

Schools Forum

Tuesday, 4 October 2016

2.00 pm

Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Strategy, Governance and Change
26 September 2016

A G E N D A

Part One

1. **Election of Chairman and Vice Chairman**
2. **Apologies**
3. **Declarations of Interest**
4. **Minutes of the Schools Forum meeting held on 5 July 2016** (Pages 1 - 10)
5. **Matters Arising and Decisions taken by the Chairman**
6. **Schools Budget 2015-16: Final Outturn** (Pages 11 - 20)
Report of the Director of Finance
7. **Behaviour Support Service** (Pages 21 - 24)
Report produced on behalf of the Deputy Chief Executive and Director for Families and Communities
8. **School Quality Assurance and Intervention - School Categorisation** (Pages 25 - 30)
Report of the Deputy Chief Executive and Director for Families and Communities



9. **Facilities Time Funding 2017-18** (Pages 31 - 32)
Report of the Deputy Chief Executive and Director for Families and Communities
10. **2017-18 De-Delegation Vote** (Pages 33 - 40)
Report of the Director of Finance
11. **Update on the Work of Local Support Teams and their Impact on Outcomes for School-Age Children and Young People** (Pages 41 - 92)
Report of the Deputy Chief Executive and Director for Families and Communities
12. **Notices of Concern** (Pages 93 - 94)
Report produced by Entrust on behalf of the Deputy Chief Executive and Director for Families and Communities
13. **Work Programme** (Pages 95 - 98)
14. **Fairer Funding**
Oral report of the Director of Finance
15. **Date of next meeting**
The next Schools Forum meeting is scheduled for Wednesday 7 December 2016, 2.00pm, Kingston Centre, Stafford.

Part Two

The Chairman to move:

'That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraph of Part 1 of schedule 12A of the Local Government Act 1972 indicated below'

Nil

Membership

Lesley Wells	Sara Bailey
Philip Siddell	David Ellison
Richard Redgate	Chris Wright
Claire Shaw	Karen Burns
Alison Gibson	Jonathan Jones
Stuart Jones	Steve Barr (Chairman)
Philip Tapp (Vice-Chairman)	Kevin Allbutt
Simon Turney	Linda James
Kirsty Rogers	Steve Swatton
Sharron Cartwright	Derek Watson
Karen Dobson	Judy Wyman
Wendy Horden	Claire Evans
Shelley Sharpe	
Ally Harvey	

Local Authority Observers

Ben Adams (Observer)
John Francis (Observer)

Core Officers

Sara Pitt	Andrew Marsden
Alison Barnes	Tim Moss
Will Wilkes	Julie Roberts

Minutes of the Schools Forum Meeting held on 5 July 2016

Present: Steve Barr (Chairman)

Attendance

Philip Siddell	Jonathan Jones
Richard Redgate	Kevin Allbutt
Claire Shaw	Linda James
Alison Gibson	Steve Swatton
Philip Tapp (Vice-Chairman)	Derek Watson
Wendy Horden	Judy Wyman
David Ellison	Lesley Wells

Also in attendance: Chris Kiernan, Helen Phillips and Sara Pitt

Apologies: Stuart Jones, Kirsty Rogers, Karen Dobson, Ally Harvey, Chris Wright, Ben Adams, John Francis and Claire Evans

PART ONE

1. Welcome

The Chairman welcomed the new representative for maintained primary schools in East Staffs and Tamworth, Mrs Lesley Wells, and the interim Commissioner for Education, Mr Chris Kiernan.

The Chairman also thanked the Clerk for her support to the Forum. A new clerk would be with the Forum for the October meeting.

2. Minutes of the meeting held on 23 March 2016

RESOLVED – That the minutes of the Schools Forum meeting held on 23 March 2016 be confirmed and signed by the Chairman.

3. Matters Arising and Decisions taken by the Chairman

Concerns were raised over the speed at which amendments were made to the Governor database held by Entrust on behalf of the County Council. The Interim Commissioner for Education informed the Forum that changes should be immediate.

