

Agenda Item
7



Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 1st December 2016

Report Title: Dedicated Schools Budget Strategy 2017-18

Author:

Steve Worth, Finance Manager (Schools and Learning)
Telephone: 020 8489 3708 Email: Stephen.worth@haringey.gov.uk

Purpose:

To inform members of the outcome of consultation on the 2017-18 values for the Income Deprivation Affecting Children Index (IDACI).

To request the central retention and de-delegation of funds from the Schools Block, including the Growth Fund and those related to services formerly funded through the Education Services Grant (ESG).

Recommendations:

- 1: That Forum recommends Option 2 to the Council for amending the 2017-18 funding formula.
- 2: That Forum notes the proposed use of the transferred ESG funds.
- 3: That maintained school members agree de-delegation for redundancy costs.
- 4: That maintained school members agree de-delegation for the Attendance and Welfare Service.
- 5: That Forum agree to allocate £1,100k for the Growth Fund.

- 6: That Forum agree to allocate £10k for the costs associated with the Forum.
- 7: That Forum agree to allocate £484k for School Standards in 2017-18.
- 8: That Forum agree to allocate £299.8k to the Admissions Service in 2017-18.
- 9: That Forum agree to allocate £130k for Governor Support in 2017-18.
- 10: That Forum agree to allocate £168k to the Music and Performing Arts Service in 2017-18.
- 11: Forum notes the deduction for CLA and MPA Licences.
- 12: That Forum agrees to allocate £26.7k for Supplementary Schools in 2017-18.
- 13: That Forum agrees to allocate £192k for Support Costs in 2017-18.
- 14a: That Members representing primary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.
- 14b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.
- 15a: That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Support Difficulty.
- 15b: That Members representing secondary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.
- 16a: That Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities time.
- 16b: That Members representing secondary maintained schools agree to de-delegate funding for Trade Union Facilities time.

1 Introduction.

- 1.1 A report to Forum on 20th October identified some of the issues to be considered in setting the Dedicated Schools Budget (DSB) for 2017-18. This report brings specific proposals for centrally retained and de-delegated budgets from the Schools Block and recommends changes to Haringey Schools Funding Formula for 2017-18.

2 Haringey School Funding Formula 2017-18.

- 2.1 Following consultation with the Forum on 20th October, all schools in Haringey were consulted on the proposed change to the Income Deprivation Affecting Children Index (IDACI) values with a deadline of 18th November for responses.
- 2.2 By the deadline 19 responses had been received, this takes as one response schools that submitted multiple identical returns. One of the responses was from a post 16 institution not funded through this formula but supportive of reducing IDACI values through Option 1. The remaining 18 are summarised below.

Question	No/Option 1	Yes/Option 2
Retain Current Funding formula except for national changes	9	9
Reduce IDACI to retain current balance between AWPU and deprivation funding	9	8
Option Favoured	9	9

Note: One responder replied to only two questions.

- 2.3 The returns in favour of retaining the higher IDACI included comments with their response. Most made reference to individual circumstances but many included the following statement:

‘We appreciate the intention of minimising changes to budgets and prepare schools for the potential implementation of the National Funding Formula. However, we are trying to meet the needs of highly disadvantaged young people and need the funding that is available now. That is regardless of what the speculation of what the overall picture will be like in future years. We consider the swing of funding from the schools serving the most highly disadvantaged communities to those serving those with less need has been too much. We therefore favour keeping IDACI values at 2016-17 levels which would potentially help redress the balance in funding.’

- 2.4 One responder proposed as an Option 3
‘That the working party are asked to look at the whole scenario again. That they are asked to look at the initial decision to not fund these IDACI changes fully. That they are asked to include and factor into their recommendations a consideration of the recent and radical

changes to school funding. That if necessary to deliver these changes they review the relationship and balance between per-pupil funding and deprivation factors. It is our view that a number of recent changes at national level have sought to increase the per-pupil funding levels at the expense of deprivation factors meaning that the Haringey balance might well now be inappropriate in the current financial climate. Both proposed options would exacerbate such a situation. Of course, even more preferable would be that steps be taken to properly fund this increase of £2.35 million from other resources!

- 2.5 The proposals were seen by some responders as depriving schools of funding generated by IDACI changes designed to increase deprivation funding; whereas the proposals are a response to IDACI changes designed to bring the underlying data back into line with the position in 2015-16.
- 2.6 The balance between basic per pupil funding and deprivation funding was reviewed as part of setting the 2014-15 budgets following consultation with the Forum and with schools. The formula was reviewed by the Forum's Formula Review Group in setting the 2016-17 budget and no changes were recommended.
- 2.7 Option 2 most closely accords with the formula allocations previously discussed and agreed.

Recommendation 1: That Forum recommends Option 2 to the Council for amending the 2017-18 funding formula.

3 Education Services Grant (ESG).

- 3.1 The report to Forum on 20th October informed members of the removal of the ESG, the transfer of part of it into the Dedicated Schools Grant (DSG) and the extension of de-delegation from maintained schools to cover services previously funded from the ESG.
- 3.2 The regulations governing school funding for 2017-18 are not yet published and the Council's proposals set out in this section are provisional.

3.3 The Council proposes to use the £550k that will transfer into the DSG to cover the statutory and regulatory duties of the council up to this value. Statutory and regulatory duties cover a variety of responsibilities including the duty to appoint a Director of Children's Services, prepare and monitor budgets and financial regulations, provide internal audit, provide elements of human resource support, certain health and safety responsibilities and maintain the Standing Advisory Council on Religious Education. Some of these duties would diminish as schools convert to academies but others, such as the appointment of a Director of Children Services will remain. Whilst the LA continues to have maintained schools responsibilities will remain, as will the duty to appoint a Director of Children's Services.

Recommendation 2: That Forum notes the proposed use of the transferred ESG funds.

3.4 The Council requests that the following budgets are de-delegated from maintained schools. The values for 2017-18 assume that transitional arrangements will cover the cost of these services for April to August.

3.5 Redundancy Costs (£103.6k 2017-18; £177.6k full-year).

3.5.1 These are a Local Authority (LA) responsibility but can be passed on to a school where any of the following apply:

- If a school has decided to offer more generous terms than the authority's policy, then it would be reasonable to charge the excess to the school
- If a school is otherwise acting outside the local authority's policy
- Where the school is making staffing reductions which the local authority does not believe are necessary to either set a balanced budget or meet the conditions of a licensed deficit
- Where staffing reductions arise from a deficit caused by factors within the school's control
- Where the school has excess surplus balances and no agreed plan to use these
- Where a school has refused to engage with the local authority's redeployment policy.

3.5.2 The Council wishes to retain this budget so it can continue to discharge its statutory responsibility and aid those schools most affected by the financial pressures faced by schools. The de-delegation value based on 2016-17 pupil numbers would be £4.12 per pupil in 2017-18 and £7.07 in a full year.

Recommendation 3: That maintained school members agree de-delegation for redundancy costs.

3.6 Attendance and Welfare Service (£276.4k 2017-18; £473.8k full-year).

3.6.1 The three future roles for LAs envisaged in the White Paper 'Education Excellence Everywhere' are:

- a. Ensuring every child has a school place.
- b. Ensuring the needs of vulnerable pupils are met.
- c. Acting as champions for all parents and families.

3.6.2 The Attendance and Welfare Service plays an important role in ensuring the needs of vulnerable children are met and the Council wishes to secure the continuation of this service through de-delegation. A description of the service can be found in Appendix 7.

3.6.3 Based on 2016-17 pupil numbers the cost of de-delegation would be £11 in 2016-17 and £18.86 in a full year.

Recommendation 4: That maintained school members agree de-delegation for the Attendance and Welfare Service.

4 Centrally Retained Schools Block Budgets.

4.1 Local authorities may request Forum's permission to top-slice funding from the Schools Block of the DSG. In general, these budgets are capped at the level funded in previous years. The top-slicing occurs before the funding formula is calculated and impacts on maintained schools, free schools and academies. All state financed schools are therefore eligible to receive the services so funded.

4.2 Growth Fund. Forum agreed to set aside £1.1m for 2016-17 to be allocated to schools and academies meeting the following criteria:

- Agreed increases in the number of forms of entry in expanding schools that already have the full complement of year groups¹.
- Agreed bulge classes.
- Protection for bulge classes throughout Key Stage 1; this provides funding for a minimum of 24 pupils in a bulge class.
- Funding for oversize classes in Key Stage 1.

Of this £919k has been allocated. Any under-spend on the Growth Fund is carried forward and added to budget shares in the following year.

4.3 The expansions planned for 2017-18 together with a contingency for unplanned bulge classes, oversize classes in KS1 and increases in the Age Weighted Pupil Number are set out below. The cost for Heartlands, an academy, is for the full year with 5/12th being offset against recoupment.

Recommendation 5: That Forum agree to allocate £1,100k for the Growth Fund.

