA**

- (a) School Funding – LGIU Briefing
- (b) School Funding – DfE Consultation
- (c) High Needs Funding – LGIU Briefing
- (d) High Needs Funding – DfE consultation Response

The Service Manager, Business Support reported orally on the above briefing papers. In March 2016, the DfE launched its latest plans for introducing a

National Funding Formula for schools to redistribute £31 billion of school funding. Consultation closed on 17 April 2016. Two consultations were being undertaken, one on a national formula for funding schools and a second one on the funding arrangements for High Needs (mainly special educational needs). Related consultations on Early Years funding arrangements and for school improvement were expected later in the year.

The “Stage 1” consultation was on the principles to form the basis of the revised funding arrangements. The “Stage 2” consultation would look at the details of the reforms and, in particular, would provide figures from which the implications for the individual funding of schools and the funding of LA responsibilities for Special Educational Needs would be identified. There was, as yet, no timetable for the Stage 2 consultation. The changes would take place from April 2017. The DfE hoped to gain experience from the local implementation of the national formula during 2017/18 and 2018/19 before the final implementation of the ‘hard’ national funding formula in 2019/20.

**IT WAS AGREED** that these documents be received and noted by the Schools Forum.

#### **49 SCHOOL BALANCES – SPRING MONITOR**

The LMS Acting Team Leader submitted a written report which provided the latest projection of school revenue balances in Calderdale for the financial year 2015/16.

All schools hold revenue balances at the end of each year to allow for unforeseen events and emergencies, and in some cases to smooth out the effects of changes in school rolls, changes to staffing structures and one off expenditure such as building work.

The report covered Calderdale’s 72 maintained schools (4 secondary, 64 primary and 3 special and the PRU) and excluded the 29 academies that were subject to separate Education Funding Agency (EFA) monitoring.

In setting their 2015/16 school budgets, the above schools planned to reduce their balances by the end of the financial year in such a way as to give total planned balances of £4.27 million (including the school in deficit). The Spring term monitor showed maintained primary schools were now projecting to have balances at the end of the year of £5.34 million (8.36% of planned budget), maintained secondary schools (with the exception of one school in deficit) were projecting £0.26 million (0.02% of planned budget), special schools were projecting £1.14 million (24.76% of planned budget) and the PRU was projecting £0.05 million (3.77% of planned budget). This would give total projected balances of £5.98 million (including the school in deficit) at the end of March 2016.

Within the above details 26 schools (23 primary, and 3 special schools) had projected balances for 2015/16 above the recommended thresholds. 21 of these schools were also above recommended thresholds at the end of the 2014/15. Appendix 1 analysed the 23 returns for those 26 schools with balances above recommended thresholds and the extent to which schools had exceeded recommended thresholds. The analysis excluded 2 primary

(only marginally above threshold) and the special school (contributing towards significant building work). The 16 primary schools with balances above 10% would need close monitoring.

Overall balances increased during 2014/15 and based on spring term monitors total school balances were projected to reduce during 2015/16. However, balances historically rise between spring and closedown and based on this trend it was expected that balances would remain the same or increase.

The spring monitor showed two secondary schools projecting deficit balances by the end of the financial year. The Local Authority was working with these schools to provide advice and assistance.

Although current balances for many schools were over the threshold due to the increasing cost pressures on schools i.e. increases in NI contributions and pensions, it was expected that these balances would drop in 2016/17 with a minority of schools facing deficit budgets which would require additional support and advice from the Local Authority.

**IT WAS AGREED** that

- (a) the current projections provided by schools be noted;
- (b) a further report be provided in June 2016 detailing actual school balances as at 31 March 2016 and any necessary actions considered; and
- (c) a further report be provided in June 2016 on the schools 3 year budget plans.

## **50 POST 16 BULLETIN**

The Head of Learning Services presented a report which provided information on Post 16 Education. The Local Authority had been collaborating with all Calderdale secondary schools, academies and post 16 providers and had commissioned an independent review on sixth form provision across Calderdale.

This report was now complete and the first draft and preliminary findings had been shared and discussed with the Calderdale Association of Secondary Headteachers ( CASH ) and the local authority at a recent meeting. Working groups were now being established to discuss the way post 16 education would move forward across the authority.

New figures revealed that apprenticeship numbers had dropped in over 30 constituencies but not in Calderdale which had a rise of 160 over the previous 12 months.

**IT WAS AGREED** that this report be received and noted.

**51 GOVERNORS FINANCIAL CONFERENCE FLYER**

The Chair spoke to this item and confirmed that Head Teachers were welcome at this event and that it had now been opened up to other local authorities.

**IT WAS AGREED** that the Flyer be noted.

**52 WORK PROGRAMME**

The Service Manager, Business Support, submitted the Work Programme for information.

**IT WAS AGREED** that the Work Programme be accepted.

**53 MEETING DATES/VENUES**

**IT WAS AGREED** that the next meeting would be held on Monday 13 June 2016 at 16.30 hours at Brooksbank Academy, Halifax.

**54 PHIL TOWNEND**

The Chair reported that Phil Townend would be absent for the next few meetings due to illness.

**IT WAS AGREED** that the Service Manager, Business Support e requested to write to Phil Townend conveying the good wishes of the Forum for a speedy recovery.

## **CALDERDALE SCHOOLS FORUM**

### **MINUTES OF THE MEETING HELD ON MONDAY 13 JUNE 2016**

#### **PRESENT:**

##### **Schools Members:**

Ian Bairstow (Secondary Academy, Governor)  
Liz Cresswell (Secondary Academy Headteacher)  
Dave Dennett (Primary Maintained, Governor)  
Dr John Dunford (Primary Maintained, Governor)  
Andrew Fisher (Secondary Academy, Principal)  
Martin Gonzalez (Primary Maintained, Governor)  
Andrew Hardy (Secondary Academy, Governor)  
Gill Horner (Primary Maintained, Headteacher)  
Julie Kendall (Secondary Academy, Business Manager)  
Kate Sanderson (Secondary Maintained, Headteacher)  
Anne Stamp (Primary Academy, Headteacher)  
Gretl Young (Primary Maintained, Headteacher)

##### **Non-school Representatives:**

Andrew Harris, Post 16 Representative  
Brenda Monteith (Roman Catholic Church Representative)

##### **Substitutes:**

Pat Hill attended the meeting as substitute for Phil Townend (Secondary Governor).  
James Wilson attended the meeting as substitute for Tony Parker (Calderdale Federation of Education Staff Unions)

##### **Apologies for Absence:**

Alexandra Skvortsov (Early Years PVI Representative)

##### **In Attendance:**

Jane Davy, Jeannine Houshmand, Jackie Nellis, Mark Woolley

#### **1 MINUTES OF MEETING HELD ON 25 APRIL 2016**

**IT WAS AGREED** that the Minutes of the meeting held on 25 April 2016 be approved as a correct record save for the following amendment:

Dr Pat Hill and Phil Townend had been described as Primary Governors and the Minutes should read Secondary Governor in each case.

#### **2 MATTERS ARISING**

Further to Minute Number 47 – Use of Pupil Premium - the Service Manager, Business Support reported that he had received a response by email from the DfE and the DfE were unable to advise when the School Efficiency Metric tool would be updated to include the data for 2015.

Further to Minute Number 51 – Governors Financial Conference Flyer – the Chair congratulated Brooksbank School on the efficiency of the hospitality arrangements but said that the numbers attending were disappointing.

Further to Minute Number 52 – Work Programme - the Service Manager, Business Support, reported that the Work Programme would be submitted to the next meeting.

Further to Minute Number 54 – Phil Townend – the Principal Solicitor confirmed that she had written to Phil conveying the good wishes of the Forum.

### **3 SCHOOL BALANCES AT 31 MARCH 2016**

The LMS Acting Team Leader submitted a written report which provided information on the final revenue balances for all maintained schools at the end of the 2015/16 financial year. The report covered Calderdale's 72 maintained schools (4 secondary, 64 primary, 3 special and the PRU) and excluded the 29 academies as they were subject to separate monitoring by the DfE and the Education Funding Agency.

Schools' initial budgets projected surplus balances of £4.2 million as at 31 March 2016, their recent spring term monitoring statements projected revised surplus balances of £6 million. The accounts for all schools were now closed and the overall level of balances in these 72 maintained schools was £6.98 million representing 7.74% of annual school funding. Within this sum the amount and proportion per sector were: primary £6.22 million (9.71%); secondary -£0.64 million (-3.39%) and special including the PRU £1.4 million (19.14%). This was an overall decrease in balances on last year of £144k.

In the secondary school sector two schools had deficits of £881,672 and £213,773. The Local Authority was working with these schools to provide additional support and advice. The remaining two secondary schools had had an overall decrease in balances of £179k.

In the primary and special sector balances continued to rise. Most of these schools were planning to use their balances above recommended threshold in 2016/17 and the plan was for all to use it by the end of the new 3 year budget planning cycle. There were 32 primary schools holding balances above the recommended threshold and some of these held balances above the recommended threshold last year. One special school was holding a significant sum to contribute towards an imminent capital scheme, which would bring the overall percentage down to about 11%.

At its meeting in February 2013, Schools Forum agreed to retain the right to hold individual schools to account if total balances were seen to be rising or individual schools were perceived to be persistently disregarding the recommended thresholds of 8% for primary and special schools and 5% for secondary schools.

**IT WAS AGREED** that Schools Forum notes the overall levels of school revenue balances as at 31 March 2016 and a further update report be provided in December 2016 based on autumn term projections.

*(Gill Horner declared a school interest in the above item as her school balance was more than 8% of planned budget).*

#### 4 **SCHOOLS 3 YEAR BUDGET PLANS**

The LMS Acting Team Leader submitted a written report which provided information on the estimated financial position in schools following receipt of school budget plans for the next 3 years. She explained that the Scheme for Financing Maintained Schools required maintained schools to submit a 3 year budget statement by the beginning of May detailing how school resources were planned to be spent. These statements also showed estimated school balances at the end of each year. The Scheme also required that school budget plans were approved each year by the Local Authority.

At the start of the 2016/17 financial year there were 72 maintained schools in Calderdale (4 Secondary, 64 Primary, 3 Special and the PRU). By the deadline date for receipt of returns (1 May 2016), 58 (77%) budget statements had been received. Returns had now been received from all schools. One primary school had had their budget declined and asked to resubmit, three primaries and one secondary school had been written to approving their 2016/17 budget with a request to look at future years budgets and resubmit budget plans in October 2016. Three primary schools were currently undergoing reorganisation and had been asked to resubmit budget plans as soon as their reorganisation costs were known. One secondary school was transferring to Academy status later this year and had been asked to send in regular monitoring reports prior to conversion and two secondary schools currently in deficit were working closely with Local Authority officers to provide robust deficit recovery budget plans.

The paper explained that for the 64 primary schools the total balances available at 31 March 2016 were £6.22 million. Maintained primary schools planned to reduce these balances by the end of the financial year to £3.8 million (5.47% of planned budget). For the four maintained secondary schools the total balances available at 31 March 2016 were £425k (excluding two schools in deficit). The two maintained secondary schools planned to reduce these balances to £82k (0.01% of planned budget). For the three maintained special schools the total balances available at 31 March 2016 were £1.1 million. Maintained special schools planned to reduce these balances to £662K (11% of planned budget). The budget submitted by the PRU showed a balance of 4% by the end of 2016/17. For the longer three year period, primary schools were planning to have balances of 0.29% and special schools were planning balances of 4%. Secondary schools were projecting longer term deficits and work was being done to support these schools to address the situation.