The Chairman informed Members that correspondence had been received from a Staffordshire based academy which queried MFG capping. They had been referred to the Education Funding Agency (EFA) as this was not a matter for the County Council.

The Chairman had requested an update on Early Years following Resolution 48d of the minutes. The key message was to encourage all schools and PVI settings to engage with the forthcoming Early Years National Funding Formula consultation.

The Chairman informed Members that he had requested a report on the County Council's review of redundancy arrangements. In the absence of Human Resources (HR) colleagues Mr Chris Kiernan informed Members that the Local Authority (LA) had started a review of the redundancy policy. It was expected that this would lead to a less generous package in the future, however when compared with other authorities Staffordshire was currently in the top quartile for redundancy packages. Members stressed the importance of schools being included in this process as there would be implications for schools and it was essential that information was shared at the earliest opportunity to enable them to plan successfully. Members requested clarification on how head teachers would be involved in the consultation process. Members also felt that HR colleagues attendance at some Head Teacher Forum had been information giving rather than seeking comment as you would expect from a consultation. The Interim Commissioner for Education agreed to take this issue back to HR colleagues.

4. LST Review progress

[Sue Coleman, Interim Strategic Lead for Targeted Service, in attendance for this item]

At their meeting of 9 December 2015 the Schools Forum had agreed to allocate £1.44m from the Dedicated Schools Grant (DSG) to Families First for the continued provision of support for children and young people in need of "early help". This decision had been informed by the outcome of a value for money review of the Local Support Team (LST) work on outcomes for children and young people of school age.

A Reference Group of Headteachers had steered this work and signed off progress on final reports to the Schools Forum. This Group had now developed into the Schools and Local Support Team Partnership Working Group and continued to meet to support progress on the outcome of the Review. Members received a copy of the terms of reference for this working group. Extended school representation on this group would be welcomed from deputy head teachers or senior pastoral staff.

Members heard that one of the main elements of the Review had been a county-wide survey to schools in October 2015 which gave schools the opportunity to share their views and evaluate the extent to which the LSTs currently provided value for money. In total 119 completed questionnaires across all school phases had been returned, with the majority being from primary schools. The survey was repeated in June/July 2016 to consider changes in perception and evaluation of LST work.

A draft quality audit tool was shared with the Forum. This would be used for all LST case-file auditing purposes. Any school interested in being involved in a joint audit would be welcomed to help reflect on the work undertaken.

Members felt there remained issues around consistency and capacity within LSTs. In particular they raised issues of sickness absence, the impact these had on case work and the LST capacity to manage this. Sickness absence had a disproportionate impact on smaller district teams who were encouraged to work across teams to help address

capacity issues. There was a move towards ensuring schools were informed where sickness absence occurred so that they could plan accordingly.

In general Members felt there had been an improvement in communication but there remained concerns around capacity and consistency. Unfortunately in the current economic climate there could be no increase in capacity but work was being undertaken to use the resource available more effectively.

The Forum asked for a clearer set of data to help determine progress made, particularly around service quality. A report was due to come to the October Forum meeting and this would include feedback from schools.

Members also asked for information around the LST safeguarding role, considering the number of “step ups” and “step downs” and considering the interrelationship of the work undertaken.

Members were encouraged to forward any further thoughts to Sue Coleman after the meeting.

RESOLVED - That:

- a) progress made by Families First in partnership with Headteacher representatives since December 2016 be noted;
- b) a further report be brought to the next Forum meeting on the outcome of the repeated survey to school leaders on the effectiveness of LST work to support school aged children and their families; and
- c) additional information be brought to their next Forum meeting around: the interrelationship of the safeguarding role within LSTs; clearer data to help determine progress made, specifically on service quality; and how capacity and consistency were being addressed.