¹ Schools that have not yet filled all year groups receive an adjustment through their budget share.

School	Planned roll Increase in September	Growth Fund	EFA	Total
		£000	£000	£000
Alexandra Primary	30	79		79
Bounds Green Infants	30	79		79
Heartlands	54	185	133	318
Rhodes Avenue	30	79		79
St Mary CE	30	79		79
Welbourne	30	79		79
Contingency		387		387
Total		967	133	1,100

- 4.4 Schools Forum (£10k). Maintaining a schools forum is a statutory duty and a small budget of £10k exists to cover the cost of officer input into preparing forum reports and attending meetings of the forum and its sub-groups, the cost of clerking, room hire, refreshments, stationary etc. The budget also covers any claims by members for childcare and has, in the past, been used to commission external support to the Forum.

Recommendation 6: That Forum agree to allocate £10k for the costs associated with the Forum.

- 4.5 School Standards (£484k). This budget has supported the evolving agenda for education services, including pump priming the development of school to school support. Continuation of the budget for 2017-18 will support embedding school to school support across all schools and academies. A fuller explanation of this service can be found in Appendix 1, which also covers support to under-achieving pupils, see 5.3.

Recommendation 7: That Forum agree to allocate £484k for School Standards in 2017-18.

- 4.6 Admissions (£299.8k). This is a statutory duty of the local authority on behalf of schools and funds the admissions element of the Admissions and School Organisation Team.. As this is a statutory duty an appeal can be made to the Secretary of State for Education is this budget is not agreed. Further information is attached as Appendix 2.

Recommendation 8: That Forum agree to allocate £299.8k to the Admissions Service in 2017-18.

4.7 Governor Support (£130k). The budget represents expenditure on governor support and training which has historically been provided in support of all governing bodies. A fuller description of the service is given in Appendix 3.

Recommendation 9: That Forum agree to allocate £130k for Governor Support in 2017-18.

4.8 Music and Performing Arts (£168k). Reductions in the Music Education Grant (MEG) led the Forum to agree 'That the service should be wholly or partly funded from headroom as appropriate.' In 2012-13 the contribution from DSG was £168k and future contributions are capped at this level. The Head of Music and Performing Arts at presentations to Forum has set out what the service provides and how the DSG funding is used: £138k in supporting pupils eligible for free school meals and £30k for a primary music specialist. An updated submission is attached as Appendix 4.

Recommendation 10: That Forum agree to allocate £168k to the Music and Performing Arts Service in 2017-18.

4.9 Licences (estimated as £190k). The DfE had announced that there would be one license with the Copyright Licensing Agency (CLA) and the Music Publishers Association (MPA) to purchase a single national licence for all state-funded schools in England. This means that local authorities and schools would no longer need to negotiate individual licences. A deduction to cover the full amount of this is an allowed exception to delegation from the Schools Block. The amount for 2017-18 has not yet been confirmed but was £187k in 2016-17..

Recommendation 11: The Forum is asked to note the deduction for CLA and MPA Licences.

4.10 Supplementary Schools (£26.7k). Information on this service is set out in Appendix 5.

Recommendation 12: That Forum agrees to allocate £26.7k for Supplementary Schools in 2017-18.

4.11 Schools Block Support Costs (Overheads).

- 4.11.1 These are the costs of allowing front line staff to do their jobs, including the provision of desks and equipment within suitably maintained and heated office spaces and the support received in respect of finance, human resources and information technology. More detail on these services are included in Appendix 6.
- 4.11.2 The support costs for 2017-18 have not yet been completed. In 2014-15 the amount retained was £280.1k falling to £192k in 2015-16. It is estimated that the same amount will be required for 2017-18. The support costs for SB centrally retained services based on this estimate are set out in Appendix 6a together with the services being recharged. **Recommendation 13: That Forum agrees to allocate £192k for Support Costs in 2017-18.**
- 4.12 LAC Residential Places (£800k). As agreed by Forum, support of £1m for the educational costs of residential placements for Looked After Children (LAC) was provided in 2012-13, 2013-14 and 2014-15. In 2015-16 and 2016-17 a reduction in the number of placements reduced the support to £0.8m and this sum will again be sought for 2017-18. Forum will be asked to consider this request in January when further information in its support will be presented.
- 4.13 Early Help (Integrated Working and Family Support) (£350k). This is part of wider budgetary support to Early Help as £1m is also provided from the High Needs Block. Forum will be asked to consider this request for £350k in January when further information in its support will be presented..

5 De-Delegated Budgets.

- 5.1 Local authorities can also seek Forum's approval to de-delegate funding from the school budget shares of maintained schools. Services provided through de-delegated funding are therefore only available to maintained schools, although academies and free schools may buy into some services.
- 5.2 De-delegation for the following services is sought; maintained school representatives will be asked to vote by phase on each item.
- 5.3 Support to underperforming ethnic minority groups and bilingual learners. Historically, the LA received an element of Ethnic Minority Achievement Grant (EMAG) that was used to provide centrally managed support to schools in respect of raising the attainment of pupils from ethnic minority groups. Following the demise of EMAG, the Forum at its meeting on 17 January 2011 agreed to continue to support this work, approving funding through the DSG. The Council is seeking to continue with the de-delegation of this budget. Appendix 1 provides details of the service alongside School Standards, see 4.5. The amount

de-delegated in 2016-17 was £612k and the same sum is sought for 2017-18. The original delegation was through the Prior Attainment factor with differential amounts for phases, de-delegation follows this methodology with values of £125.01 for primary low attaining pupils and £77.62 for secondary low attaining pupils in 2016-17.

Recommendation 14a: That Members representing primary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

Recommendation 14b: That Members representing secondary maintained schools agree to de-delegate Support to Underperforming Ethnic Minority Groups.

5.4 Contingency for Schools in Financial Difficulty. Schools Forum has in the past agreed the retention of a contingency to support schools in financial difficulty. Although it is incumbent on all schools to manage their resources efficiently and effectively, there are particular circumstances in which schools find themselves in need of support from their colleagues. Two examples are new management teams with inherited deficits and exceptional circumstances. The local authority proposes to de-delegate this budget to continue to support those schools deemed by the panel to meet the agreed criteria for supporting schools in financial difficulty. This would only apply to maintained schools where the phase had agreed to de-delegation. The de-delegated sum in 2016-17 was £179k and the same sum is sought for 2017-18; this represented £7.13 per pupil in 2016-17.

Recommendation 15a: That Members representing primary maintained schools agree to de-delegate a Contingency for Schools in Financial Support Difficulty.

Recommendation 15b: That Members representing secondary maintained schools agree to de-delegate a Contingency for Schools in Financial Difficulty.

5.5 Trade Union Facilities Time.

5.5.1 Haringey Council, like other Local Authorities recognises a number of trades unions. For school employees these are:

Union	Staff Represented
ASCL	Teachers
ATL	Teachers
GMB	Support Staff
NAS/UWT	Teachers
NAHT	Teachers
NUT	Teachers
Unison	Support Staff
Unite	Support Staff

- 5.5.2 As part of this recognition the LA grants a fixed amount of facilities time to each trades union to enable them to give full or part time release to senior officials. In addition” as and when time off” is granted to workplace representatives in order for them to undertake appropriate trade union duties.
- 5.5.3 Prior to April 2013 the cost of this time off for schools was funded from a centrally retained DSG budget. The 2013 reforms required the delegation of this budget to schools and academies but with an option for maintained schools to de delegate this back to the LA via agreement by Schools Forum.
- 5.5.4 De-delegation can only be through one of the locally agreed schools formula funding factors; in Haringey this is the basic per pupil element, also known as the Age Weighted Pupil Unit (AWPU).
- 5.5.5 Subject to the Schools Forum agreeing to de-delegate facilities time for maintained schools, a draft contract and supporting Employment Relations Protocol for 2017-18 is set out as Annexes 1 and 2 in Appendix 8 for comment. The contract is largely unchanged from the version that was issued for 2016/17.
- 5.5.6 In 2016-17 the cost of the service was identified as £173k of which £152k was attributable to maintained schools and academies and £117k de-delegated from former at a rate of £4.66 per pupil. The same will be sought for 2017-18 but the amount per pupil may change slightly once the October 2016 census data is available.
- 5.5.7 It is also proposed that if de-delegation is approved by maintained schools, academies will also be invited to buy into these services, at that time and on the same basis as the delegation i.e. all schools would be charged identically. Academies that decide to use the service at a later date would be charged a different rate reflecting both the actual costs of the service requested but also recognising that at times other than the point of de-delegation additional costs will have to be incurred to meet the additional demand.

Recommendation 16a: That Members representing primary maintained schools agree to de-delegate funding for Trade Union Facilities time.

Recommendation 16b: That Members representing secondary maintained schools agree to de-delegate funding for Trade Union Facilities time.

Appendix 1. School Improvement Centrally Retained and De-Delegated Budgets.