The paper explained that 61 schools had received a letter confirming that their submitted budget for 2016/17 had been approved, some had been cautioned around the longer term projections and schools advised of the need to re-examine their plans for future years. Eleven schools had received individual letters notifying them of actions required.

**IT WAS AGREED** that the original budget projections be noted and further updates received during the year.

## 5 **SCHOOLS FORUM BUDGET 2015/16**

The Senior Finance Officer, Children and Young People, submitted a written report which provided information on how Calderdale's Schools Forum budget of £21,414 was used in 2015/16 and raise any issues for the 2016/17 budget.

The level of budget had been set to meet normal running expenses and leave a contingency for the Forum to commission specialist work as necessary. The main running expenses including clerking, legal advice, printing and postage expenses which totalled £13,085. The report explained that ordinarily, the under spend would be added to funding to be allocated to all schools next year, however the Forum could consider allocating some of this funding to research or development work.

The total budget for 2016/17 was £21,414 plus an under spend carried forward from 2014/15 of £9,405 which the Forum had earmarked to be spent on financial training for Governors. It was highly likely that the remaining £21,414 would be sufficient to meet the running costs of the Forum in 2016/17 and any specialist work required.

**IT WAS AGREED** that the position on this budget be noted and the remaining under spend from 2014/15 and 2015/16 be rolled forward into this financial year.

## 6 **RETAINED FUNDING FOR LA SCHOOL SERVICES**

The Service Manager Business Support presented a written report to make the Forum aware of the Local Authority's early thinking on retained funding for school services ahead of the second round of DfE consultation on the issue.

The paper explained that the first stage of the DfE's consultation on national school funding contained intentions to significantly reduce the role of local authorities and to reduce their funding for services. These changes were intended to take place as early as 2017. Whilst the Queen's Speech on 18 May 2016 reflected national opposition to schools being forced to become academies, the proposals to reduce the role of local authorities were likely to continue and be confirmed in the second stage of consultation on school funding expected in June/July 2016. If such changes were confirmed, this would have a significant impact on local authorities, their staffing and their service delivery with a resultant impact on schools. It was important that local authorities had plans in place to manage this change and to work with schools to minimise the impact.

The school services provided by local authorities that were not traded were most likely to be funded from either (a) de-delegated sum from schools delegated budgets or (b) retained Dedicated Schools Grant or (c) the Education Services Grant or (d) the Council's wider budget. The report set out the school services provided over and above school traded services and the budget from which they were funded.

The first stage of the national schools funding consultation based on all schools becoming academies proposed the role of local authorities should focus on three main areas:



- securing sufficient school places, ensuring fair access through admissions and working with schools to develop local transport policies, taking a lead in crisis management and emergency planning;
- ensuring the needs of vulnerable pupils were met; and
- acting as champions for all parents and families.

The consultation proposed a significant reduction to local authority funding to reflect the above reduced role beginning as early as April 2017, with the largest reduction taking place by 1 September 2017. The changes could reduce Calderdale's funding for retained services from £4.1 million to less than £2 million. The indicative reduction could well be known in the second round of consultation expected in June/July 2016.

Such changes in a short period of time would have a significant impact on the Local Authority and schools had made it clear in their response to the first round of consultation that this needed proper planning, appropriate management and communication and a longer transitional timescale if schools were to be protected and supported through this period of change. Given the scale of these funding reductions, it was likely local authorities would need to review the size and shape of each service and consider in consultation with schools which funding approach was most suitable for each service.

Since the consultation was issued, the Government had changed its position on academies. Whilst the DfE would continue to encourage schools to become academies, it was likely that local authorities would continue supporting some level of maintained schools for a number of years to come. If that position were reflected in the next round of consultation, the DfE might take the view that local authorities should have a wider responsibility in the transitional period over and above the three main areas referred to above. This could mean that funding reductions were less than projected.

There were contemporaneous consultations on the funding blocks for early years and high needs. These could have further implications for local authority services. The High Needs block in particular funded the central teams delivering specialist inclusion, special educational needs, safeguarding advice for schools, vulnerable children's service and access to education.

Whatever the outcome of the first and second stage consultations on school funding, it was highly likely that there would be an unparalleled level of change to local authority services and it was important to manage these changes as part of a planned programme working in partnership with all Calderdale schools.

**IT WAS AGREED** that Forum members note the potential impact of these changes and be involved in the process through the services to schools group and a small group of School Forum members to enable the Local Authority to respond to the consultation.

## 7 ALLOCATION OF FUNDING TO SCHOOL IMPROVEMENT CLUSTERS

The Senior School Effectiveness Officer submitted a written report which provided a half yearly update on allocations made from this fund in 2015/16 and 2016/17 to date and received any scheduled impact reports.

Calderdale's Partnership School Improvement Board, working with Local Authority officers, had agreed to report to the Forum twice a year (February and October) on allocations made during the year from this fund. The total amount of funding provided for school improvement clusters was:

	2015-16 £	2016-17 £
Ongoing DSG Funding	364,000	364,000
One off Funding	200,000	0
Carried Forward	76,179	119,328
	<hr/> 640,179	<hr/> 483,328

These funds were accessible to both maintained schools and academies, following appropriately approved bids through the Partnership School Improvement Board. However, DSG funding was restricted to Pre-16 pupils and these funds were not available for Post 16 provision.

The allocations made by the Partnership School Improvement Board in the financial year 2015/16 totalled £520,851 and were set out in Appendix 1. The balance available at the end of the year was £119,328, which was carried forward into 2016/17. The allocations made by the Board to date in 2016/17 totalled £366,184 and were set out in Appendix 2. This left £117,145 to be committed in the remainder of the financial year or to be carried forward into the financial year 2017/18. Each allocation required some form of impact evaluation report and the date for reporting on each allocation was set out against each sum in the Appendices save for those below £5,000 as agreed with the Forum.

Appendix 3 provided an impact evaluation report for those allocations scheduled to be reported to the Forum in February 2016 (the Calder Valley Cluster and Old Town Primary School bids agreed in June 2015). Other allocations were due for impact evaluation reports to be brought to the Forum in October 2016 and February 2017.

**IT WAS AGREED** that the next half yearly report be submitted to the October 2016 meeting of the Forum.

## 8 REVIEW OF CONSTITUTION AND REPRESENTATION

The Principal Solicitor presented a written report which provided an update on membership and to seek the Forum's views regarding any changes to representation required and any wider issues of practice and procedure.

The report set out the current membership of the Forum and the importance of keeping membership under regular review. To date there had been no further conversions to academies. The current membership and terms of office were listed at Appendix 1. The term of office of the representatives of the Special Schools, Post 16 and the Pupil Referral Unit were due to expire

on 31 August 2016 and arrangements needed to be put in place to re-appoint these representatives or elect other representatives in accordance with the Constitution. An election would have to take place where, following the nomination period, there were more candidates than vacancies available. Schools members needed to be elected by the members of the relevant group and the Local Authority offered to provide appropriate support to manage the election process if the relevant constituent groups required help.

**IT WAS AGREED** that this report be received and noted.

## **9 SCHOOLS CAPITAL PROGRAMME MONTHLY UPDATE – JUNE 2016**

The Service Manager – Learning Services presented a written report which provided an update on Calderdale's School Capital Programme progress which was being provided to a number of appropriate groups.

The report was based on three appendices:

- Appendix 1 showed the overall funding available to the Schools Capital Programme and how this was currently being allocated for basic need (the provision of places) and for maintenance (the condition of buildings).
- Appendix 2 showed the current timelines for the main schemes. In most cases these were still indicative ahead of securing sufficient capacity within the schools capital team to carry out the scheme preparation work and on-going project management.
- Appendix 3 described the progress being made on each scheme and identified the next steps for the following month.

The report reflected the current position and explained that the funding allocations for both basic need and maintenance were sufficient to meet the costs of those schemes to which the Local Authority was currently committed. The need for clear timelines for both schools and the capital team to work to had been recognised. The timelines for the five main schemes, which were set out in Appendix 2, were on target but were highly dependent upon being able to recruit to vacancies within the team of four project managers. The report accepted that there had been significant delays in delivering school projects in the last five years mostly as a result of recruitment and capacity difficulties. The report identified the issues that the schools capacity team now needed to progress and that this would require a greater focus on forward planning.

The need for the programme to become more forward looking was developed in section four of the report. The continued growth in pupil number across Calderdale was confirmed in Calderdale's 'Planning of School Places 2015' document. The increase in primary pupils was now feeding into secondary schools with many seeing increased numbers from September 2016. Additional primary school places had been added in central Halifax at Halifax Academy and Savile Park at Heath. However, further capacity would be needed in the next five years across Calderdale for both primary and secondary provision. Calderdale's basic need allocations would start to rise

significantly in the coming years and it was important to plan and commit funding as soon as possible to meet that need. Work had started on a five year plan to identify areas of Calderdale that would require expansion or new building to provide sufficient places in primary and secondary school. This would be agreed by the Local Authority in the summer and shared with schools and school groups in the autumn term. It was likely that schools would be invited to express an interest in working with the Local Authority to provide places with a final selection being made by the end of December 2016.

The report explained that the condition of many of Calderdale's school buildings was an issue. The best way forward was to better determine priorities and conduct maintenance so as to try to reduce reactive emergencies. This might include providing more advice to schools on what they should be doing from their own budgets to properly maintain their buildings. The last survey of school buildings covered the period 2005 to 2010 and that information was now out of date. Much of the team's maintenance work is reactive and the balance needed to become more of a mix of planned work and reactive work.

A decision had been made to start a rolling programme of new condition surveys for all maintained schools on a worse first basis. This would provide the information to target maintenance at identified priorities in a planned way. A single survey could cost around £8k and this would cost in the region of £600k for all 71 maintained schools. This could be rolled out over three years at a cost of £200k per annum. There was an option to charge individual schools for the work or to try to absorb the cost in the capital programme.

A decision had been made to consult a number of groups on how capital funding for basic need and maintenance was allocated including the head teacher groups CASH and CPHA, the Council Member and officer group Economy and Investment Panel, the schools consultative group Schools Forum and the governors' group CGA.

In the last two years the school's capital team capacity has been insufficient to meet the demands of the capital programme. The total value of project work over the next five years would be close to £50 million and therefore it had been decided to add a further senior project officer post.

The report explained that ways of working had been looked at and some new approaches had been introduced including a regular monthly progress report and support to arrive at key project decisions more quickly. The intention was to share ways of working and procedures with schools so that there was a common understanding of how this should work. Consideration was being given to improving communications with schools where project work was taking place. In time these reports would be accompanied with proposals to include other new schemes in the schools capital programme for both basic need and maintenance.

**IT WAS AGREED** that Appendices 1, 2 and 3 and the report's 'Going Forward' proposals be received and noted.

**10 FUTURE MEETING DATES/VENUES**

**IT WAS AGREED** that the next meeting would be held on Monday 17 October 2016 at 16.30 hours at Brooksbank Academy, Elland.

**11 WORK PROGRAMME**

The Service Manager, Business Support, submitted the Work Programme for information.