5. Growth Fund - Allocation of Funding 2016/17

[Andrew Marsden, County Commissioner for Access to Learning, in attendance for this item]

The Growth Fund was established in February 2013, with the agreement of the Forum. At this time the Forum requested they be advised of all funding allocations. In October 2015 the Forum agreed the 2016/17 Growth Fund budget of £95,000 to support compliance with infant class size legislation and £500,000 to support Basic Need Growth in the population. At their meeting of 23 March the Forum requested schools requesting Growth Fund allocations should complete a financial self-declaration. Members were advised that the Basic Need Growth allocation for 2016/17 had increased to £33,185 per school, from the £32,470 shown in the report.

Members now received details of growth fund allocations and financial self-declarations as follows:

- a) in accordance with the infant class size criteria, £35,292 from the £95,000 budget would be allocated to three schools on the basis of an agreed number of infant teachers;
 - The Meadows Primary School, Newcastle, £13,810 towards the cost of a second infant class teacher

- Ashcroft Infant and Nursery School, Tamworth, £6,138 towards the cost of a fifth infant class teacher
 - Tittensor CE (VC) First School, £15,344 towards the cost of a second infant class teacher
- b) In accordance with the Growth Fund criteria, £66,370 would be allocated to two schools that worked with the Local Authority (LA) to create additional classes in response to Basic Need Growth;
- Bishop Lonsdale CE (VC) Primary School, Eccleshall, £33,185 for one additional Y4 class teacher
 - Perton Sandown First School, Perton, £33,185 for one additional reception class teacher
- c) Funding for Planned Growth in primary schools - Finance had streamlined the process for existing primary schools that had been permanently expanded and for year-on-year growth of brand new primary schools. This meant that school budgets would be increased through the pupil-led funding process rather than separately through the Growth Fund. On this basis no self declaration had been sought from eligible schools listed below;
- Rykneild Primary School, Burton
 - Victoria Community School, Burton
 - St Modwen's Catholic Primary School, Burton
 - Christ Church Primary School, Burton
 - Scientia Academy, Burton
 - Five Spires Academy, Lichfield
 - Gnosall St Lawrence CE Primary Academy, Gnosall
 - Veritas Primary Academy, Stafford
 - Parkside Primary School, Stafford
 - Two Gates Community Primary school, Tamworth
 - St Giles' and St George's CE Academy, Newcastle
 - Hempstalls Primary School, Newcastle
- d) In accordance with the new Growth Fund criteria for middle and secondary schools, £132,740 would be allocated to four secondary schools that had worked with the LA to provide at least 5% additional places in response to Basic Need Growth;
- Paulet High School and Sixth Form College
 - John Taylor High School – A Science and Leadership Academy
 - Blessed Robert Sutton Catholic Sports College
 - Abbot Beyne School
- e) Funding provided in readiness for the 2016/17 budget through Basic Need Panned Growth had been underpaid by five places at Victoria Community School and seven places at Christ Church Primary School. This shortfall be rectified through the Basic Need exceptional growth fund. The shortfall amount was £14,534 for Victoria Community School and £20,348 for Christ Church Primary School.

These allocations would leave an underspend of £266,008, which was largely due to planned growth funding being allocated into school budgets through pupil led funding.

This underspend, along with the £59,708 underspend on infant class size funding, would be carried forward for use in the Schools Budget 2017/18.

The Forum felt that an availability of an exemplar showing how the financial self-assessment was expected to be filled in would be helpful in ensuring schools included an appropriate level of detail.

RESOLVED – That the allocations of Growth Funding listed above, and (where appropriate) the schools' financial self-declaration be noted.

6. SEND Assessment and Planning Process

[Nichola Glover-Edge, County Commissioner for All Age Disability and Wellbeing, in attendance for this item.]

The Forum received details of the SEND (Special Educational Needs and Disability) assessment and planning process. Across the County a number of pathfinders piloted the SEND reforms. In July 2015 the Department of Health produced a Final Impact Research Report that evaluated the SEND pathfinders programme and Members received details of key findings, which included a positive improvement in relation to choice and the sufficiency of provision, whilst stating further work needed to be undertaken.