1 School quality assurance: centrally retained and de-delegated budgets.

1. The quality assurance function for maintained schools in Haringey remains a statutory role for the local authority (LA). That role is partly funded by the government through a per-pupil allocation to local authorities called the education service grant (ESG). The government has however announced that this grant will end in September 2017, and consultation on proposed changes to the statutory roles, powers and functions of local authorities in education and school improvement is expected in January 2017. Although the government has dropped some proposals from its previous White Paper “Educational Excellence Everywhere”, DfE officials have confirmed that it still plans to cease funding LAs’ role in school improvement.

1.1 In Haringey, we have developed this function to broaden the offer to schools and drive school improvement. The offer covers the spectrum of activities from statutory intervention through to challenge and support, underpinned by rigorous data analysis and partnership engagement with schools. This service is proving successful, with over 95 per cent of Haringey schools judged to be good or outstanding. School improvement advisors work alongside headteachers, school leaders, governors, academy sponsors and college principals to share and celebrate success and drive improvement.

1.2 The local authority continues to promote and develop strategic school to school support through individual commissions and area network arrangements. Continuing to develop a sector led improvement model is an increasingly urgent and vital task given the imminent cessation of the ESG and the expected abolition of Schools Forum after the introduction of the national funding formula. The need to both sustain the recent successes of school improvement in Haringey and to agree and establish a new, politically and financially sustainable model of school improvement for the future underpins the rationale for retaining funds from the DSG.

2 Statutory mandatory service elements and functions.

2. The mandatory quality assurance functions of LAs relating to maintained settings and schools are as follows:

- ensuring all school in its area are quality assured, and that schools that are at risk of requiring support and challenge in order to remain good or better (note that this is available for academies, as the LA remains responsible for assuring that all children in its area have access to a good or better school under the School Standards and Framework Act, 1998;
- challenging and intervening in all schools where children are underperforming compared with their peers and where the quality of education is not good enough;

- monitoring teacher assessment of year 2 at key stage 1 and of year 6 writing at key stage 2, by arranging visits to 25 per cent of schools and securing compliance with the arrangements for statutory assessments, operating a rota system for schools;
- ensuring the safety of pupils and staff; and
- monitoring ks2 national curriculum test arrangements for Year 6 and Phonics Screening for year 1.

2.1 In Haringey, each school receives an allocation of time from a school improvement adviser based on the level of concern, both from Ofsted and other intelligence, including data analysis, governance and leadership. This ranges from 'keeping in touch' meetings on a termly basis, to more robust targeted intervention for underperforming schools. Assessment monitoring is done annually as set out in government regulations and statutory guidance.

3 Non-mandatory services (traded)

3. The following services are available to all schools on a traded basis:

- a continuous professional development programme to help teachers implement national changes to the curriculum and assessment in 2016-2017;
- Safeguarding training or review: check of SCR, safeguarding audit, policy, safer recruitment, testing out pupils' feelings of safety
- Support for/ review of key documentation: SEF/ SDP/ achievement, behaviour + attendance data/ school policies
- Target setting / Assessment/ Data analysis including Raise and FFT
- Preparation for inspection / whole school or focused reviews on all areas subject to Ofsted inspection: outcomes, leadership, teaching and assessment, personal development and welfare
- Joint scrutiny/SEF: work sampling, observations, interviews with staff, governors and pupils
- Training or guidance for leaders/ aspiring leaders
- Training for Governors on holding the school to account
- Curriculum review
- T+L training/ commissioning/ Teacher coaching
- Website compliance
- Support for emerging national or local priorities e.g. Prevent/ Life after levels
- Celebration events to showcase excellence and celebrate achievement.

4 Proposed budget allocation 2017/18

4. The service budget is distributed across the core budget, strategic intervention education services, support to under-performing ethnic minority groups and a balance from the DSG for initiatives such as the network learning communities.

4.1 The budget is proposed to be allocated from:
£26,000 core funding from the council;

£237,500 in traded services income;
 £612,000 De-delegated for support to underperforming ethnic minority groups; and
 £566,000 (£484k Schools Block) to support strategic support and intervention.
 Total £1,441,500.

5 Planned expenditure in financial year 2017-18 from the DSG and trading:

description	amount
Salaries, including: 1 x AD, 1 x PA, 5 X SIAs, 1 x P&D and administrative support and supplies and services. Data analysis functions.	£888,000
NLC funding and new initiatives School to School initiatives	£250,000
Executive head functions-existing and proposed	£60,000
Brokered support for S2S support	£50,000
Data analysis to inform the post 16, early years / foundation stage and NCL priorities	£25,000
Head and deputy head teacher conferences subsidy	£6,000
Development of resource packs through the 'school experts' working groups	£10,000
School to school special / secondary	£20,000
Head teacher and leadership team secondments - leadership recruitment across NLCs	£30,000
Meeting emerging national priorities for 2017-2018	£30,000
Additional capacity for SIA intervention	£72,500
total	£1,441,500

6 Risk and uncertainty posed by cessation of ESG

6.1. While the government has said it plans to transfer a small element (£550k) of ESG to the DSG in the next financial year to help fund remaining "statutory and regulatory functions", there is still no clarity as to precisely which functions it will fund. It may be therefore, that the local authority will have to return to Schools Forum to propose a change in the above planned expenditure to help ensure that other services such as Education Welfare remain viable. Given the increasing pressure on schools' own budgets, it is expected that any proposed changes will be on how the total sum sought from Schools Forum will be used rather than any increase in that sum.

7 Risk of reduced funding from the DSG

7.1. If Schools Forum decides to reduce the funding it top-slices and de-delegates to the LA from the DSG, the council will not have sufficient certainty of funding to maintain the service at current levels, as we will need to rely completely on direct commissioning from schools either individually or

in groups. Schools would also cease to benefit from the economies of scale achieved through central retention. There would also be serious risks that:

- as levels of support for schools are reduced, standards and Ofsted judgements may fall from their current high levels;
- reduced capacity for data analysis by the council will impair the ability of schools to effectively self-evaluate against new performance frameworks and benchmarks;
- schools may have to seek continuous professional development from elsewhere;
- support for schools in safeguarding via training and audits etc may no longer be able to be provided by the LA;
- the LA's ability to identify, share and promote best practice in effective use of pupil premium grant and tackling under-achievement in BME pupils will be significantly reduced;
- schools will have no support to develop a future school improvement model that can survive the cessation of the ESG, the introduction of the national funding formula and the government's stated intent to cease the role of the LA in school improvement;

8 Mitigating the risk of reduced funding

8.1. It will be difficult to mitigate the risk and maintain the levels and pace of improvement for children and young people across Haringey. It is likely that the team would be reduced and the universal offer cut dramatically, with limited in depth data analysis to support schools.

9 The quality of the service

9 The council has recently commissioned the Education Development Trust to work with school leaders to help us co-design a new school improvement model. As part of that work headteachers and governors will be encouraged to give free and frank feedback on the quality of the service, its current strengths and any areas they would wish to see improved in a future model. In previous evaluations schools have provided very favourable feedback on the quality of the service.

9.1 School evaluations of Haringey's professional development courses for school improvement are overwhelmingly positive.

9.2 Ofsted evaluations of local authority support for schools are overwhelmingly positive (as outlined in school inspection reports).

9.3 The Regional Schools Commissioner's "heat maps" of school performance show Haringey to be one of the strongest LAs in the region, by both Key Stage performance data and Ofsted judgements.

9.4 The Assistant Director liaises with schools to seek their perspectives on the service.

10 Impact assessment

10. Working more closely with schools, head teachers and governors, the impact on standards, the rate of progress and outcomes for children and young people are tangible (see appendix 5A attached). Note that:

- the support and challenge system promotes high standards and supports leaders to achieve 'good and outstanding' judgements during Ofsted inspections;
- overall 100% of secondary, 95% primary, and 100% special and nursery schools are judged to be good or outstanding by Ofsted, well above the national averages;
- the developing school to school support is impacting on standards and improving the quality of leadership, evident in the Ofsted judgements;
- Haringey's average GCSE and A Level results are well above 2016 national averages against the key reported measures of Progress 8 and the percentage of A level and equivalent grades A*/A, A*-B and A*-C;
- in Early Years, phonics and at Key Stage 1, standards in all reported areas are now above national averages, even at the higher standards of the new national curriculum; and
- at key stage 2 Haringey exceeds national averages for attainment in every reported measure except for the percentage of pupils at the expected standard for reading (though Haringey is above national at the Greater Depth Standard). For progress, Haringey exceeds national averages in each subject, including reading. The progress of children from ethnic minority groups and those receiving the pupil premium has been strongly improving. It is no longer possible to compare progress against previous years due to the changes in measures.