**IT WAS AGREED** that the Work Programme be accepted.

## **Calderdale Schools Forum – Work Programme 2016/17**

### **17 October 2016**

Appointment of Chair and Deputy Chair

New Members – Induction Sessions

Schools Forum – Good Practice Guide

School Funding Consultations – Update

    School Funding

    Early Years Funding

    Recoupment for Free Schools

Growth Fund 2016/17 and 2017/18

Early Years 30 Hours of Free Entitlement

Allocation of Funding to School Improvement Clusters (half yearly report)

Financial Training for Governors – Feedback and Evaluation

Apprenticeship Levy

Membership of Schools Forum

Work Programme

### **5 December 2016 – rescheduled**

### **9 January 2017 – rescheduled**

### **16 January 2017**

School Funding – Second Consultation

DSG Planning 2017/18

De-delegation of Budgets 2017/18

Early Years Funding 2017/18

Cabinet Budget Proposals 2017/18-2019/20

Free School Meals and Pupil Premium

Work Programme

### **13 February 2017 - rescheduled**

**3 April 2017**

Review of Services for Schools / Retained Funding  
Allocation of Funding to School Improvement Clusters (half year report)  
Local Authority and School Expenditure 2015/16 – DfE Data  
Revision of Scheme for Financing Maintained Schools  
Schools Capital Programme – Update  
Services for Schools – Action Plan 2015/16  
Planning of School Places - Update  
School and High Needs Consultations  
School Balances – Spring Monitor  
Post 16 Update  
Work Programme

**12 June 2017**

School Balances 31 March 2016  
Schools 3 Year Budget Plans  
Schools Forum Budget 2016/17 and 2017/18  
Local Authority Traded Company  
Induction Sessions  
Review of Constitution and Representation Review of Constitution  
Future Meeting Dates/Venues  
Work Programme

**For Reference Only - Calderdale Schools Forum – Work Programme 2015/16****19 October 2015**

Appointment of Chair and Deputy Chair  
Early Year Funding – Call for Evidence  
Funding Allocations to Clusters (half yearly report)  
Schools Capital – Further Update  
School Funding Announcements 2016/17  
Impact of School Funding  
Financial Training for Governors – Feedback and Evaluation  
Schools Forum – Good Practice Guide  
New Members – Induction Sessions  
Work Programme

**7 December 2015**

Appointment of Deputy Chair  
School Balances – Autumn Monitor  
Use of Growth Fund 2016/17  
DSG Planning 2016/17  
De-delegation of Budgets 2016/17  
Free School Meal Assessments  
Revision of Scheme for Financing Maintained Schools  
Work Programme

**18 January 2016**

Cabinet Budget Proposals 2016/17-2018/19  
DSG Update/School Allocations 2016/17  
Funding and Performance Data  
Services for Schools – 2015 School Business Manager support update  
DfE Consultation – National Funding Formula  
Work Programme

**25 April 2016**


Services for Schools – Action Plan 2015/16  
Planning of School Places  
National Funding Changes  
School Balances – Spring Monitor  
Use of Pupil Premium  
Post 16 Update  
Work Programme

**13 June 2016**

School Balances 31 March 2016  
Schools 3 Year Budget Plans  
Schools Forum Budget 2015/16 and 2016/17  
Retained funding for LA School Services  
Allocation of Funding to School Improvement Clusters (half yearly report)  
Review of Constitution and Representation Review of Constitution  
Schools Capital Programme - Update  
Future Meeting Dates/Venues  
Work Programme



Schools Forum Web Address: <https://learning.calderdale.gov.uk/cmbc/services/school-management/forum/Pages/default.aspx>



Services for Schools and Academies

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Services for Schools > School Management > Schools Forum

**Latest School Forum**

- 19 October 2015

**Previous Schools Forums**

- 15 June 2015
- 20 April 2015
- 9 February 2015
- 8 December 2014
- 20 October 2014

## Schools Forum

Each local authority should have a Schools Forum to give schools greater involvement in the distribution of funding within their authority, as regulated by the Education Act 2002.

The local authority should consult the Schools Forum on a range of issues covering:

- school funding such as changes to the school funding formula
- contracts that an authority is letting or re-letting for provision of services to school (cleaning, catering, grounds maintenance, etc)
- financial arrangements an authority makes for a range of central school budget expenditure such as the provision for pupils with special educational needs, excluded pupils, early years, insurance, changes to the scheme for financing schools administration of grants and free school meals
- applications for increases to the limit on central expenditure
- applications to vary the application of the minimum funding guarantee
- the use of headroom (ie real growth in school budgets)

Calderdale Schools Forum also consider a range of issues relating to the wider financial context of schools, include scrutinising school balances and considering capital expenditure and provision.

The Calderdale Schools Forum has eighteen members. These include headteachers, governors, the Church of England, the Catholic church, and professional associations.

### Calderdale Schools Forum meetings

The agenda and reports of the latest Schools Forum:

- 19 October 2015


The agenda and reports of previous Schools Forums:

- 15 June 2015
- 20 April 2015
- 9 February 2015
- 8 December 2014
- 20 October 2014

Proposed future meetings:

- 7 December 2015
- 18 January 2016
- 18 April 2016
- 13 June 2016

For all meetings, the proposed time is 4.30pm to 6.30pm, at The Brooksbank School.



**Useful links**

- Department for Education: Schools Forums**  
The DfE's guide to the Schools Forum, including advice for schools and academies to understand the role of the Forum
- Calderdale Scheme for Financing Schools**  
The financial roles and responsibilities of the local authority, Schools governing bodies, Schools senior leadership teams and Schools forum within Calderdale for maintained schools
- Calderdale Schools Forum constitution**  
Including terms of reference, membership of the forum, meetings, chair and deputy chair, voting and expenses
- Work programme 2014-15**  
The current work programme for the Forum
- Terms of office and voting summary**  
The current list of representatives as from April 2015, and the voting arrangements for the Forum



Education  
Funding  
Agency

# **Schools forum**

**Operational and good practice guide**

**March 2015**

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# Introduction

1. This guide is designed to provide local authority officers and school forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It is organised in two sections:
  - Section 1 provides information on the constitutional and organisational requirements for schools forums; and
  - Section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums.
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one schools forum may not be appropriate in another, given the diverse circumstances of local areas. However, it is hoped the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The Department hopes that schools forums and local authorities find this guide useful. It has been the subject of consultation with a wide variety of external partners. In particular, members of the Department's Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The Department is grateful for their assistance.
5. The Department's website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact [schools forum team](#) at the Education Funding Agency

The postal address is:

Education Funding Agency  
Sanctuary Buildings  
Great Smith Street  
Westminster  
London  
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# Section 1 – schools forum regulations: constitution and procedural issues

## Regulations

8. [National regulations](#)<sup>1</sup> govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of these regulations or alternatively they can be accessed at:
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

## Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in [schools forum powers and responsibilities](#). The overarching areas on which schools forums make decisions on local authority proposals are:

- De-delegation from mainstream schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally.
- To create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund.
- To create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
- Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
- Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2013/14 are permitted unless agreed by the Secretary of State.
- Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals.

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<sup>1</sup> Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.
- In each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal.

11. Local Authorities should be aware that the provisions of the [Local Government Act 2000](#) restrict the delegation of local authority decisions to Cabinet, a member of Cabinet, a Committee of Cabinet or an officer of the Council, which would not include schools forums. As a result the local authority cannot delegate its decision making powers to schools forum, e.g. decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It is a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG,
- use exceptional factors
- vary pupil numbers
- allow additional categories of, or spending on, central budgets

- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies

Proposals will then need to be approved by the Secretary of State.

## Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the [structure of the schools forums](#) is available.

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed, e.g. annually. Academies members must represent mainstream academies and, if there are any in the LA area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicate decisions, and the reasons behind them, effectively.

## Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single



point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- Holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time
- Increasing the size of the schools forum temporarily to appoint additional academy members, then delete schools member posts at the end of a term of office or when a vacancy arises
- Consider continuity of service – where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member?

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the Schools Forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example, a secondary schools member must stand down if their school converts to an academy. A schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group. Other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents.

## **Schools members**

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the LA. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group;
- governors in each group;
- headteachers or headteachers representatives and governors in each group;
- representatives of a particular school category, e.g. voluntary aided.

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.

## **Election and nomination of schools members**

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. It is good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, e.g. community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question – a headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It is not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, i.e. if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee/democratic services of a local authority. This may just include the provision of

advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we would recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the Chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it is perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or Chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

38. We would recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election;
- the timescale for notifying all constituents of the election and those standing;
- the arrangements for dispatching and receiving ballots;
- the arrangements for counting and publicising the results;
- any arrangements for unusual circumstances such as only one candidate standing in an election; and
- whether existing members can stand for re-election.

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

## **Election and nomination of academies members**

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored, non-recoupment and converter academies.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it is for the proprietors of academies within each of these sub-groups to elect their representatives. It is not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. It is possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

## **Non-schools members**

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers – see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPIs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and

four year olds and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate – schools-based such as a headteacher or governor, or someone linked more generally with the diocese, e.g. a member of the education board.

48. It is also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at-risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

## Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b)),
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c)).

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers is not a requirement. Many schools forums do not have such members on them and it is for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

## **The role of executive elected members**

55. A schools forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the schools forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant Cabinet meetings as members of the public, e.g. when the funding formula is decided.

## **Recording the composition of schools forums**

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It

would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

## Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

## Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- Any person invited by the schools forum to provide financial or technical advice
- Any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting.

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible.

## Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- **Quorum:** A meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it is 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (e.g. election of a Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it is not legally obliged to do so. In practice, the arrangements for meetings should be made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions;

- **Election of a Chair:** Under the Regulations, if the position of Chair falls vacant the schools forum must decide how long the term of office of the next Chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as Chair has a term of office as a member which comes to an end before their term of office as Chair ends. The schools forum must elect a Chair from amongst its own members, so it is not possible to elect an independent Chair. In addition any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of Chair. Schools forums can also appoint to a position of vice Chair to provide cover if the Chair is absent or the post vacant;
- **Voting procedures:** The Regulations provide that a schools forum may determine its own voting procedures save that voting on:
  - the funding formula is limited to schools members, academies members and PVI representatives
  - de-delegation will be limited to the specific primary and secondary phase of maintained schools members.
- **The powers which schools forums** have to take decisions on a range of funding matters increase the importance of clear procedures, e.g. decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum – for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken;
- **Substitutes:** The local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members.
- **Defects and vacancies:** The Regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum).
- **Timing:** schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It is for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the schools forum to set its own rules so far as possible.



## Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result schools forums are required to be open to the public. Furthermore papers, agendas and minutes must be publicly available well in advance of each meeting. It is good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

## Working groups

65. It is open to a schools forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the schools forum itself to consider. The groups can also include wider representation - for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the schools forum. The schools forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view.

## Urgent business

66. It is good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security is not compromised.

67. It is not legal for the Chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question; but a schools forum may wish to put in place a procedure for the Chair to give the local authority a view on an urgent issue.

## Resources of the schools forum

68. The costs of a schools forum fall in the centrally retained budget portion of the Schools Block of local authorities.

69. It is legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports. The [2014 School and Early Years Finance Regulations](#) provide that the level of resource devoted to running schools forums in 2015-16 is limited to 2014-15 levels unless the Secretary of State agrees an increase.

## Section 2 – effective schools forums

### Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it is able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- Partnership: Having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority.
- Effective Support: The business of the schools forum is supported by the local authority in an efficient and professional manner.
- Openness: It is important that a schools forum feels it is receiving open, honest and objective advice from its local authority.
- Responsiveness: Local authorities should as far as possible be responsive to requests from their schools forums and their members. Schools forums themselves should also be aware of the resource implications of their requests.
- Strategic view: Members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests.
- Challenge and Scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area. The extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness.

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

## Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically they might comprise:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

## Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding.

## Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. In drawing up this cycle of meetings, in

consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision-making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it is recognised that from time to time items of a confidential nature will need to be discussed. It is recommended that authorities apply the same principles that they apply to Council/Cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, e.g. placing them together at the end of the agenda.