Staffordshire had developed and implemented a new person centred pathway. 509 Education, Health and Care Plans (EHCPs) had been completed with a further 176 assessments pending. The percentage of statements/EHCPs maintained by Staffordshire County Council continued to be relatively stable at around 3%, in keeping with national averages. However requests for Education Health Care (EHC) needs assessments were increasing. Again this was in line with national figures.

Issues remained around transfers where the LA was required to transfer appropriate statements of Special Educational Need (SEN) to an EHCP. Staffordshire had approximately 3,500 statements to transfer, with 432 statements converted to date and 524 currently in the process. Staffordshire was behind schedule in making these transfers and extra capacity was required to ensure transfers were completed by the 2018 deadline.

Work was also underway with Special Schools to ensure that out of county placements were reduced, with those pupils who had moderate SEN moved into mainstream schooling.

Members had concerns that pupils identified early by schools as needing support had to wait too long for the formal SEND assessment and therefore any support allocation. Lack of statement review was also raised as an area of concern with children's needs not reviewed often enough to ensure it continued to be addressed.

Members reaffirmed the importance of ensuring the education setting was right for the pupil and how critical it was to ensure a pupil centred approach to placements. Work was being undertaken to share expertise and Forum Member's support with this would be welcomed. Mr Kevin Allbutt agreed to be a part of this work.

RESOLVED – That the update on SEND assessment and planning be noted.

7. Notices of Concern Protocol

The Forum had previously raised concerns around how effectively issuing a notice of concern prevented the risk of a deficit from any phase of sponsored academy conversion. A notice of concern was not able to guarantee prevention of a deficit but was designed to minimise this risk. To help minimise future risk the Forum now considered the protocol for issuing a notice of concern at an earlier stage in the process.

Presently a notice of concern was issued upon receipt of a sponsored academy order. Academy orders were generally issued less than 2 months from conversion, giving little time to take any corrective budgetary action.

Two options were considered for issuing notices of concern:

- Option 1 – when a school is judged to be Requiring Improvement (RI) or Special Measures by Ofsted;
- Option 2 – when a school is judged to be in Special Measures.

There was some discussion over the implications of Option 1 on the increase of notices to be issued. However the Interim Commissioner for Education assured Members that notices would only be made on RI schools where there was a genuine financial concern.

The rationale for included RI schools was that being in this category meant there was a greater likelihood of moving into special measures. The Forum were informed that the White Paper indicated that RI schools were likely to be treated the same as those in special measures.

RESOLVED – That Option 1 be the preferred option for issuing notices of concern, ie: that a notice of concern be issued when a school is judged to be Requiring Improvement or Special Measures by Ofsted, with the proviso that notices for RI schools will only be issued where there are genuine financial concerns.

8. Notices of Concern

Since the last Forum meeting the County Council had issued the following Notices of Concern:

Bishop Rawle Primary School	directive academy order
Gentleshaw Primary School	directive academy order
Picknalls Primary School	directive academy order
St Benedict Biscop CE Primary School	directive academy order
Thursfield Primary School	directive academy order
Great Wyrley High School	sponsored academy order

The Forum noted that since receiving a directive academy order, Picknalls Primary School's Ofsted category had been amended to Good, however the DfE were unable to withdraw the order and therefore the notice of concern remained in place.

RESOLVED – That the issue of Notices of Concern to the schools listed above be noted.

9. Procurement Regulations

The amendments necessary to the Procurement Regulations for Schools (PRFS) had been considered at the 23 March 2016 Forum meeting. The changes had taken account of the formation of Entrust and amendments in accordance with the Public Contracts Regulations 2015, the Transparency Code on Staffordshire Council Procurement of 31 January 2015, and the New Threshold Values for 2016. Following the Forum meeting consultation was undertaken on the proposed changes. No comments had been received during the consultation period.

RESOLVED – That the amended Procurement Regulations for Schools be agreed.