11 Areas for further development if DSG funding is agreed

11. These are to:

- continue to work with schools and their Network Learning Communities to develop a sustainable future model of school improvement that is increasingly sector led to make best use of the strength and depth of local school leadership;
- develop the role of the SIAs in partnership with schools to meet the challenge of ongoing changes in performance frameworks;
- raise attainment in KS2 reading to (at least) meet the national average;
- improve standards for identified ethnic groups, narrowing gaps against national averages where they exist and where they exceed national figures, narrowing gaps against Haringey's highest attaining groups;
- improve standards for pupils in receipt of the Pupil Premium to meet

the national average for 'other' (i.e. pupils not in receipt of Pupil Premium);

- improve rates of progress for SEN pupils, both those on EHC plans/ statemented and SEN Support pupils
- work with schools and other stakeholders to continue shaping the vision for Post 16 and regeneration;
- work with schools and other stakeholders to address the STEM Commission Report recommendations, and:
- further develop the traded services offer to ensure schools are able to purchase and commission bespoke services from the LA, other commercial providers and other schools or academies.

Appendix 1A

12 Key Stage 1

In 2012 Haringey was 0.5 points below the national average but has surpassed the national by 2016. The points score is no longer reported in 2016 but shows the % of pupils achieving the new Expected standard and Greater depth standard. There was no RWM combined threshold measure in 2012.

KS1 measure		2012	2016 EXP+	2016 GDS
All subjects (combined reading, writing, maths)	Haringey	15.0pt	69%	13%
All subjects (combined reading, writing, maths)	National	15.5pt	60%	9%
All subjects (combined reading, writing, maths)	Difference	-0.5pt	+9%	+4%

59.4% of FSM pupils achieved the Expected standard in RWM.

Ethnicity: Haringey White Other 63.8%, Black Caribbean 64.9% and Black African 72.8%.

12.1 Key Stage 2

The 2016 results are estimated validated results

In 2012 Haringey was 2% below the national average (% achieving level 4) and with the new measures in 2016 Haringey are 2% above national at Expected standard and 4% above national at Greater depth.

Progress scores for Reading is 0.8, Writing is 2.9 and Maths is 1.5 compared to a score of 0 for the National.

KS2 measure		2012	2016 EXP+	2016 GDS
All subjects (combined reading, writing, maths)	Haringey	78%	55%	9%
All subjects (combined reading, writing, maths)	National	80%	53%	5%
All subjects (combined reading, writing, maths)	Difference	-2%	+2%	+4%

36.9% of FSM pupils achieved the Expected standard.

Ethnicity: 48.9% of Black African, 37.3% of Black Caribbean and 42.3% of Other White pupils achieved Expected standard.

12.2 GCSE

The 2016 results are unvalidated and not fully available and so the table below relates to 2012 and 2015.

measure		2012	2015 (2016 unvalidated)
5+ A* - C (including English and mathematics)	Haringey	58	54 (63.7%)
5+ A* - C (including English and mathematics)	National	58	56 (58.7%)
5+ A* - C (including English and mathematics) percentage gap		0	+7
5+ A* - C (including English and mathematics)FSM	Haringey	49	44
5+ A* - C (including English and mathematics)FSM	National	38	36
5+ A* - C (including English and mathematics)percentage gap		+11	+8
5+ A* - C (including English and mathematics)non FSM	Haringey	69	65
5+ A* - C (including English and mathematics)non FSM	National	64	63
5+ A* - C (including English and mathematics) percentage gap		+5	+2

Ethnic minority achievement: 55% of White Other, 38% of Black Caribbean and 50% of Black African pupils achieved 5+ A*-C inc E&M in 2015.

In 2016, the new unvalidated progress measure Prog 8 has a score of +0.25, but this will increase once validated, possibly up to 0.52 (at 0.5 or above, schools are not inspected due to the strength of their progress data). This unvalidated data shows a significant increase from the dip in progress rates in 2015.

12.3 Post 16

The 2016 results are unvalidated and not fully available and so the table below relates to 2012 and 2015.

Post 16 measure		2012	2016
% A*- B grades	Haringey	54	66
% A*- B grades	National	53	53
% A*- B grades gap		+1	+13
% A* - C grades	Haringey	80	85
% A* - C grades	National	77	78
% A* - C grades gap		+3	+7

12.4 Ofsted

Haringey schools perform extraordinarily well in Ofsted inspections – all nursery, special, secondary and VI form colleges are good or better, with 95% of primaries being judged good or better. Overall, over 96 per cent of our schools are good or better.

Appendix 2. The Admissions Service (part of Education Services).

1. Context

The Admissions Service discharges the local authority's statutory duties in respect of school admissions and school place planning, adhering to legalisation and statutory guidance laid by central government. The Service works within a PAN London context to ensure that every child in the borough has access to a school place.

2. Statutory Duties

Every local authority is required discharge the following statutory duties

To be responsible for securing that sufficient education is available to meet the needs of the population in their area.

To be responsible for securing sufficient primary and secondary schools in their area.

To comply with the legislative Code on Admissions in exercise and discharge of local authority functions in relation to admissions under the School Standards and Framework Act (SSFA) 1998. The SSFA and relevant regulations confers a number of duties which require the LA to carry out different functions at different times of the admissions cycle.

A local authority shall make arrangements for enabling the parent of a child to appeal against admissions decisions.

To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference.

Reports by local authority to adjudicator about matters relevant to schools admissions as may be required by the School Admissions Code.

For each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area.

A local authority shall make arrangements for enabling the parent of a child to appeal against admissions decisions.

3. The work of the Admissions Service

The following work is undertaken to discharge the statutory duties.

Admission Officers and Place Planners (Education Services) work together to ensure that every resident has access to a school place. (This duty is discharged by the SEN team for those with a statement of special educational needs or education health and care plan.)

Offering places

Children who move in to the borough are offered a place within 20 school days at the maximum (normally within a week) and those applying for reception, junior, secondary and post 14 transfer are offered in accordance with statutory time frames. The Service administers and chairs the in year fair access panel (IYFAP) – ensuring that the most vulnerable and challenging pupils are offered places at the earliest possible time and that no school takes a disproportionately high number of these applicants

Officers share data securely with authorities in London and beyond to ensure that all children have only one offer of a school place on national offer day.

Producing information for parents

Officers prepare proposed admission arrangements each year for community schools and the co-ordinated scheme which sets out the procedures all schools and academies must follow. These arrangements are publically consulted on with the timeframe set out by the School Admissions Code 2014 and determined by the Council's Cabinet. Officers then produce primary and secondary admission booklets setting out admissions information for parents and carers.

The Service maintains a website with the admissions arrangements for all schools and academies in the borough and this includes details of how parents and carers can apply online for a school place or use a paper form. Officers also provide advice and guidance to parents.

In recent years the service has strengthened its address verification procedures and produced and published: a) an address of convenience protocol, and b) an online whistle blowing form, both of which support Admissions in ensuring that schools places are offered fairly and equitably. This work was in response to national and local concerns about parents who sought to “cheat” the system, and also flows from a Cabinet report last year when we decided not to amend the sibling criterion of our primary community and VC schools, but nonetheless wanted to respond to parents’ concerns about the use of a temporary or fraudulent address to gain access to a school. Inevitably this has meant additional work when parents and carers have challenged the application of the protocol. To an extent the impact of this additional work has been offset by the introduction of an online in-year application form in autumn 2016 which has meant that we process considerably fewer paper applications across the school year, and helps to increase the speed at which we are able to get children into school from the point of application to being admitted.

Advances in IT software and processes have meant the need to purchase additional software to allow the continued robust application of both PAN London and Haringey focused admission works. In addition to the significant cost impact that this has had, there has been considerable officer hours taken up to test and implement the software and this will be ongoing until at least the end of the academic year 2016/17.

The above are all examples of how we are constantly striving to improve and modernise the Service.

School Place Planning

The Place Planning Lead (assisted by the Head of Service) calculates the LA's pupil projections and publishes them in the annual School Place Planning Report .

This data is fundamental to informing where additional (or reduced) provision is required in the borough and officers within the Service are responsible for leading through all school organisation projects including school expansion, adjustment to published admission numbers, change of age range and school closures.

Appeals

Officers from within the Service ensure the arrangement, administering and presenting appeals on behalf of community schools. This work is also provided for academies and free schools where an agreement is made between the Service and the academy/school. If necessary, officers will respond to inquiries or complaints from the Ombudsman. Haringey Admissions administers a small number of appeals for schools outside of Haringey through a traded service.

4. Volumes and current projects

School Place Planning (part of Education Services)

School place planning projections are published in the annual School Place Planning Report which can be viewed at www.haringey.gov.uk/schoolplaceplanning

Officers are currently looking at how additional capacity can be provided at secondary level from 2020. Consultation on an adjustment to the PAN of the borough's community secondary schools will, if agreed, address the projected under capacity from 2018. as well as securing contingency plans to bulge/expand at the primary phase if current projections change and additional capacity is needed. Additional reception capacity will also be required from 2020 in the borough's regeneration areas and officers are monitoring supply of places, including expected additional free school capacity, to see how this can be delivered.