## **Preparation for a schools forum meeting**

82. It is vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It is therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It is also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It is good practice for the schools forum and local authority to agree a standard for papers. It is usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An Executive Summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the

schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it is inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

87. Schools forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

## **Chairing the schools forum**

88. The Chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the Chair and the local authority is therefore vital. The Chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of School Forum business. It is good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the Chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the Chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they do not have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the Chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of Chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the Chair undertakes significant work for the LA in another capacity, e.g. as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum Chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

## **Clerking the schools forum**

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools

forum, the Chair and the local authority. It is a role often undertaken by an employee of the local authority though we would recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle;
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves;
- be responsible for ensuring contact details of all members are up to date;
- maintain the list of members on the schools forum and advise on membership issues in general;
- assist with the co-ordination of nomination/election processes run by the constituent groups;
- keep the schools forum website up to date: e.g. by posting latest minutes and papers etc;
- monitor, on a regular basis, the schools forum and general Schools Funding section of the Department for Education (DfE) website or the gov.uk website; and arrange for the distribution of any relevant DfE information to schools forum members;
- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution; and
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution.

96. Not all of these tasks may be able to be undertaken by the schools forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

## **Good practice for schools forum meetings**

97. Schools forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, schools forums



should consider that the level of debate held at the schools forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

99. Consultations with the schools forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:

- Plan and consult early
- Allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- An open and honest approach
- Fully inclusive
- Allow for ongoing dialogue
- Provide feedback
- Clear communications.

## **Meeting notes and recording of decisions**

100. A vital part of the effective operation of a schools forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, schools forums must be clearly set out.

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions/votes. It is good practice to formally agree the accuracy of the note/minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result.

102. In order to provide clarity about representation at each meeting, it is good practice for the minutes to record the group and/or subgroup that each member represents against their name.

## **Communication**

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the



schools forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the schools forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example ensuring effective communications across the PVI sector may be more difficult than with schools, who are more likely to have existing channels of communication e.g. headteacher meetings.

104. Each schools forum should therefore be clear what its channels of communication are. It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents);
- an annual report on the proceedings of the schools forum;
- attendance by the Chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the Children's Services Department; or
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members.

## News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and DfE. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties.



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## Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?	Yes	Dates are discussed and agreed in June for the academic year ahead.
2. Are meetings timed to coincide with key dates? (e.g. reporting of funding formula)	Yes	Primarily around budget setting and monitoring of budgets and balances.
3. Are meetings held in an accessible venue to enable observers to attend easily?	Yes	The venue is discussed and agreed in June for the academic year ahead.
4. Is there a dedicated website link for schools forum, is it current and regularly updated?	Yes	Updated with agenda papers before meetings and minutes after meetings.
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?	Yes	They are posted on the website within a day or two of hard copy papers going to Forum members (which go out 10 days before meetings).
6. Are the papers published as a single document, so that users can download easily?	No	Currently the agenda and papers are posted individually. The benefit of this suggestion may need further consideration.
7. If papers are tabled at the	Yes	This only happens in exceptional

Question	Yes / No	Notes
meeting, are they published on the website promptly after the meeting?		circumstances. There have been few incidents of this in the last year.
8. Are draft minutes published a reasonable time (e.g. within 2-3 weeks) after the meeting, rather than waiting until the following meeting?	No	Minutes are usually produced within 2 weeks of the meeting. However, these are only circulated to the chair and officers at this point to agree. All other Forum members receive them with their next agenda papers. Forum members may wish to consider how well this works and whether this role is undertaken by an officer or an independent clerk.
9. Are the minutes clear and unambiguous, with sufficient detail to illustrate the discussions, without reporting verbatim every point made?	Yes	However, Forum members may wish to consider how well they meet their needs, for instance, how well do they represent the consideration given by Forum members to the proposals?
10. Is the constitution clear and appropriate? Including eg <ul style="list-style-type: none"> <li>- a clear process for ensuring proportional representation</li> <li>- the process for electing members and their tenure</li> <li>- the timescale for review is clearly set out</li> <li>- the process for dealing with repetitive non attenders</li> </ul>	Yes	<p>Much of this is set out but in practice is often complex to implement (as it will be for all schools forums).</p> <p>Recent improvements have been made to election processes and these will need to be kept under review.</p> <p>There is a clause in the Constitution to deal with non-attenders.</p>
11. Is there an induction pack or training programme available for new members?	Yes	A report on Induction is to be considered by the Forum and an Information Handbook and appropriate training are provided.
12. Is the election process clear and transparent? i.e. representatives	Yes	Recent improvements have been made to election processes and

Question	Yes / No	Notes
are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy members.		these will need to be kept under review.  With the need for wide representation on the Forum, such arrangements can be complex and difficult to implement. This is common to all schools forums.
13. Do the papers contain clear recommendations and indicate in a consistent manner whether the item is for information, consultation or decision?	Yes	Calderdale currently use A for Advice (Information), V for View (Consultation) and D for Decision.
14. Is it clear to observers who attendees at the forum are representing? (eg by use of name plates, indicating sector)	Yes	Name plates are in use which indicate the sector represented.
15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?	Yes	The chair manages business and meetings well and meetings finish on time. All members are encouraged to contribute.
16. Is there inclusive participation in discussions for all phases and types of members?	Yes	However, this can be difficult to facilitate when much of the Forum's work focuses on pre-16 school budgets, and to a lesser extent on early years, post 16, and the PRU.
17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feedback after meetings?	Yes	This issue cannot be overstated. Some members do seek views and regularly feed back to their groups. This probably needs to be reinforced at the end of each meeting. It maybe that a short briefing note is produced after each meeting.

Question	Yes / No	Notes
18. Where votes are required, is it clear who is eligible to vote for different items?	Yes	Calderdale has a matrix setting this out. Again, because of the wide representation required on the Forum, these matters can be often complex.
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?	Yes	The actual numbers of those in favour or against are not recorded, but the decision or outcome is always clearly recorded in the minutes.
20. Is there a system in place for a decision if votes are tied?	Yes	In Calderdale the Constitution provides the chair with a 'casting' vote if all votes are tied (in addition to his/her normal vote).
21. Is the operational and good practice guide used to regularly review the Forum's adherence to good practice?	Yes	The guide is reviewed by officers and the Forum each time it is updated by the DfE and in between members' knowledge is refreshed to enable them to consider whether the Forum's arrangements reflect good practice.

## Summary Dedicated Schools Grant (DSG) Funding Statement 2016/17

Schools Block;	£000
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School Budget Shares	140,406
School Licences (deducted by EFA)	170
Growth Fund	85

### Early Years Block;

Early Years Formula Funding (2 Year Olds)	2,510
Early Years Formula Funding (3 & 4 Year Olds)	8,329

### High Needs Block;

Special Schools (places and top ups)	5,219
Pupil Referral Unit (places and top ups)	1,302
Resourced Provision (places and top ups )	554
Mainstream Schools and Academies (top ups)	4,110
Post 16 SEN (top ups)	367
Other SEN (places and top ups)	2,198
LA support services (ASD, SEN, virtual school)	2,686

### Top Slices agreed by Schools Forum

Information Advice and Guidance	800
School Improvement & Cluster Funding	728
School Crossing Patrols	201
School Admissions	196
School Employment Costs and Schools Forum	101

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<b>Total DSG 2016/17</b>	<b>169,962</b>
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## Other Calderdale Funding Rates for 2017/18

### Early Years

	2 year olds	3 and 4 year olds
Base Rate	£4.90	£3.92
Quality Supplement	£0.23	£0.23
Deprivation Supplement		£0.53
Early Years Pupil Premium		£0.53

### Pupil Premium

Primary	£1,320
Secondary	£935
Service Children	£300
LAC (including fostered and adopted)	£1,900

### Devolved Formula Capital (DFC)

Primary	£4,000	plus	£11.25	per pupil
Secondary	£4,000	plus	£16.88	per pupil
Special/PRU	£4,000	plus	£33.75	per pupil