10. Staffordshire Scheme for Financing Schools

At their meeting of 23 March 2016 the Forum received details of the amendments necessary to the Staffordshire Scheme for Financing of Schools (SSFS), taking account of directed revisions from the DfE in 2013, 2014 and 2014. The Scheme also required amendment to take account of the cost sharing agreement on redundancy/early retirement costs.

The Forum received a summary of revisions to the SSFS. Following the March Forum meeting a consultation had been undertaken on the proposed amendments. No responses had been received to this consultation.

RESOLVED – That the revised Staffordshire Scheme for Financing Schools be agreed.

11. Schools Membership Annual Review

At their meeting of 9 July 2015 the Forum had agreed to review its membership annually to ensure it remained broadly proportionate in its representation of maintained and academy schools according to pupil numbers in each category (regulation 4 (6)). On review the Forum were aware that there was a need for two extra academy representatives, one primary and one secondary, and therefore two less maintained school representatives.

Since the last review Wolstanton High School had converted to an academy and therefore Ms Ally Harvey, previously representing maintained 11-16 secondary schools, could now represent academy schools. There remained, however, a need for one extra primary academy representative, and therefore one less primary maintained representative.

Members also noted that elections were due next year for part of the Forum membership and it was proposed that the required adjustments in representation should be accommodated within these elections.

Members also noted that one vacancy remained for First Schools representation in South Staffs, Cannock and Lichfield following the resignation of Mr Paul Burton. The secondary academy vacancy remained pending the current election.

RESOLVED – That:

- a) the content of the report be noted; and
- b) the changes required to remain broadly proportionate in its representation be addressed through the 2017 election process.

12. Facilities Time

[Mr Philip Tapp, Vice Chairman, in the Chair for this item.

Mr Steve Barr and Ms Judy Wyman took no part in this item having declared an interest as being in receipt of some facilities funding.]

At their meeting of 23 March the Forum requested a report on Facilities Time Funding, based on a report that had been produced by union representatives of the LMSCC. Members now received a report of the Deputy Chief Executive and Director for Families and Communities which outlined these issues.

Two separate budget reductions had affected the overall allocation to trade unions representing teaching and non-teaching staff in Staffordshire schools:

- a) £5,140 income shortfall as a result of falling pupil numbers in maintained schools as some of these had become academy schools and therefore were not subject to de-delegation; and
- b) £32,039 reduction from the removal of county council funding for Unison staff working in maintained schools.

Members received comparison details of allocations made by statistical and geographical neighbours.

The Forum was asked to consider the one-off use of part of a projected underspend in the Central Contingency to fund additional Trade Union facilities time for the 2016/17 financial year, at a cost of £32,039. This sum matched that taken out of the allocation for Unison following the LA's decision not to fund union activities undertaken on behalf of schools.

Members noted that facilities time allocations for 2017-18 would be discussed at the October 2016 Forum meeting.

RESOLVED- That the one-off use of part of the projected underspend in the central contingency to fund additional Trade Union facilities time for the 2016-17 financial year, at a cost of £32,039, be supported.

13. Fairer Funding

The Forum received an oral report on Fairer Funding. The DfE had produced a letter addressing post referendum issues for education. Within this correspondence there had been reference to fairer funding, with further consultation expected in due course.

RESOLVED – That the oral report be noted.

14. Work Programme

Members requested the following additions/amendments to their work programme:

- a) the proposed working group on School Improvement be removed and a report be brought to the October Forum meeting on School Improvement, specifically addressing the changes made and clarifying the link between Entrust and the county council's provision; and
- b) the Spend review, and specifically proposed changes to redundancy payments.

Members also noted that they had not received the schools budget projected outturn at their March meeting or the final outturn at this meeting (as indicated in the work programme). Members were assured that the final outturn would be brought to their October meeting.

RESOLVED – That the amendments to the work programme be noted.

15. Date of next meeting

RESOLVED – That the next Schools Forum meeting is scheduled for 4 October 2016, 2.00pm, Kingston centre, Stafford.