School Admissions – In Year Admissions 2015/16

Yr Group	Number of Pupils Offered
Reception	481
1	388
2	357
3	331
4	286
5	233
6	134

Total Primary	2210
----------------------	-------------

7	265
8	281
9	264
10	177
11	265
Total Secondary	1068

Schools Admissions – Reception (Haringey residents)

	2016
Online On-Time Applications	2531
Total On-Time Applications	2837
Percentage of Applications made Online	89% (up 6% from previous year)

The team also administered all late applications

School Admissions - Secondary Transfer (Haringey residents)

	2016
Online On-Time Applications	2246
Total On-Time Applications	2534
Percentage of Applications made Online	89% (up 4% from previous year)

The team also administered all late applications

School Appeals

Number of School Admissions Appeals (Held Summer 2016, for admission in September 2016)	Lodged	Appeals Heard	Appeals Upheld (a place offered as a result of the appeal)
Pupils up to age 11	34	20	0
Pupils age 11-16	60	39	1
Pupils over age 16	0	0	0
Date up to which this information applies	1/9/16	1/9/16	1/9/16

In total only 1.69% of all appeals held by the Admissions service were upheld this year.

Appendix 3.

Governors Services: Schools Forum - Centrally retained schools budget

Governor's Services are currently in receipt of £130K. This is a small reduction from the previous year achieved through staffing efficiency savings.

School's Forum Funding

The funding from the Forum currently contributes towards the salary of the Service Manager, and the deputy. This enables the service to provide professional support for the promotion of good governance in all schools. The governors' role in the strategic leadership of schools continues to grow in importance. This has been highlighted through an increasingly demanding focus on governance in successive Ofsted Framework requirements in recent years. Our Governors' Service aims to support all schools in meeting this challenge.

A key part of that is our co-ordination of the successful Governor professional development training programme, which shows an increase of 40% in uptake over the last year. The increasing emphasis on governor training is reflected in the Governance handbook's references to the necessity for effective training and development plans. In addition the anticipated competency framework for school governors, which is expected later this term, is likely to set a new, stronger requirement on all governing bodies to ensure that individuals are properly inducted, and receive the training or development they need to develop the skills set out in the framework.

Forum members will be aware that the service maintains an online Governor portal. This enables governors to book online for their training, to view their governing body papers and download documents and provides secure and accessible electronic storage of governing body materials. This portal is regularly reviewed and new facilities are developed to further enhance good governance. For example a recent feature is the introduction of the Forum groups for sharing of good practice and support. Work is also currently underway to produce a selective number of podcasts.

Governor Services provides a well respected and busy clerking service with a significant number of Haringey schools buying into it. This service and the subsequent support for Clerks continue to grow year on year. For the current year a further four schools have bought into this both from within and outside of Haringey, a pattern which is expected to continue to grow over the next year. In order to further enhance the professionalism of service all of our clerks are encouraged to undertake the National Clerks development programme. The service provides regularly briefings and documents to ensure that all Clerks are kept abreast with governance changes and best practice both nationally and locally.

We also provide substantial support for the Schools Effectiveness team around the governance element of school leadership. Examples of support include identification of schools where governance may be weak and offering support, which could be through assisting with the recruitment of governors, providing NLG support to newly appointed Chair's or guidance, bespoke training and support to governing bodies.

In addition the service provides a core offer to all schools. This includes supporting the LA in fulfilling its statutory requirements and in its aspiration to improve outcomes for Haringey children articulated in council priority 1: Enable every child and young person to have the best start in life, with high quality education

We also provide traded elements within our training and the clerking service. This source of funding supplements that provided by the DSG to pay for the salaries of the Governor Services team and school clerks. . For this year new service offers have been introduced around additional support for Clerks who are not provided by the LA and an offer of a governance website compliance check.

The Core Offer to all Schools provided by DSG includes:-

- Helpline advice: by telephone and email
- Termly Governor's Briefing meetings.
- Regular updates through School's Bulletin on current issues and a termly summary of the most relevant information.
- Briefings for clerks (to include non SLA clerks termly) covering national and local developments and issues.
- A place at the Annual Governor and Headteacher Conference.
- Checking and formal approval of the Instruments of Government for all maintained schools.
- More intensive support for governing bodies where significant issues are identified by Ofsted.
- Development of documents to support effective governance (skills audit, self-evaluation toolkit, role profiles to highlight particular areas of responsibility).
- Support for the Haringey Governors' Association

Impact of changes in Forum funding

Should the Forum chose to cease or substantially reduce its support for Governors Services the consequences could include:-

Either a significant increase in charges to schools. This would likely lead to our prices becoming uncompetitive in the market place or difficult to afford, depending upon school's circumstances.

or

A cessation or significant reduction in Governance training and clerking services.

Appendix 4. Music Service.

In 2010 the future allocation of funds from DfE via the Music Education Grant to support LA Music Services was in doubt. Haringey Music Service had been receiving £544k to support its work in the LA. Schools Forum agreed in principal to underwrite any decrease in order to allow the Music Service to maintain this income. In the event, the amount required from DSG to maintain the status quo was £127k, which increased to £167k the following year to compensate for a further reduction in external funding. Although DSG contributions were subsequently frozen at this level, the external grant (now paid via Arts Council England) was £368k for 2015-16 and £367k for 2016-17. Future funding from DfE via Arts Council is not guaranteed and we await an announcement in early 2017. The general consensus at time of writing is that the grant will probably continue but is far more likely to decrease than increase. The Music Service will, even in the best scenario, continue to operate on reduced funding compared to previous years.

The DSG allocation is used to fund the Primary Music Specialist post and subsidies for children from low-income families (FSM eligible) having instrumental music lessons, hiring musical instruments and attending out of school *Haringey Young Musicians* activities. Apart from individual lessons in secondary schools, charges are made directly to parents/carers and subsidies given where parents/carers prove their children are eligible for FSM. At secondary level, these subsidies are passed on via schools as reductions to their invoices for traded services. Schools choose whether to pass on some or all of the charges to parents/carers.

1. Schools engaging with music service/benefitting from DSG funding in 2016-17

- All schools have individuals accessing the Music Service, either in or out of school
- Primary Music Specialist engaged with 65 schools in 2016-17, an increase of 20% on the previous year, including secondary schools as part of the Haringey Schools Music Festival in the Royal Albert Hall
- 37 primaries engaged with Whole Class Instrumental Tuition in year 4 which is part-funded by the Arts Council grant. 2 dropped out from the previous year and 2 others took up the offer.

School	Instrumental lessons	PMS	WCIT
Alexandra	Y	Y	N
Alexandra Park	Y	Y	N/A
Belmont Infant	Y	Y	N/A
Belmont Junior	Y	Y	Y
Blanche Nevile	Y		N/A
Bounds Green	Y	Y	Y
Bruce Grove	Y	Y	Y
Campbourne	Y	Y	Y
Chestnuts	Y	Y	Y
Coldfall	Y	Y	Y
Coleridge	Y	Y	Y
Crowland	Y	Y	Y
Devonshire Hill	Y	Y	Y
Earlham	Y	Y	Y
Earlsmead	Y	Y	Y
Eden	Y	Y	N/A
Ferry Lane	Y	Y	Y
Fortismere	Y	Y	N/A
Gladesmore	Y	Y	N/A
Greig City Academy	Y		N/A
Harris Academy Coleraine Park	Y	Y	N
Harris Academy Philip Lane	Y	Y	Y
Heartlands High	Y	Y	N/A
Highgate	Y	Y	Y
Highgate Wood	Y	Y	N/A
Holy Trinity CofE	Y	Y	N
Hornsey Girls	Y	Y	N/A
Lancasterian	Y	Y	Y
Lea Valley	Y	Y	Y
Lordship Lane	Y	Y	N
Mulberry	Y	Y	N
Muswell Hill	Y	Y	N
Noel Park	Y	Y	N
North Harringay	Y	Y	Y
Northumberland Park	Y	Y	N/A
Our Lady of Muswell	Y	Y	Y
Park View	Y		N/A
Rhodes Avenue	Y	Y	N
Risley Avenue	Y	Y	Y
Rokesly Infant	Y	Y	N/A
Rokesly Junior	Y	Y	Y
Seven Sisters	Y	Y	N
South Harringay Inf.	Y	Y	N/A
South Harringay Jun.	Y		Y

St Aidan's VC	Y	Y	Y
St Ann's CE	Y	Y	Y
St Francis de Sales Jun.	Y	Y	N
St Francis de Sales RC Infant	Y	Y	N/A
St Gildas RC	Y	Y	N
St Ignatius RC	Y	Y	N
St James CE	Y	Y	Y
St John Vianney RC	Y	Y	N
St Martin of Porres RC	Y	Y	N
St Mary's CofE	Y	Y	Y
St Mary's Priory RC Infant	Y		N/A
St Mary's Priory RC Junior	Y		N
St Michael's CE (N6)	Y	Y	Y
St Michael's CE (N22)	Y	Y	Y
St Paul's & All Hallows Primary	Y	Y	Y
St Paul's RC	Y	Y	Y
St Peter in Chains	Y		N/A
St Thomas More	Y	Y	N/A
Stamford Hill	Y	Y	Y
Stroud Green	Y	Y	Y
Tetherdown	Y	Y	N
The Willow	Y	Y	Y
Tiverton	Y	Y	Y
Trinity Primary Academy	Y	Y	Y
Welbourne	Y	Y	Y
West Green	Y	Y	Y
Weston Park	Y	Y	Y
Woodside High	Y	Y	N/A
TOTALS	ALL	65	37

Appendix 5. Supplementary and Community Language Schools in Haringey – 2016

Introduction

Supplementary and Community Language Schools (SCLS) generally offer out-of-hours educational opportunities for children and young people, many of whom come from minority ethnic communities.