LAESTAB	School Name	Basic Entitlement	Free School Meals	IDACI	EAL	LAC	Low Attainment	Lump Sum	Split Sites	Rates	PFI	16-17 MFG Budget	MFG	De-delegation	Post De-delegation budget
<b>Total</b>		<b>£106,673,228</b>	<b>£4,182,350</b>	<b>£6,587,399</b>	<b>£1,084,566</b>	<b>£178,594</b>	<b>£7,777,114</b>	<b>£10,670,000</b>	<b>£66,000</b>	<b>£1,633,239</b>	<b>£828,421</b>	<b>£127,392,815</b>	<b>£348,390</b>	<b>-£40,986</b>	<b>£140,364,535</b>
3812005	Abbey Park Primary Academy	£560,252.45	£41,169.73	£99,317.90	£4,047.45	£948.13	£46,071.00	£110,000.00	£0.00	£2,733.50	£0.00	£751,806.68	£3,816.28	£0.00	£864,540.18
3815201	All Saints J and I	£602,911.27	£3,529.45	£3,878.52	£5,265.05	£0.00	£40,058.94	£110,000.00	£0.00	£3,041.64	£0.00	£655,643.23	£3,092.66	-£500.04	£762,383.35
3812093	Ash Green Community Primary School	£1,086,377.85	£101,795.68	£282,716.66	£3,230.99	£4,223.59	£123,604.74	£110,000.00	£22,000.00	£39,263.00	£0.00	£1,623,949.51	£4,251.18	-£901.01	£1,772,311.50
3812040	Bailiffe Bridge J and I	£583,003.82	£10,099.30	£13,436.31	£3,309.29	£900.00	£37,683.09	£110,000.00	£0.00	£9,194.50	£0.00	£648,431.81	£3,163.08	-£483.53	£725,276.69
3813321	Barkisland C.E. (A) PRIMARY	£546,032.85	£5,095.49	£554.07	£661.46	£0.00	£32,281.28	£110,000.00	£0.00	£2,410.45	£0.00	£584,625.16	£3,044.92	-£452.86	£696,582.74
3812019	Beech Hill School	£1,410,584.86	£92,802.65	£250,857.36	£146,384.19	£856.81	£175,902.62	£110,000.00	£0.00	£10,437.00	£0.00	£2,077,388.49	£4,188.28	£0.00	£2,424,369.72
3812063	Bolton Brow Primary Academy	£597,223.43	£24,036.04	£40,447.46	£3,933.15	£0.00	£46,775.43	£110,000.00	£0.00	£2,534.70	£0.00	£712,415.50	£3,392.45	£0.00	£787,115.92
3812048	Bowling Green Primary School	£455,027.37	£11,709.33	£2,216.30	£0.00	£0.00	£11,730.98	£110,000.00	£0.00	£4,436.65	£0.00	£480,683.98	£3,004.27	-£377.39	£594,743.25
3812004	Bradshaw Primary School with Acad	£884,459.46	£15,459.63	£54,437.85	£668.12	£1,760.38	£49,070.22	£110,000.00	£0.00	£2,808.05	£0.00	£1,005,855.65	£3,234.26	£0.00	£1,096,401.43
3815406	Brighouse High School	£4,559,076.69	£91,148.99	£74,364.61	£700.00	£6,277.13	£283,857.02	£110,000.00	£0.00	£33,497.80	£0.00	£5,015,424.43	£4,567.78	£0.00	£5,158,922.23
3812053	Burnley Road J I & N School	£637,038.32	£27,906.34	£2,216.30	£0.00	£937.67	£31,061.38	£110,000.00	£0.00	£2,932.30	£0.00	£699,160.02	£3,121.25	£0.00	£812,092.32
3814022	Calder High School	£4,031,751.79	£122,412.25	£81,577.80	£700.72	£5,950.68	£239,155.22	£110,000.00	£0.00	£98,488.00	£0.00	£4,481,548.46	£4,615.39	-£3,344.40	£4,686,692.06
3812042	Carr Green Primary School	£898,679.06	£21,515.90	£6,094.82	£1,317.64	£900.00	£39,865.98	£110,000.00	£0.00	£23,359.00	£0.00	£968,373.40	£3,064.47	-£745.34	£1,100,987.07
3812068	Castle Hill Primary School	£702,448.51	£30,127.14	£9,419.27	£0.00	£882.14	£40,373.36	£110,000.00	£0.00	£15,034.25	£0.00	£783,250.42	£3,171.05	-£582.59	£907,702.09
3812084	Castlefields Infants School	£446,495.61	£19,320.40	£13,297.79	£12,449.82	£0.00	£30,812.44	£110,000.00	£0.00	£11,852.68	£0.00	£522,376.06	£3,327.24	-£370.31	£646,025.27
3812054	Central Street Infant & Nursery School	£164,947.42	£7,012.87	£2,761.72	£697.23	£0.00	£13,042.95	£110,000.00	£0.00	£10,934.00	£0.00	£188,462.20	£3,249.35	-£136.80	£309,259.39
3813323	Christ Church CE (VA) Junior School	£315,675.24	£25,289.67	£14,267.43	£0.00	£0.00	£30,564.97	£110,000.00	£0.00	£1,565.55	£0.00	£385,797.31	£3,475.65	-£261.81	£492,457.51
3813001	Christ Church Pellon Primary	£506,217.95	£40,301.15	£99,317.90	£14,174.30	£3,337.50	£56,416.81	£110,000.00	£0.00	£10,064.25	£0.00	£719,765.61	£4,043.63	-£419.84	£817,456.19
3812076	Cliffe Hill Community Primary	£531,813.24	£48,196.00	£38,787.39	£1,864.50	£4,573.37	£54,148.04	£110,000.00	£0.00	£28,577.50	£0.00	£679,382.54	£3,633.06	-£441.07	£914,631.10
3812059	Colden J&I School	£312,831.32	£3,247.13	£4,986.67	£0.00	£0.00	£16,175.57	£110,000.00	£0.00	£2,475.93	£0.00	£337,240.69	£3,065.82	-£259.45	£429,658.42
3812006	Copley Primary School	£662,633.61	£10,583.82	£4,571.12	£654.95	£1,807.76	£26,165.09	£110,000.00	£0.00	£10,188.50	£0.00	£706,416.35	£3,031.83	-£549.57	£824,299.96
3812069	Cornholme J	£528,969.32	£29,168.79	£69,951.94	£2,677.45	£2,759.34	£45,826.91	£110,000.00	£0.00	£9,940.00	£0.00	£679,353.75	£3,652.44	-£438.71	£743,945.48
3812055	CRAGG VALE J and I	£170,635.26	£1,234.97	£554.07	£0.00	£0.00	£5,677.68	£110,000.00	£0.00	£0.00	£0.00	£178,101.98	£2,968.37	-£141.52	£282,324.77
3812087	Cross Lane School	£790,610.06	£40,102.35	£66,211.94	£9,317.71	£903.25	£45,272.56	£110,000.00	£0.00	£15,655.50	£0.00	£952,417.87	£3,425.96	-£655.71	£1,077,417.66
3812007	Dean Field Community Primary School	£557,408.53	£57,519.89	£127,991.27	£1,334.22	£2,659.30	£40,978.90	£110,000.00	£0.00	£21,992.25	£0.00	£787,892.12	£4,019.86	-£462.30	£964,187.14
3813318	Elland CE J	£583,003.82	£55,809.61	£74,938.61	£8,555.26	£0.00	£70,284.21	£110,000.00	£0.00	£1,888.60	£0.00	£792,591.51	£3,866.30	-£483.53	£894,759.05
3812003	Ferney Lee Primary School	£531,813.24	£33,013.98	£32,690.41	£13,447.00	£5,205.15	£67,682.34	£110,000.00	£0.00	£10,561.25	£0.00	£683,852.13	£3,656.96	-£441.07	£897,477.83
3812000	Field Lane Primary School	£324,207.00	£27,762.93	£5,263.71	£3,611.78	£862.18	£50,492.59	£110,000.00	£0.00	£2,012.85	£0.00	£412,200.19	£3,615.79	£0.00	£524,213.04
3813319	Hebden Royd Primary School	£349,802.29	£8,080.13	£4,571.12	£1,828.82	£1,743.31	£19,835.61	£110,000.00	£0.00	£1,322.02	£0.00	£385,861.27	£3,137.08	-£290.12	£499,376.44
3812058	Heptonstall J	£292,923.87	£4,153.53	£0.00	£0.00	£0.00	£15,396.92	£110,000.00	£0.00	£16,649.50	£0.00	£312,474.32	£3,033.73	-£242.94	£434,459.26
3813331	Holy Trinity Primary School	£1,183,071.17	£40,392.88	£65,657.86	£68,471.04	£919.90	£110,327.60	£110,000.00	£0.00	£11,530.40	£0.00	£1,468,840.46	£3,530.87	£0.00	£1,632,034.63
3812050	Holywell Green Primary School	£577,315.98	£22,067.97	£2,770.37	£0.00	£0.00	£36,580.19	£110,000.00	£0.00	£14,164.50	£0.00	£638,734.51	£3,146.48	-£478.81	£762,420.21
3812010	Lee Mount Primary School	£998,216.30	£66,180.09	£159,157.98	£7,932.60	£1,820.75	£145,010.71	£110,000.00	£0.00	£15,531.25	£0.00	£1,378,318.43	£3,926.83	-£827.89	£1,503,021.79
3815404	Lightcliffe Academy	£5,223,423.02	£150,660.77	£230,993.98	£3,500.00	£16,123.10	£339,674.77	£110,000.00	£0.00	£34,541.50	£0.00	£5,964,375.63	£4,741.16	£0.00	£5,836,856.92
3815204	Lightcliffe CE Primary	£1,194,446.85	£10,513.37	£14,682.98	£5,916.07	£0.00	£34,799.47	£110,000.00	£0.00	£4,299.05	£0.00	£1,260,358.74	£3,000.85	-£990.64	£1,373,667.15
3812033	Ling Bob J I and N	£861,708.09	£72,250.85	£166,360.95	£23,224.13	£1,805.96	£142,627.68	£110,000.00	£0.00	£25,098.50	£0.00	£1,267,977.66	£4,184.74	-£714.67	£1,380,823.72
3815207	Longroyde Junior School	£699,604.59	£41,189.97	£16,899.28	£7,910.00	£1,722.96	£73,072.88	£110,000.00	£0.00	£2,957.15	£0.00	£840,399.68	£3,416.26	-£580.23	£923,821.30
3813014	Luddenden Dene CE (V.C.)J.I.N	£514,749.72	£25,484.50	£4,709.64	£1,278.31	£2,655.98	£42,008.37	£110,000.00	£0.00	£21,743.75	£0.00	£590,886.52	£3,264.57	-£426.92	£722,203.35
3812064	Luddendenfoot Academy	£381,085.42	£6,851.16	£6,094.82	£647.09	£0.00	£28,033.66	£110,000.00	£0.00	£2,137.10	£0.00	£422,712.17	£3,154.57	£0.00	£534,849.27
3812065	Middleg School	£298,611.71	£2,634.60	£692.59	£659.17	£900.00	£14,857.28	£110,000.00	£0.00	£11,803.75	£0.00	£318,355.35	£3,031.96	-£247.66	£428,862.14
3813332	Moorside Community Primary	£693,916.74	£67,168.79	£150,846.86	£1,932.62	£3,378.46	£84,624.43	£110,000.00	£0.00	£15,779.75	£0.00	£1,001,867.90	£4,106.02	-£575.51	£1,129,045.69
3812002	Mount Pellon Primary Academy	£1,427,648.38	£87,911.44	£238,311.32	£119,253.52	£0.00	£193,692.40	£110,000.00	£0.00	£5,864.60	£0.00	£2,066,817.08	£4,117.17	£0.00	£2,347,958.02
3812066	New Road Primary School	£378,241.50	£32,664.57	£15,514.09	£1,391.57	£1,014.41	£29,341.75	£110,000.00	£0.00	£5,687.00	£0.00	£458,167.90	£3,444.87	-£313.70	£641,072.95
3813010	NORLAND J and I	£278,704.27	£3,662.28	£6,094.82	£0.00	£0.00	£12,757.37	£110,000.00	£0.00	£6,776.00	£0.00	£301,218.74	£3,073.66	-£231.15	£417,763.59
3815400	North Halifax Grammar School	£3,226,231.86	£22,958.90	£77,112.49	£700.00	£0.00	£0.00	£110,000.00	£0.00	£23,160.20	£0.00	£3,327,003.26	£4,281.86	£0.00	£3,460,163.46
3812015	Northowram Primary School	£1,177,383.33	£14,646.38	£6,371.86	£0.00	£0.00	£56,118.89	£110,000.00	£0.00	£30,565.50	£0.00	£1,254,520.46	£3,030.24	-£976.49	£1,394,109.47
3812083	Old Earth School	£1,140,412.35	£25,842.45	£37,954.12	£3,293.10	£3,591.04	£81,622.13	£110,000.00	£0.00	£5,516.70	£0.00	£1,292,715.20	£3,223.73	£0.00	£1,374,914.89
3812075	OLD TOWN Primary	£290,079.95	£6,147.40	£554.07	£0.00	£900.00	£16,468.81	£110,000.00	£0.00	£6,413.00	£0.00	£314,150.24	£3,079.90	-£240.58	£447,437.78
3814001	Park Lane Learning Trust	£1,802,039.42	£140,548.81	£217,941.53	£4,900.00	£1,873.38	£220,804.12	£110,000.00	£0.00	£119,280.00	£85,438.92	£2,473,546.19	£5,699.42	-£1,494.82	£2,886,843.67
3812017	Parkinson Lane C P School	£1,245,637.43	£63,963.56	£103,196.43	£122,425.63	£0.00	£188,005.19	£110,000.00	£0.00	£26,589.50	£0.00	£1,723,228.24	£3,934.31	-£1,033.09	£2,005,618.20
3815402	Rastrick High School	£5,152,836.22	£152,950.19	£140,196.27	£3,500.00	£4,596.30	£322,506.39	£110,000.00	£0.00	£39,511.50	£0.00	£5,776,585.36	£4,654.78	£0.00	£5,926,096.86
3812001	Rawson J and I School	£969,777.09	£65,003.89	£123,004.60	£14,146.73	£3,675.45	£104,688.20	£110,000.00	£0.00	£19,755.75	£0.00	£1,280,295.96	£3,754.53	-£804.30	£1,346,228.40
3812061	Ripponden J&I	£656,945.77	£7,306.55	£1,800.74	£0.00	£0.00	£32,716.42	£110,000.00	£0.00	£14,164.50	£0.00	£698,769.48	£3,024.98	-£544.85	£796,240.30
3812082	Riverside Junior School	£457,871.29	£13,142.04	£0.00	£565.00	£928.85	£26,594.68	£110,000.00							

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### Individual Early Years Provider Allocations for 2, 3 & 4 year olds for 2016/17

School / Setting	Base Funding 2016/17 (£)	Quality Supplement 2016/17 (£)	Deprivation Supplement 2016/17 (£)	Total Indicative EYSFF 2016/17 (£)	Indicative EYPP 2016/17 (£)
3 Corners	45,181.03	2,530.86	1,078.65	48,790.54	461.10
Abbey Park Academy	64,849.95	3,724.35	8,874.00	77,448.30	5,406.00
All Saint's Playgroup	35,470.00	0.00	1,448.55	36,918.55	683.70
Amanda Heathcote	2,977.50	0.00	0.00	2,977.50	0.00
Amanda Wilcock	6,941.70	0.00	876.60	7,818.30	95.40
Amelia Trickett	762.24	0.00	0.00	762.24	0.00
Angela Shaw	1,786.50	0.00	0.00	1,786.50	0.00
Anne Louise Toberman	2,940.00	0.00	0.00	2,940.00	0.00
Apple Tree Day Nursery	139,470.00	7,274.02	9,844.19	156,588.21	3,291.30
Ash Green Children's Centre - Lower Site	127,470.25	6,358.22	14,473.78	148,302.25	2,591.70
Ash Green Children's Centre - Upper Site	18,758.25	1,101.47	2,805.75	22,665.47	1,709.25
Barbara's Day Nursery	44,331.75	0.00	3,299.40	47,631.15	1,653.60
Bear's House	16,014.90	0.00	1,360.35	17,375.25	95.40
Beech Hill School	176,328.36	9,765.29	8,747.19	194,840.83	4,458.36
Belinda Gerrard	2,793.00	0.00	135.00	2,928.00	0.00
Bents Farm Day Nursery	84,660.50	4,806.85	2,530.08	91,997.43	1,078.02
Beverley Nann	2,793.00	0.00	0.00	2,793.00	0.00
Bolton Brow Primary Academy	63,301.65	3,720.90	3,706.20	70,728.75	2,257.80
Bradshaw Primary School (Little Acorns Pre-School)	68,089.47	3,908.15	2,453.40	74,451.02	1,494.60
Bramley Grange Childcare	76,833.88	0.00	1,625.76	78,459.64	661.44
Bridge End House Day Nursery	84,639.69	0.00	4,636.80	89,276.49	1,399.20
Burnley Road Academy	59,716.74	3,692.68	4,170.78	67,580.20	2,540.82
Calder Valley Steiner	39,806.79	2,300.90	1,088.89	43,196.59	663.35
Carol King	2,793.00	0.00	0.00	2,793.00	0.00
Carolyn Sharp	357.30	0.00	0.00	357.30	0.00
Castle Hill Day Nursery	44,277.65	2,265.37	2,824.86	49,367.87	319.59
Caterpillar Day Nursery	56,287.80	0.00	3,795.75	60,083.55	914.25
Catherine Broadbent	3,692.10	0.00	0.00	3,692.10	0.00
Cheeky Monkeys (Halifax)	54,633.51	2,979.98	4,135.05	61,748.54	1,518.45
Cheeky Monkeys (Northowram)	29,259.71	1,581.41	1,271.40	32,112.52	381.60
Cherry Tree Day Nursery	43,812.36	2,502.20	291.60	46,606.16	95.40
Christine Robinson	714.60	0.00	156.60	871.20	95.40
Clare Cummings	10,408.50	0.00	168.75	10,577.25	0.00
Clifton Village Nursery Playgroup	57,551.10	3,266.20	2,253.60	63,070.90	1,208.40

School / Setting	Base Funding 2016/17 (£)	Quality Supplement 2016/17 (£)	Deprivation Supplement 2016/17 (£)	Total Indicative EYSFF 2016/17 (£)	Indicative EYPP 2016/17 (£)
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Colden Pre-School Playgroup	35,495.52	1,946.57	1,149.57	38,591.65	456.33
Cottonstones Pre-School Playgroup	19,300.24	0.00	545.85	19,846.09	294.15
Crazy Kids (Karen & Kieron Cassidy)	714.60	0.00	0.00	714.60	0.00
Creations Children's Centre	104,197.75	5,177.70	8,087.01	117,462.46	944.72
Creative Learning	9,127.35	367.78	585.00	10,080.13	0.00
Crossley Mill Nursery	73,750.26	3,967.28	3,105.75	80,823.28	1,113.00
Dawn Jackson	2,311.20	0.00	0.00	2,311.20	0.00
Deborah Yeadon	2,143.80	0.00	0.00	2,143.80	0.00
Debra Gaukroger	714.60	0.00	0.00	714.60	0.00
Diane Singleton	2,572.50	0.00	337.50	2,910.00	0.00
Dianne McAlpin	9,051.60	0.00	0.00	9,051.60	0.00
Dianne Turner	2,572.56	0.00	0.00	2,572.56	0.00
Donna Elm	882.00	0.00	0.00	882.00	0.00
Donna Fletcher	8,314.50	0.00	896.40	9,210.90	381.60
Early Years @ Lightcliffe	51,792.72	988.22	1,418.40	54,199.34	699.60
Elland Children's Centre	106,689.72	5,414.47	14,130.71	126,234.90	3,063.93
Elland Private Day Nursery	87,797.04	4,756.79	7,906.04	100,459.87	2,472.45
Elland Under 5s	22,365.20	0.00	1,597.95	23,963.15	548.55
Emma Lee Howard	714.60	0.00	0.00	714.60	0.00
Emma Power	2,625.60	0.00	0.00	2,625.60	0.00
Emma Skirrow	882.00	0.00	135.00	1,017.00	0.00
Eureka Nursery	109,605.00	5,981.93	9,498.06	125,084.99	3,730.14
Farthing Wood Day Nursery	30,248.85	0.00	2,529.00	32,777.85	1,033.50
Field Lane Children's Centre	32,207.70	0.00	3,354.74	35,562.44	0.00
Field Lane Primary School	35,968.20	2,079.02	6,264.00	44,311.23	3,816.00
Fiona Griffith	4,326.02	0.00	344.08	4,670.11	95.40
FCCC at Lorraine's Day Nursery	58,492.74	3,187.33	3,194.10	64,874.17	890.40
Fountain Spring Day Nursery	122,203.81	6,794.05	2,551.32	131,549.19	1,052.58
Gillian Alderson	1,508.60	0.00	0.00	1,508.60	0.00
Gingerbread House Private Day Nursery	37,804.52	2,020.38	2,589.30	42,414.20	1,001.70
Greetland Private Day Nursery	73,536.10	3,965.32	3,263.40	80,764.82	699.60
Heathfield Nursery and Infant School	52,082.43	3,009.77	143.55	55,235.75	87.45
Hebden Bridge Day Nursery	49,726.22	2,590.11	4,916.46	57,232.79	1,355.74
Helen Galloway	2,625.60	0.00	449.10	3,074.70	95.40
Hilltops Pre-School	44,716.20	2,534.29	630.90	47,881.39	302.10
Hipperholme & Lightcliffe Day Nurseries Ltd	146,574.95	8,209.81	3,556.80	158,341.56	1,200.45
Hipperholme Grammer Junior School & Nursery	62,128.51	3,573.93	456.75	66,159.19	278.25
Hollins Day Nursery	69,890.40	0.00	3,663.00	73,553.40	1,669.50

School / Setting	Base Funding 2016/17 (£)	Quality Supplement 2016/17 (£)	Deprivation Supplement 2016/17 (£)	Total Indicative EYSFF 2016/17 (£)	Indicative EYPP 2016/17 (£)
Holy Trinity Primary School	111,422.42	6,440.41	4,054.29	121,917.11	2,469.85
Hopscotch Corner (Scott & Horner)	20,212.80	0.00	1,329.30	21,542.10	206.70
Hopscotch Tuel Lane Playgroup	30,593.16	0.00	3,069.45	33,662.61	190.80
Humpty Dumpty Playgroup	60,033.00	0.00	2,143.80	62,176.80	723.45
Innovations Children's Centre	153,682.74	7,947.24	16,547.66	178,177.63	4,685.73
Jacqueline Smith	1,548.30	0.00	0.00	1,548.30	0.00
Jane Rothery	0.00	0.00	0.00	0.00	0.00
Jane Stead	2,143.80	0.00	156.60	2,300.40	95.40
Janet Mansley	2,621.52	0.00	135.00	2,756.52	0.00
Jean Dunn	808.50	37.70	123.75	969.95	0.00
Jill Triller	10,649.90	0.00	1,111.05	11,760.95	286.20
Joanne Norman (Donaldson)	714.60	0.00	156.60	871.20	95.40
John & Louise Davies	2,478.60	0.00	0.00	2,478.60	0.00
Jubilee Children's Centre	189,539.06	9,984.63	15,562.59	215,086.28	5,649.59
Julie Berrett	15,959.10	0.00	292.50	16,251.60	0.00
Julie Waterworth	3,822.00	0.00	0.00	3,822.00	0.00
Julie Wood	714.60	0.00	0.00	714.60	0.00
Kelly Mitchell	0.00	0.00	0.00	0.00	0.00
Kelly Peter	2,024.70	0.00	0.00	2,024.70	0.00
Kelly-Marie Carter	3,454.50	0.00	0.00	3,454.50	0.00
Kelly Singleton	4,851.00	0.00	742.50	5,593.50	0.00
Kevin Pearce Children's Centre	140,192.99	7,180.69	16,233.29	163,606.97	5,056.20
Kiddy Winks Private Day Nursery	25,553.64	0.00	1,864.35	27,417.99	930.15
Kimberley Barlow	1,764.00	0.00	0.00	1,764.00	0.00
Laura Greenwood	882.00	0.00	135.00	1,017.00	0.00
Leah Findlay	6,051.60	330.09	426.60	6,808.29	95.40
Leanne Stansfield	714.60	0.00	0.00	714.60	0.00
Learn Through Play Childcare (Tracey Dixon)	12,510.90	701.81	292.50	13,505.21	0.00
Lesley Muir	3,507.60	0.00	292.50	3,800.10	0.00
Lightcliffe Pre-School Playgroup	40,004.60	0.00	1,439.10	41,443.70	492.90
Lisa Popps	2,262.90	0.00	0.00	2,262.90	0.00
Little Earth Daycare	70,165.38	0.00	5,374.53	75,539.91	1,745.82
Little Foot Day Nursery	105,429.98	5,768.11	4,942.98	116,141.06	1,618.62
Little Gems Preschool	129,360.00	5,998.40	5,838.74	141,197.14	0.00
Little Learners Daycare	108,198.04	5,870.65	5,682.95	119,751.64	1,435.24
Little Lou-Beez nursery	78,415.05	4,117.71	7,203.60	89,736.35	2,798.40
Lorraine Mason	1,548.30	0.00	0.00	1,548.30	0.00
Lorraine Miller	7,281.30	0.00	585.00	7,866.30	0.00
Louise Moore	2,262.90	0.00	0.00	2,262.90	0.00
M & S Nurseries	89,707.20	0.00	6,170.85	95,878.04	1,963.65