Haringey has traditionally provided funding for 7 Supplementary Schools from the African Caribbean, Albanian, Chinese, Turkish, Somali and Orthodox Jewish communities. The funding supports approximately 400 Haringey based students of all ages who attend SCLS on a weekly basis.

The funding is currently based on a small lump sum plus an amount per head. Funding from Haringey to the Supplementary Schools for 2016 was £26,700 (12% more than 2015).

In order for SCLS to receive funding from Haringey initially, the following criteria had to be fulfilled;

- A minimum of 25 Haringey resident students of statutory school age should attend once a week
- An application form submitted detailing the aims, sessions offered, volunteers and teaching staff, engagement with parents, compliance with statutory policies (Health and Safety, Equalities and safeguarding) and financial details.
- Registration with The National Resource Centre for Supplementary Education (NRCSE) and to have achieved (or be working on the renewal of) the Bronze Quality Framework award (as a minimum).
- A commitment to engaging with the LA and in training
- Supporting underperforming groups - African (Including Somali and other African ethnic groups), White Other (including Albanian, Kosovo and Turkish), Black Caribbean

Many of the Supplementary Schools do provide a service to their local communities which are not available elsewhere in terms of community language and cultural traditions as well as a support network for families. The Chinese school and Lemuel Findlay present as real centres of the community.

Whilst it is not possible to directly link attainment and attendance at Supplementary Schools, reports available through the NRCSE show that there are benefits to Supplementary Schools and there is evidence that the wellbeing of the students and their families and the sharing of cultural traditions has an impact on wider attainment.

It should be noted that there are more Supplementary Schools in Haringey than the ones that are funded, there were 22 registered as of August 2016, but without the bronze accreditation. There may well also be others that are not registered at all, as registration with NRCSE is voluntary. (see appendix 1 for list of schools)

All schools that receive funding are visited on an annual basis with a focus on safeguarding.

Updates Sept 2016

The only schools that the LA part funds and visits are ones that work with the National Resource Centre for Supplementary Education (NRCSE) and have been accredited to at least Bronze level.

For the first time in 2016/17 all of the other 15 supplementary schools registered with the NRCSE were contacted by letter with a follow up email with the aim of

arranging an EWO visit to the provision. All schools whether funded or not were also invited to attend safeguarding training at the PDC.

In 2015/16 only 5 out of the 7 schools previously funded, accepted/organised the visit from the SIA and so the other 2 did not receive the funding. In these visited provisions safeguarding was deemed to be effective, but the quality of teaching was variable. Where provision was good, staff were engaged with pupils in activities to enhance the curriculum offer they receive in mainstream schools such as; additional phonics, Maths and English sessions and support for SATs and exams at KS3/4. In addition, the EWO service was able to contact, and visit, an additional 3 provisions and were satisfied with the safeguarding arrangements.

Only 2 of the 22 schools attended safeguarding training (Lemuel Findlay and Life Academy).

Since September NRCSE have introduced a £25 annual membership subscription, this registration gives access to online materials and support but no longer means the provision will be listed as a member. To be listed the provider must have been quality assured to at least the Bronze standard. Since the implementation of this fee, only 3 Haringey providers have registered so far – A. Class Tutors, Haringey Chinese School and Lemuel Findlay. Interestingly 2 of these providers were by far the best in terms of organisation and policies as well as the quality of teaching and organisation observed during the visit – Lemuel Findlay and the Chinese school.

As financial pressures increase, the costs of running the schools programme is increasing for the schools and the funding from Haringey is a lifeline for them to continue their work with students and their families. Whilst I would recommend the funding be continued, I would also recommend that the criteria is revisited and extended to include;

- Have achieved at least Bronze accreditation with the NRCSE
- Engagement with a Haringey supplementary school forum (to be set up)
- A safeguarding visit and document compliance
- Attendance at Haringey safeguarding training
- Quality of teaching to be satisfactory

This would enable us also to go out to all provisions again and not just the ones we have funded in the past which seems fairer.

Appendix 5. 1

Haringey Funded Supplementary Schools 2015/16

School Name	Meeting area	Funding '15/16 +12%	Days/Times (average 35 weeks)	Areas offered	NRCSE Award	Visit 2016/17
Lemuel Findlay (African Caribbean) admin@lfss.org.uk	Tottenham (CoNEL)	£2,200 £3,464	Saturdays 10.30 to 13.30	English, Maths, Science (KS1 to KS4)	Bronze (renewed 2015)	5/3/16 10.30 Attended Safeguarding training

Nene Tereza (Albanian) info@nenetereza.com	West Green Learning centre Park View School	£3,800 4,256	Saturdays and Sundays 11.00 to 13.30	Maths, English and Albanian language and Dance (age 5 to 16)	Gold (Bronze renewed 2015 Gold renewal to be completed)	30/1/16. 12:00
A Class Tutors (General) ramla.farah@aclasstutors.co.uk aclasstuition@yahoo.co.uk	594 High Road, Tottenham London N17 9TA	£2,000 £2,240	Mon – Friday 4-6 Saturday 9.00 to 13.30	Maths and Science (age 10 to 18)	Bronze	3/3/16 5:00pm
Haringey Chinese Centre (Chinese) rayyip@btconnect.com chinesecentre@btconnect.com	Park View School	£6,000 £6,700	Saturdays 10.30 to 12.00	Chinese (Cantonese and Mandarin) (Yr 1 to Yr8)	Gold (renewed 2015)	13/2/16 10.30
Hornsey Ataturk (Turkish) hornseyataturk@hotmail.com	Hornsey School for Girls	£4,900	Sundays 10.00 to 14.00	Turkish, Maths and English (age 6 to 16)	Gold (in process of being renewed)	Forms but no date despite many comms No Funds
Haringey Somali Community and Cultural Association (Somali) hacca@btconnect.com	Selby Centre, Selby Road, Haringey N17 8JL	£1,400 £1,568	Sundays 10.00 to 13.30	English, Maths, Science and Somali (KS2 to KS4)	Silver	17/4/16 visit
Chaverim (Jewish)	111-113 Crowla	£3,500	Monday, Tuesday	English, Maths,	Bronze	Forms but no date

office@chaverim.co.uk	nd Road N15 6UR		, Thursda y and Sunday 19.00 to 21.00	Hebrew and Yiddish (age 11 to 15)		despite many comms No Funds
--	--------------------------	--	--	---	--	--

Also Registered with NRCSE – National resource centre for Supplementary Education but NOT FUNDED by LBH

Life Academy – Did attend Safeguarding Training

School Address: Excel House, 312 High Road

Community Skills Centre Supplementary School

School Address: 64 Imperial House, Willoughby Lane, Tottenham

White Star Youth Association

School Address: 28, Church Road N17 8AQ

Elbistan Community Centre Supplementary School – EWO visited

School Address: Kyprus Cottage, Florentia Clothing Village, Vale Rd

Mitalee Centre Bengali School Supplementary School – EWO visted

School Address: Mitalee Centre, 22 Stanley Road

Kulan Youth Association

School Address: Bernie Grant Art Centre, Tottenham High Road

White Star Youth Association CIC

School Address: Broadwater Farm Learning Support Centre, Unit3 1A Willan Road, Tottenham

Excellence Tuition Centre

School Address: West Green Learning Centre, Langham Road

The OK Foundation

School Address: Unit 7b, Holcombe Road, Tottenham

Cultural Education Centre

School Address: 20-22 Great Cambridge Road, Tottenham

Fatih / Efdal Supplementary School

School Address: 6, Caxton road

Neogenics Education

School Address: Life Gateway Centre, 73 - 95 Lawrence Road, Seven Sisters

MTO College

School Address: Highgate Wood School, Montenotte Road

Garvey- Lumumba School – EWO Visited

School Address: St Ann Libarary, Cissbury Road

Ali Riza Degirmencioglu Turkish School

Address: Glendale Avenue, London, N22 5HN

Cabinda Saturday School

School address: Selby Centre, Selby Road Tottenham

Appendix 6. Corporate Overheads.

1. All council services attract overheads. These are the costs associated with providing the infrastructure within which the services operate. Schools have similar costs, those associated with providing the environment within which education and learning take place. The Consistent Financial Reporting (CFR) returns for 2012-13 shows that some 12.6% of school expenditure was on costs that could be deemed as overheads to the main task of educating pupils. In schools particular emphasis will be on occupational costs; such costs will apply to council services but in these there will be a higher emphasis on information technology and communication costs as much of the work of council officers will involve substantial use of computer systems and data and communication with external bodies.
2. In previous reports overheads have been presented as lump sums within the blocks, with the increasing emphasis on schools as commissioners and the planned delegation of funding to schools in future these will be attributed to individual services and will be added to the sums to be delegated.
3. With the cuts in central services the quantum of overheads attributed to the Dedicated Schools Grant has fallen. The support services funded through this charge are:
 - 3.1. Professional Support Services.
 - Finance. For centrally retained services the cost of providing for finance support in the receipt of income, payment of accounts including commissioning and recoupment arrangements, maintenance of records, insurance arrangements, audit arrangements, treasury management etc.
 - Human Resources. This covers personnel and payroll support and administration.
 - Corporate Procurement. The placing of orders and contracts including.
 - Performance, training and customer services.
 - 3.2. Information and Communication Technology. This forms a significantly larger element of council overheads than schools as much work is performed using computer systems. The recharge will cover all licensing arrangements support and help desks, data management, developments, the use of web based arrangements, communication systems, training and the mainframe systems used for finance and HR management and control.
 - 3.3. Property Services. As in schools the council has to cover the costs of the property it uses, including rentals, NNDR, utility costs, premises based staff, day to day running costs. This will be a smaller proportion of the total than in schools, which occupy relatively smaller sites compared to staff numbers.

Appendix 6a. Schools Block Support Services.

	£k	£k	
Music & Arts Mgt	168.0	21.9	
Integrated Wkg & FS	350.0	45.6	
Admissions	299.8	39.1	
Schools Forum	10.0	1.3	
CPD - Gov Supp &Tg	135.0	17.6	
Head of Standards & PA	484.0	63.1	
Supplementary Schools	26.7	3.5	
	1,473.5	192.0	13%

Breakdown of Overheads Charged to Schools Block.

Area	£k	%	Services
Finance	32.6	17.0	Finance, payment of accounts, audit, insurance, pension administration etc

ICT	69.1	36.0	Corporate ICT provision, licences and support.
Communications	9.6	5.0	Communications
Office Accommodation	39.2	20.4	Rent, rates, utilities, portorage
HR	11.5	6.0	Personnel support, payroll administration
Procurement	9.6	5.0	Corporate procurement
Other	20.3	10.6	Performance, training, customer services
Total Overheads	192.0	100.0	

IT Services for Recharge

£

Info Tech Service Delivery	6,297,900
IT Development Program Mgmt.	623,800
IT Web Development	163,500
IT Application Packagers	160,900
IT Operations Management	635,100
IT Service Desk	489,700

IT Configuration, Change & Release	340,800
IT Infrastructure Engineers	800,600
IT Application Support	407,400
Info Tech Project Management Team	203,700
Project Management	362,800
IT Project Management Office	54,500
Head of IT & Business Support Team	<u>612,600</u>
Total	11,153,300
Less specialist applications	<u>1,467,200</u>
Recharge	9,686,100
Relevant Council Employees	2,713
Schools Block	19
Allocation	69,084

Appendix 7. Education Welfare Service.

The Education Welfare Service (EWS) undertakes the Local Authority's statutory duty to ensure children registered at our schools attend on a regular basis (as per sections 437 – 447 of the 1996 Education act and subsequent amendments). Education Welfare Officers are allocated to schools that trade with the service, and will undertake to improve individual pupil attendance through casework. Where this is unsuccessful, cases are progressed to consideration of enforcement actions in order to persuade parents to ensure that their children attend school regularly. This includes the issuing of penalty notices and court action.

EWS offers schools advice and guidance in relation to legislation and best practice to improve overall school attendance and to improve the attendance of individual pupils. EWS undertakes missing pupil, non-starter and non-returned enquiries and provides guidance in relation to deleting pupils from registers. EWS manages the formal enforcement process in cases where attendance fails to improve. This service is offered to all Haringey schools whether trading or not.

Specifically, EWS conducts 'missing child' enquiries prior to deletion from registers; investigates reasons for absence and undertakes agreed actions accordingly; undertakes safeguarding home visits in relation to children missing from school; and home visits to investigate reasons for absence and works with schools to offer preventative early help casework. Additionally, EWS will provide information, advice and guidance in relation to deletions from registers in order to remain compliant with legislation; provide information, advice and guidance in relation to use of register codes in order to remain compliant with legislation; provide support and advice in relation to school strategies to address specific periods of absence; attend professionals' meetings (including child protection conferences) as and when required; work to improve whole school attendance, including: participation at whole school assemblies and parents evenings; 'late gate' checks to address punctuality problems; parent induction presentations for nursery and reception years and early intervention attendance clinics. EWS also offers whole school data analysis and action planning with periodic reviews; supporting schools to implement whole school attendance and absence policies and procedures; training sessions for specific attendance staff, whole-school training and support training for governors and pre-Ofsted support.

EWS Impact on improvements in attendance:

School attendance in England has improved in recent years, and this is mirrored in the attendance of Haringey's schools. The most recent DfE pupil absence data:

Autumn and Spring terms 2011-2012:
Primary schools nationally: 95.0% attendance

Secondary schools nationally: 94.3% attendance

Attendance has improved to:

Autumn and Spring terms 2015-2016:

Primary schools nationally: 95.6% attendance

Secondary schools nationally: 95.0% attendance

Compared with the most recent data for Haringey:

Autumn and Spring terms 2014-2015:

Haringey primary schools: 95.7%

Haringey secondary schools: 95.0%

Potential consequence if Schools Forum chose not to de-delegate EWS funding:

Reduced funding for the service would necessarily result in experienced EWOs leaving the council, which would result in a loss of expertise and experience, and would necessarily reduce the amount and range of work undertaken by the remaining EWOs on behalf of schools. This would have an impact on individual pupil attendance, as EWS focus would have to be on fulfilling the LA's statutory duties rather than on casework and support to individual families. This would have a knock-on impact on whole school attendance levels, in addition to a negative impact on the LA's ability to safeguard vulnerable children.

Appendix 8. Trade Union Facilities Time.

Annex 1 Draft contract – with x academy school and TUs

1. Description of the Service

1.1 The service is provided to academies to pay for the provision of Trades Union representation for employees in their school.

1.2 By entering into the contract

- Accredited trade union representatives will provide trade union representation for staff on an individual and collective basis for a single charge to the school.
- The school will have access to experienced and skilled representatives who will work with the school to promote good employee relations.

2. The terms governing the contract are as follows:

2.1 The school will recognise Haringey trade union representatives for trade union duties as specified in the relevant legislation and ACAS Codes of Practice including Health & Safety duties.

The trades unions concerned are as follows:

Teaching	Support Staff
NUT	Unison
NASUWT	GMB
NAHT	Unite
ASCL	
ATL	

2.2 Trade union representatives will focus the use of their time, where possible, on statutory consultation and representation requirements that benefit both the employer and unions.

3. Agreed Protocols

3.1 From time to time the school/Local Authority and trades unions may take differing stances on particular issues; the disagreements will be dealt with professionally, focusing on the issue under discussion. A protocol including an agreed protocol for addressing concerns (Annex 2) guides practice.

- 3.2 Accredited trade union representatives will have appropriate access to facilities in order to conduct their duties.

4. Costs

- 4.1 Those academies and free schools that sign the contract within three weeks of its issue will be charged at the de-delegation rate of £4.69 for the LA's financial year April 2017 to March 2018 and at the same rate as for maintained schools for the LA's financial year 2017-18.
- 4.2 Where an academy or free school has not agreed to make the necessary contribution to the Central Fund, it will be for the academy or free school to make its own arrangements as centrally funded representatives will not be funded by the Council to provide these services. Academies that decide to use the service at a later date would be charged a different rate reflecting both the actual costs of the service requested but also recognising that at times other than the point of de-delegation additional costs will have to be incurred to meet the additional demand.

5. Arrangements

- 5.1 Full time facilities time arrangements will continue for existing representatives. However, newly elected representatives will not normally be released on a whole time basis for trade union duties. This will ensure that there is a balance between work and trade union duties and those representatives understand the workplace they are representing.
- 5.2 In the event that a trade union official granted seconded time off regularly fails to attend meetings or engage with managers or HR staff as required, the seconded time off will be reviewed and may be withdrawn at the discretion of the Council, following discussion with the relevant regional officer;
- 5.3 Time off arrangements will be reviewed on an annual basis, or more frequently if necessary depending upon available funding, operational experience, etc.