School / Setting	Base Funding 2016/17 (£)	Quality Supplement 2016/17 (£)	Deprivation Supplement 2016/17 (£)	Total Indicative EYSFF 2016/17 (£)	Indicative EYPP 2016/17 (£)
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Mandy Hopkins	0.00	0.00	0.00	0.00	0.00
Margaret Swarbrooke	9,787.80	0.00	605.70	10,393.50	190.80
Mill Cottage Montessori School	103,821.00	5,404.94	725.76	109,951.70	263.94
Mount Pellon Primary Academy	125,303.64	7,697.13	9,818.78	142,819.54	5,981.55
Mytholmroyd Playgroup	44,731.11	2,333.32	3,364.29	50,428.71	976.26
Natasha Fletcher	8,812.95	0.00	1,146.15	9,959.10	341.85
New Road Children's Centre	65,361.10	2,615.07	6,259.35	74,235.52	2,758.65
Newlands Private Day Nursery	100,452.22	5,282.02	4,305.42	110,039.66	1,306.98
Nicola Cawley	0.00	0.00	0.00	0.00	0.00
Nicole Wickenden	0.00	0.00	0.00	0.00	0.00
Norland Fun Club Playgroup	52,556.48	2,931.86	2,250.72	57,739.06	1,116.18
Northowram Playgroup	6,194.85	0.00	362.92	6,557.77	87.45
Old Earth School	115,241.16	6,661.14	6,133.50	128,035.80	3,736.50
Ovenden Private Day Nursery	133,288.40	0.00	12,610.04	145,898.44	2,313.45
Penny Saville	2,262.90	0.00	0.00	2,262.90	0.00
Providence House Private Day Nursery	47,094.23	2,738.37	588.15	50,420.75	262.35
Pye Nest Day Nursery	58,938.83	3,392.58	605.70	62,937.11	190.80
Rastrick Preparatory And Nursery School	39,743.06	2,293.91	326.25	42,363.22	198.75
Ripponden Pre-School	55,287.18	3,136.35	1,695.78	60,119.30	950.82
Ruth Abdy	1,548.30	0.00	0.00	1,548.30	0.00
Salterlee Under 5's Group	33,604.72	0.00	1,362.71	34,967.43	789.04
Sarah Harrison	0.00	0.00	0.00	0.00	0.00
Sarah Hennessy-Gray	0.00	0.00	0.00	0.00	0.00
Sarah Parker	3,859.50	1,914.06	495.90	6,269.46	302.10
Savile Park Private Day Nursery	139,965.62	0.00	8,379.89	148,345.51	2,528.10
Sharon Dunn	882.00	0.00	135.00	1,017.00	0.00
Shelf Pre-School Playgroup	64,030.24	3,540.97	2,454.21	70,025.42	1,090.74
Shining Stars day Nursery (P & L Nurseries)	144,752.38	0.00	16,960.70	161,713.08	5,966.74
Shirley Lahan	2,262.90	0.00	0.00	2,262.90	0.00
Siddal Children's Centre	64,813.05	3,349.05	6,391.35	74,553.45	2,043.15
Siddal Primary School	90,099.15	5,207.89	6,525.00	101,832.04	3,975.00
Smarties Nursery	12,230.40	659.53	1,021.95	13,911.87	190.80
Sowood Pre-School Playgroup	45,671.54	0.00	1,990.95	47,662.49	1,158.05
St Andrew's Playgroup, Halifax	38,762.70	0.00	2,531.70	41,294.40	1,264.05
St Augustine's Family Centre	101,179.56	5,411.69	7,048.35	113,639.60	3,553.65
St George's Pre-School	44,533.08	0.00	4,049.09	48,582.17	572.40
St Malachy's Catholic Primary School	50,915.25	2,942.99	4,463.10	58,321.34	2,718.90
Stepping Stones Private Day Nursery	51,408.30	2,627.30	5,470.19	59,505.79	1,303.80
Sticky Fingers Pre-School Playgroup	57,940.66	3,321.03	313.20	61,574.89	190.80
Sunnybank Pre-school	45,919.01	2,654.20	1,157.10	49,730.30	704.90



School / Setting	Base Funding 2016/17 (£)	Quality Supplement 2016/17 (£)	Deprivation Supplement 2016/17 (£)	Total Indicative EYSFF 2016/17 (£)	Indicative EYPP 2016/17 (£)
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Suzanne Gibson	2,143.80	0.00	0.00	2,143.80	0.00
Teresa Fitzgibbon	1,911.00	0.00	0.00	1,911.00	0.00
The Ark Day Nursery	140,936.82	7,853.07	3,679.11	152,469.00	1,273.59
The Children's Place	122,057.48	0.00	10,200.12	132,257.59	4,333.28
The Gleddings Preparatory School	78,546.45	0.00	313.20	78,859.65	190.80
The Hipperholme Private Day Nursery	82,854.84	0.00	229.68	83,084.52	139.92
The Northern Lights Pre-School	68,796.00	3,393.31	4,371.30	76,560.61	1,319.70
The Willows Day Nursery	106,112.85	5,690.11	6,612.75	118,415.71	2,027.25
Thornhill Childcare	7,101.00	0.00	628.20	7,729.20	190.80
Todmorden Children's Centre	95,568.50	4,886.94	11,202.74	111,658.17	3,418.50
Top of the Hill Childminders (Mack & Golden)	8,053.80	0.00	292.50	8,346.30	0.00
Tot Spot Day Nursery	65,028.60	3,779.42	0.00	68,808.02	0.00
Toy Box Day Nursery	67,661.02	3,787.81	1,215.00	72,663.83	397.50
Toybox Pre-School	14,064.60	0.00	945.00	15,009.60	397.50
Tracey Davidson	3,406.26	0.00	0.00	3,406.26	0.00
Tracey Fairclough	238.20	0.00	0.00	238.20	0.00
Tracey Kelly	5,407.80	0.00	630.90	6,038.70	302.10
Tracy Joyce	7,885.08	0.00	156.60	8,041.68	95.40
Triangle House Private Day Nursery	85,471.75	4,748.93	1,410.75	91,631.43	516.75
Veronica Anisim	0.00	0.00	0.00	0.00	0.00
Victoria Conley	2,262.90	0.00	0.00	2,262.90	0.00
Victoria Patterson	1,429.20	0.00	0.00	1,429.20	0.00
Warley Pre-School Ltd	63,118.08	3,591.99	2,606.31	69,316.38	1,464.39
Waterloo House Private Day Nursery	170,005.31	0.00	13,198.76	183,204.07	3,628.38
Water's Edge Childrens Day Nursery	93,295.98	5,283.89	918.90	99,498.77	381.60
Wellholme Park Nursery Centre	122,906.92	6,571.90	10,779.74	140,258.57	3,180.00
Wendy Pullan	2,977.50	0.00	0.00	2,977.50	0.00
West Vale Pre-School	48,788.30	0.00	6,871.50	55,659.80	3,418.50
Whitehill Community Academy	141,353.83	8,229.36	9,824.04	159,407.23	5,984.76
William & Janet Cooper	6,604.20	0.00	0.00	6,604.20	0.00
Willow Park Day Nursery	84,953.70	0.00	6,094.35	91,048.04	2,162.40

**Calderdale Schools Forum**  
**16 January 2016**  
**De-delegation of Funding 2017/18**

**1) Report Purpose**

- a) For Forum to consider the de-delegation of funding for union facilities time in 2017/18.

**2) Background Information**

- a) The DfE's School Finance Regulations provide for local authority schools forums to annually take a decision on whether specific funds should be de-delegated and retained by a local authority to provide a joint service on behalf of all maintained schools. This arrangement is not applicable to academies, who make their own arrangements, but academies may choose to buy into any centrally arranged joint service. The DfE's latest Operational Guidance on school funding (December 2016) for 2017/18 makes no changes to the way in which these de-delegation arrangements work.
- b) Last year Calderdale's Schools Forum voted to de-delegate funding for union facilities time for both primary and secondary schools in 2016/17 (two separate votes). De-delegation of funding decisions need to be taken in advance of the financial year to allow sufficient time to implement any changes to services should de-delegation not be approved. The indicative funding available in 2017/18 for the de-delegation of union facilities time is shown in the table below and totals £38,733. This figure differs from that in 2016/17 (of £41,295) by the expected conversion to academy status of Park Lane Learning Trust and Rawson Primary. The number of maintained schools in each sector is shown in brackets below and excludes the special schools and PRU;

<b>Maintained Schools</b>	<b>Union Facilities Time £</b>
Primary Schools (63)	£31,125
Secondary Schools (4)	£7,608
<b>Total (67) schools</b>	<b>£38,733</b>

**3) Report Considerations**

- a) The union facilities time service being provided here is not the provision of 'school' based representatives (such representatives are usually provided with reasonable time within school to undertake such work). This service is for the provision of 'local' representatives. The service to be provided by Calderdale's teacher unions is set out in Appendix 1.
- b) Academies make their own arrangements for union facilities time. As of November 2016, 20 of Calderdale's 29 academies were buying into the traded service offered by the Calderdale teacher unions. This has generated income for the union facilities time service of approximately £20,000 in 2016/17.

- c) The Calderdale teacher unions are again requesting that Calderdale maintained schools support the de-delegation of the above indicative funding totalling £39k for 2017/18 for the services to be provided. The current allocation for 2016/17 of £61,295 which includes de-delegated funding and academy traded income is shown in Appendix 2.
- d) From a Local Authority perspective the provision of the service for both maintained schools, and for academies that made that choice, has run smoothly in the last year. The Local Authority has raised bills on behalf of the unions for all those schools joining the traded service and was able to charge the cost of that work back to the unions.
- e) It will be for primary and secondary school representatives on Schools Forum to separately vote by sector on whether funding for union facilities time should be de-delegated in 2017/18. It will be important for voting members to represent the wishes of their constituent groups. In the result of any tied vote the Chair of the Forum has a casting vote. Voting members of the Forum are shown in Appendix 3. A vacancy currently exists for a maintained secondary school governor which will impact on any vote. The Local Authority's governor support service is currently seeking nominations to fill this vacancy.
- f) The secondary heads group CASH discussed this last year when the consensus was that all schools should be able to make their own decision as to whether to join the service, as academies do. Hence the view was that funds for maintained schools should not be de-delegated and that all schools should be offered the traded service. A copy of this paper was provided to the CASH executive and no differing view has been provided.
- g) The primary heads group CPHA has previously discussed this issue last year when the consensus was that de-delegation should be supported. A copy of this paper was provided to the CPHA executive and again no differing view has been provided.
- h) The governor group, Calderdale Governors Association (CGA), and the governor's network have previously debated the issue. The majority view has been that the current system of de-delegation works well and there is no need to change it. There has been an appreciation that schools should have the freedom to choose but a concern is that a decision to not de-delegate could expose some schools to both financial and staffing risks. CGA accepts that these meetings did not include all governors and that there may be differing views in primary and secondary, particularly around the availability of funding. A copy of this paper was provided to the CGA executive and the same view has been reaffirmed.

#### **4) Recommendations**

- a)** Appropriate Forum members should vote on whether the funds for union facilities time for maintained primary schools in Calderdale should be de-delegated in 2017/18.
- b)** Appropriate Forum members vote should on whether the funds for union facilities time for maintained secondary schools in Calderdale should be de-delegated in 2017/18.

For further information on this report,    Mark Woolley  
contact:    Service Manager – School Business  
    Adults and Children’s Services  
Telephone:    01422 392539

**Review of the de-delegation of teacher union facilities time  
A joint paper on behalf of the Calderdale teacher trade unions**

**1. Purpose of Document**

The purpose of the paper is to provide information as to how the teacher union facilities time has operated since de-delegation was first approved in October 2012 in order that Schools Forum can review that system.

Throughout the document the 'statistics' refer solely to the duties carried out by the NUT, NASUWT and ATL as the NAHT membership is (frequently) limited to the head teacher in any one school. To list duties carried out by the NAHT, or schools in which they had provided support, would therefore, potentially, identify an individual member and would be a breach of confidentiality.

**2. What does the law require?**

There are several pieces of legislation which apply to the provision of facilities to discharge trade union duties. These include the Trade Union and Labour Relations (Consolidation) Act 1992, the Health and Safety at Work etc Act 1974 and the Safety Representatives and Safety Committees Regulations 1997.