Annex 2

Employment Relations Protocol for Teaching Associations/ Unions and Support staff unions

1. Introduction

Good employment relations are the cornerstone of managing change and people successfully in any organisation. This protocol sets out the principles for communications and engagement between stakeholders involved in running our schools. The aim is to secure a good education for our children and young people and to provide good working conditions for staff.

This protocol is not designed to replace the industrial relations frameworks and time off agreements that are already in place but they do supplement them.

2. Principles for engagement

Relevant stakeholders to this protocol recognise that effective employment relations takes place in an atmosphere of mutual respect for the professional expertise and a recognition and understanding of the various responsibilities, of those involved.

It is important for managers to have positive working relationships with employees, based on good communications. It is at this basic level that many issues are raised and resolved informally, without the need to invoke formal procedures. Employee representatives provide an additional channel for employees to communicate with managers, and vice versa.

Employee representatives should improve understanding, lead to better decision making and improve employment relations. Representatives should help to develop trust and cooperation, improve the quality of decisions and encourage employees to feel more responsible for the performance of a school, helping to understand and manage change.

To this end all stakeholders agree that any level of communication and engagement must be conducted in a way that is relevant and necessary, accurate and factual, fair and balanced, and not offensive in any way.

Communication and engagement should be conducted using appropriate communication lines and recognise the relevant hierarchies involved before considering escalation of an issue to a different stakeholder.

3. Stakeholder roles

In adhering to the principles it is important for each stakeholder to this protocol to understand the respective roles and accountabilities that each

party plays. The key roles of head teachers and unions are summarised below.

Trade unions are independent bodies certified by a statutory independent committee. Unions have a number of legal rights under statute/ employment law as follows:

- Disclosure of information by the employer for collective bargaining purposes, including hours, pay and benefits information; policies on recruitment, redeployment, training, equalities, appraisal, health & safety; numbers employed by grade, department, location, age; financial cost structures.
- Reasonable time off, with pay, for union officials to carry out union duties concerned with negotiations on terms and conditions of employment; engagement, non engagement, termination, suspension of workers; allocation of work or duties; matters of discipline or grievance.
- Reasonable time off, with pay, for union reps to undergo training in aspects of industrial relations relevant to carrying out their trade union duties.
- Consultation prior to redundancy
- Consultation prior to business transfers (TUPE)

Note – the law provides workers with the right to be accompanied at disciplinary related hearings or grievance hearings. The worker may choose a companion or a trade union official to accompany him/her. The worker chooses the companion and the union chooses its officials. The employer has no right to choose who the particular companion or union rep is.

Head teachers have responsibility for managing the school including developing policy, goals and objectives for the adoption by the school governors. Head teachers are also responsible for providing detailed plans, procedures, schedules and specifications for daily operations in the school and actions to be taken by school staff.

4. Stakeholders – roles and accountabilities

Stakeholder	Role	Accountability
Teacher Association/ Unions reps	Trade unions are independent bodies certified by a statutory independent committee. Unions have a number of legal rights under statute/ employment law as follows:	To their union members/ regional/ national bodies.
Support staff union reps	<ul style="list-style-type: none"> • Disclosure of information by the employer for collective bargaining purposes, including hours, pay and benefits information; policies on recruitment, redeployment, training, equalities, appraisal, health & safety; numbers employed by grade, department, location, age; financial cost structures. • Reasonable time off, with pay, for union representatives to carry out union duties concerned with negotiations on terms and conditions of 	For issues of misconduct to their employer.

	<p>employment or the physical conditions in which workers are required to work; the engagement, non engagement, termination, suspension of workers; allocation of work or duties; matters of discipline or grievance.</p> <ul style="list-style-type: none"> • Reasonable time off, with pay, for union reps to undergo training in aspects of industrial relations relevant to carrying out their trade union duties. • consultation prior to redundancy • consultation and negotiation prior to business transfers (TUPE) • trade union membership – recruiting and organising. 	
Head Teachers/ School leaders	<p>Developing policy, goals and objectives for the adoption by the school governors. Providing detailed plans, procedures, schedules and specifications for daily operations in the school and actions to be taken by school staff.</p> <p>More specifically the school teachers pay and conditions document provides that Head teachers should:</p> <ul style="list-style-type: none"> • Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school. • Develop, implement and evaluate the school's policies, practices and procedures. • Lead and manage teaching and learning throughout the school. • Promote the safety and well-being of pupils and staff. • Ensure good order and discipline amongst pupils and staff. • Lead, manage and develop the school workforce, including appraising and managing performance. • Organise and deploy resources within the school. • Promote harmonious working relationships within the school. • Maintain relationships with organisations representing teachers and other members of the school's workforce. • Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments. • Promote the participation of staff in relevant continuing professional development. • Participate in arrangements for the appraisal and review of other teachers and support staff. • Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards. • Consult and communicate with the governing body, staff, pupils, parents and carers. 	To the Governing body.
School Governors	Provide a strategic view for the school by establishing a vision, purpose and aims. Agree school improvement strategy, including statutory targets and appropriate budget/ staffing structures. Monitor and evaluate	To the LA/DfE for the way the school is run. And acting in the

	<p>school performance.</p> <ul style="list-style-type: none"> The role is NOT to get involved in the day to day operations/ running of the school. 	best interests of all the pupils in the school
<p>Councillors and the Lead Member for Children’s Services (a statutory role)</p>	<p>Responsible for the Local Authority vision for schools within the borough. Deal with policy matters for the local authority.</p> <p>The Lead Member for Children’s Services has responsibility for children and young people receiving education or children’s social care services in their area and all children looked after by the local authority or in custody (regardless of where they are placed).</p> <ul style="list-style-type: none"> No councillor should get involved in operational matters related to the running of the school. 	<p>All members act on behalf of the Local Authority</p> <p>The Lead Member holds political responsibility for children’s services</p>
<p>Director of Children’s Services (DCS) [a statutory role]</p> <p>and other DCS lead managers</p>	<p>The DCS is appointed for the purposes of discharging the education and children’s social services functions of the local authority. This includes (but is not limited to) responsibility for children and young people receiving education or children’s social care services in their area and all children looked after by the local authority or in custody (regardless of where they are placed). This includes ensuring that the safety and the educational, social and emotional needs of children and young people are central to the local vision.</p> <p>Other relevant managers (usually reports to the DCS) also hold the above responsibilities.</p>	Accountable for operational matters within Children’s services to the council and Chief Executive.
Human Resources	HR advisors advise managers within the service how to conduct people management interventions and follow best practice in relation to people management.	HR advisors take professional responsibility for advice given but decision making needs to be held by relevant school leaders

5. Agreed protocol for addressing concerns

CONCERNS RAISED BY A HEADTEACHER

Level one – Informal Process

Where the headteacher has a concern over the conduct of a borough level union representative when acting in his or her capacity as a trade union representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. By agreement, the parties may contact a paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

Where the headteacher has a concern over the conduct of a school based union representative when acting in his or her capacity as a trade union

representative, as a first step, the headteacher will meet with that trade union representative to discuss those concerns with a view to reaching a resolution. That school based representative may choose to be accompanied to the meeting by a trade union colleague.

All meetings will take place as soon as possible.

Level Two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the headteacher will refer the concern to the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a paid official of the trade union. The official will meet with a designated Governor to reach a formal resolution. That meeting may be attended by the headteacher and elected trade union official. The resolution could include by agreement (but is not limited to):

- (i) mediation, including involvement of an external mediator;
- (ii) a recommendation as to the future conduct of the trade union representative;
- (iii) a recommendation as to the future management of issues arising between the headteacher and the trade union representative;
- (iv) no further action taken.

CONCERNS RAISED BY A TRADE UNION REPRESENTATIVE

Level one – Informal Process

Where a borough level or school based union representative has a concern over the conduct of a headteacher or a governor, which has arisen out of relations with that trade union, then as a first step this will be raised with the headteacher or governor to discuss. By agreement, the parties may contact a paid trade union official or an official of the local authority or any other relevant party to assist in reaching a resolution.

All meetings will take place as soon as possible.

Level two – Formal Process

Where it has not been possible to reach a resolution under Level One, then as a second step in any process, the trade union representative will refer the concern to the full time official at a regional level, who, if appropriate will liaise with the Chair of the Schools Forum, Head of HR, Assistant Director Schools and Learning who will consider the merits of the complaint and, if appropriate, refer it to a designated governor. The governor will meet with a paid trade union official to reach a formal resolution. That meeting may be

attended by the headteacher and the trade union representative. The resolution could include by agreement (but is not limited to):

- (v) mediation, including involvement of an external mediator;
- (vi) a recommendation as to the future conduct of the headteacher;
- (vii) a recommendation as to the future management of issues arising between the trade union representative and the headteacher (or his or her representative);
- (viii) no further action taken.