In Calderdale the decision to de-delegate funding in primary and secondary maintained schools, the decisions by a majority of Academies to 'buy-in' and decisions by a majority of the Special Schools to 'buy-in' enables funding to be made available so that facilities can be provided as per the legislation in those schools which are 'part of the system'.

These facilities are potentially provided to all the teacher trade unions in Calderdale and are currently claimed, in proportion to declared membership, by (in order of size) the NUT, the NASUWT, the ATL and the NAHT.

**3. Schools that do not contribute**

Clearly, however, the local (Calderdale-level) branches of the teacher trade unions are unable to provide advice and support to their members in schools that do not 'buy-in' during the time paid for by those schools which do contribute.

**4. Trade union duties**

In originally outlining to Schools Forum the trade union duties that might be undertaken on behalf of members we listed the duties as including:

- disciplinary hearings,
- grievance hearings,
- informal capability meetings,
- formal capability meetings,
- sickness absence monitoring meetings,
- terms and conditions of employment,
- consultation meetings on changes to working arrangements,
- investigations,
- termination of employment,
- suspension of employment,
- the duties of employment of a member,

- the duties of employment of a group of members,
- negotiation and consultation, and other procedures, relating to the above matters, including the recognition by employers of the right of a trade union to represent members in such negotiation or consultation or in the carrying out of such procedures,
- consultation relating to TUPE,
- negotiations under TUPE,
- Section 188 redundancy notices,
- investigate member's complaints regarding health, safety or welfare at work,
- carry out health and safety functions such as investigating potential hazards,
- making representations to the employer on the above,
- representing members in workplace consultations on Health & Safety,
- attending safety committee meetings
- representing members at meetings,
- providing information and guidance to school reps,
- (union learning reps) carrying out 'relevant learning activities',
- facilitating compromise (settlement) agreements.

During the past year the unions carried out on one, or more than one, occasion all the duties listed above. In addition all the local union representatives with time funded by facility time undertook training during the year. It is worth noting that during the past twelve months there have been a number of large restructures and redundancy situations taking place in several Calderdale schools. These are, inevitably and quite properly, time-consuming and as such have meant the commitment of a significant amount of time by trade union representatives.

It is worth noting that a significant number of schools in Calderdale obtain their HR advice from providers other than Calderdale LA – many from a particular private provider and that the teacher trade unions have been involved in extensive consultations during the last year with both the LA and the private provider on a number of policies and advice. This has enabled both providers to be able to offer schools policies which have already been consulted upon with the teacher trade unions. This has the clear advantage that should a school adopt such policies it can do so in the knowledge that it is not going to be 'in dispute' with the trade unions.

## **5. Scope of Support and Advice**

During the past year the NUT, NASUWT and ATL provided advice to, supported and represented members in nearly every maintained school as well as nearly every academy and special school that 'buy-in' to the system.

Although it is not possible to predict which members will request advice, support or representation in the coming year it is quite likely, going on past experience, that one or more members in every school will request support as nearly all schools had 'made use' of the teacher unions in the previous year.

It is significant that schools may well be unaware that union members in their school have sought advice from their union as frequently advice consists of telephone calls, emails or meetings off the school premises. The union advice given in such a way, where it clarifies a member's rights, entitlements or duties, or resolves a potential dispute without recourse

to any school procedure can prevent any unnecessary conflict/dispute in school. This type of work frequently prevents the escalation of a situation in a school and avoids possible disruption/additional cost to the school.

This preventative work constitutes a majority of the casework undertaken by local officers, typically it amounts to 60% of all casework – the percentage being higher in schools without a school representative.

## **6. The arguments for continued de-delegation**

As can be seen from the information above the system of teacher trade union facilities currently operating in Calderdale is demonstrably working effectively and efficiently.

The cost of providing this local level of representation is £2.32/pupil which allows the level of provision prior to de-delegation to continue. It is worth noting that this cost is considerably lower than all the neighbouring boroughs.

If the Schools Forum decides not to continue to de-delegate the funding for the Teacher Trade Union Facilities budget this would lead to the collapse of the local Calderdale facilities arrangements as the cost of releasing existing Local Trade Union Officers would be then borne by the small number of schools in which the current representatives are employed – a position which is completely untenable. Duties currently undertaken by the trained, experienced Local Officers of the recognised unions would then have to be undertaken at a school level by school-based representatives. This would mean that every school would have to fund the costs of having a fully trained and accredited representative for every union. School representatives would need to be trained to a much higher level of expertise than is currently necessary; in the first instance each representative would be required to undertake a three-day training course for which they would be entitled to time-off with pay. They would then require further training on an annual basis. Even then, few if any would have the experience to cope with particularly difficult situations.

In addition each union would be entitled to appoint a health and safety representative and a union learning representative, both of whom would be entitled to paid time-off to undertake the necessary training. Following the training each representative would then be entitled to reasonable time-off, with pay, to carry out their duties. It is quite clear that this would place a considerable financial burden on every school.

It is also clear that such a system would be much more disruptive to the smooth running of schools and to the learning of the pupils, as each time a union representative was required to represent a member in school, carry out a health and safety inspection or carry out their ULR role, this would require the representative to be released from their teaching duties.

The current system of Calderdale-wide representatives on paid facility time means that such disruption, to the teaching and learning, is minimised and is clearly also much more cost-effective. It is easy to see that the delegation of the existing budget will not even enable schools to meet the cost of the required training, never mind the cost of the paid release time. The current arrangements efficiently pool the cost risk to individual schools as well as allowing trade unions to provide more effective support through trained and experienced representatives.

It is also true that good local union officers frequently help to resolve issues at an early stage. In future, if finance was delegated to schools and those schools did not 'buy-in', fewer issues would be resolved informally, resulting in a significant increase in costs to schools and workload for school leaders, governors and LA officers. Disciplinary, grievance and capability issues would be more likely to escalate, with cases much more likely to reach employment tribunals.

Where cases were such that they required representation by a representative external to the school (e.g. those involving the school representative), the absence of a tier of representation at a Calderdale level would mean that cases took longer to resolve as the demands placed upon Regional representatives would be excessive. The longer a case takes to resolve, the greater the cost to the school both in time and financial terms.

Union subscriptions are used to provide support to all members of the trade unions at a national and regional level as well as providing legal support where this is necessary. Union subscriptions are not used to provide facility time which is an entitlement under legislation being provided by the employer.

## **7. Union membership**

The teaching profession continues to be one of the most unionised professions in the country and consequently the recognised teaching unions in Calderdale are able to represent over 99% of the teachers in Calderdale.

The existing arrangements contain a requirement for validation of union membership and the budget is then allocated to each union in proportion to its membership. As the allocations are made from April to March membership figures are now submitted during the Spring Term in order to give more up to date accurate figures.

It is proposed that this requirement would continue. Current figures (as at 8 October 2014) show that although there is some change in the memberships of the unions their position in terms of size remains (largest first) as: NUT, NASUWT, ATL, NAHT, and ASCL.

Voice, who are also party to the arrangements, do not declare any membership as they do not have any local elected officers.

## **8. Conclusion**

The current system of effective representation by trained and experienced local representatives has been demonstrated to be an effective and efficient process and should continue to the benefit of all concerned.

A decision not to de-delegate for a further year would inevitably lead to an increase in cost to the majority of schools and, potentially, to all schools as well as a considerable worsening in 'industrial relations' to the detriment of all concerned.

It is proposed that the cost of de-delegating this budget back to the LA to manage would continue to be £2.32/pupil in each school.



## Allocation of Union Facilities Time – 1 April 2016 to 31 March 2017

Teacher Union Membership  (December 2014)	Maintained School Members		Academy Members (including special schools and supply)		Unattached Members		Support Staff	Secretary of Federation	Total
	No.	£	No.	£	No.	£	£	£	£
NUT (to include role of Secretary of Federation)	702	16,509	660	7,722	25	647		2,250	27,128
NASUWT	388	9,125	508	5,944	29	750			15,819
ATL	183	4,304	120	1,404	14	362	1,500		7,570
NAHT	85	1,999	34	398	0				2,397
ACSL	0		0		0				-
AEP	0		0		7	181			181
GMB							1,500		1,500
Unison							1,500		1,500
<b>Total Union Allocations</b>	1358	31,937	1322	15,468	75	1,941	4,500	2,250	56,095
LA management and administration fee									4,200
Provision for school claims (Jury Duty etc)									1,000
<b>Total Allocation of Funds</b>									61,295
<b>Funding Available</b>									
De-delegated budget (Maintained Schools)									41,295
Academy Income (forecast)									20,000
<b>Total</b>									61,295

## Schools Forum – De-delegation Voting Representatives (Maintained Schools Only)

Primary Schools Vote	
Primary Head Teacher	Gretl Young
Primary Head Teacher	Gill Horner
Primary Governor	John Dunford
Primary Governor	Martin Gonzalez
Primary Governor	Ashley Evans
Primary Governor	Dave Dennett
Secondary Schools Vote	
Secondary Head Teacher	Kate Sanderson
Secondary Governor	Vacant
Chair has Casting Vote	
Chair	John Dunford

Our Ref: LFM/JD  
Your Ref:  
Contact: Jane Davy  
Telephone: 01422 393543  
E-Mail: Jane.Davy@calderdale.gov.uk

**Finance Services**  
3<sup>rd</sup> Floor Westgate House  
Westgate  
HALIFAX  
HX1 1PS

Date: 1<sup>st</sup> September 2016

The Headteacher of all Maintained Schools in Calderdale

Dear Colleague

**Financial Returns – Academic Year 2016-17**

I attach a schedule of financial returns that schools should submit to the Council over the next year.

***Please note that from 1<sup>st</sup> April 2017 the deadline dates are changing for the bank account returns, any returns sent outside these deadline dates, without prior agreement will not be processed.***

I would like to kindly request that where possible could schools scan and email the additional information for their bank returns (i.e. VAT submittals and bank statements) with their completed return to [lfm.helpdesk@calderdale.gov.uk](mailto:lfm.helpdesk@calderdale.gov.uk). This would enable us to move towards achieving the Council's initiative of reducing our reliance on paper documentation. However, if this is not possible the returns should be submitted to the Head of Finance, for the attention of the LMS Team, at the above address.

If you find that you are unable to meet any of my deadlines, please contact my LMS Section on 01422-393605 prior to the deadline date.

Schools are reminded that the need for all these returns is to enable schools and the Authority to comply with DfE requirements under School Funding legislation.

Provided that:

1. The school meets these deadlines,
2. The school is not (or projecting to be) in deficit,
3. The school does not have (or be projecting to have) a significant surplus,

Then the school will be subject only to light touch monitoring of its finances by the Authority.

Yours sincerely

**For Nigel Broadbent**  
HEAD OF FINANCE  
FINANCE SERVICES



INVESTOR IN PEOPLE



## Financial Returns – Academic Year 2016-17

<b>Date Required</b>	<b>Return</b>
14 October	Bank Account Return to 30 September
21 October	Financial Monitoring Report Autumn Term
15 December	Bank Account Return to 30 November
15 February	Bank Account Return to 31 January
17 February	Financial Monitoring Report Spring Term
15 April	Bank Account Return to 31 March
<b>28 April</b>	<b>Year End Return 2016-17</b>
28 April	Budget Return 2017-20
15 June	Bank Account Return to 31 May
27 June	Consistent Financial Reporting Return 2016-17

**Please note for planning purposes the bank account return due dates for the remainder of the financial year are set out below;**

13 Oct	Bank Account Return for 1 June to 30 September
15 Jan	Bank Account Return for 1 Oct to 31 December
13 April	Bank Account Return for 1 Jan to 31 March