Chairman

Schools Forum – 4 October 2016

Schools Budget 2015-16: Final Outturn

Recommendations

1. That the Schools Forum notes the content of this report and the intended application of the under spend.

Report of the Director of Finance and Resources

PART A

Why is it coming here – what decision is required?

2. To inform Schools Forum of the 2015-16 final outturn and to note the contents of the report.

Reasons for recommendations

3. To inform Schools Forum of the final outturn for 2015-16.

PART B

Outturn on Schools' Budgets 2015-16

4. The final outturn position for 2015-16 was a £0.506m under spend. This under spend has been combined with the unused DSG reserve from previous years resulting in a reserve balance of £8.233m.
5. The Individual Schools Budget (ISB) shows an over spend of £0.863m (-0.2%). This outturn relates to budgets allocated to individual schools through the funding formula, early years funding in schools and other providers, and place funding in special schools and pupil referral units. There is increased expenditure of £0.795m on early year's places which has been adjusted following the January 2016 census data submission. However due to an adjustment being made to the 2016-17 DSG allocation relating to 2015-16 there is now an over spend of approx. £500k (not shown in appendix 1), within the provision for two year olds which has been identified as being caused by issues with the census data populated in January 2016 and is being investigated.
6. De-delegated items have underspent by £0.176m (2.4%). This figure relates mainly to a lower than budgeted call on the provision for maternity cover and an under spend on insurances.
7. The high needs budget which was initially set by utilising £2.4m of DSG reserve has underspent by £0.191m (0.5%). This has arisen from variances in a range of services in the following area – top ups, hospital education service, SEN support services and income from exclusions. Whilst using reserves is not a problem in the short term, this is not a long term solution. There is a SEND Transformation Group currently undertaking work reviewing processes and practices to identify where practical and possible spend controls in this area.

8. Within the early years budget area there is an underspend of £0.256m (2.5%). This is a mainly as a consequence of an underspend on trajectory funding for increasing the provision for 2 year olds (£0.222m). This has been carried forward to 2016-17 as discussed in a previous forum report on use of trajectory funding for 2 year olds.
9. Items within the central provision budgets, which cover both Central Services and Central Schools Expenditure, have underspent by £0.879m (9.5%). Part of this underspend (£0.411m) is as a consequence of less demand on the Significant Pupil Growth Fund and the Infant Class Size Fund which, as required by regulations¹, has been applied to the 2016-17 Individual Schools Budget. The other main variance arises from reduced activity on the termination of employment costs in schools.
10. The underspend of £0.506m (0.1%) has been added to the DSG reserve resulting in a balance at 31 March 2016 of £8.233m.

Individual School Revenue Balances

11. Detailed information on individual school's revenue balances is attached at Appendix 2.
12. Overall school balances have increased, mainly in primary schools and PRUs, which may be partially as a result of ongoing uncertainty within schools about future funding levels.
13. Where a school is giving cause for concern and has significant revenue balances, then a conversation is held between the school and the local authority as to how balances are being used to improve outcomes for learners.

Overall movement in schools' revenue balances

Sector	March 2015 £m	March 2016 £m	Increase / (decrease) £m
Nursery	(0.014)	(0.018)	(0.004)
Primary	21.930	23.739	1.809
Secondary	9.281	8.632	(0.649)
Special	3.053	2.724	(0.329)
PRUs	0.480	0.712	0.232
Total Schools' Balances	34.730	35.789	1.059
Less Outstanding loans	1.069	1.277	0.208
Total Revenue Balances	33.661	34.512	0.851
Earmarked Reserves	*6.571	*6.373	(0.198)
Overall School Reserves	40.232	40.885	0.653

• Earmarked Reserves include balances for schools which converted to Academies at the end of 2015-16 financial year

Report author:

Author's Name: Alison Barnes
Ext. No.: 01785 85489

¹ The School and Early Years Finance Regulations 2015

**2015-16 Schools Budget
Final Outturn**

	Budget*	Final Outturn	Variation under/(over) spend	% variance	Notes
	£000	£000	£000		
Planned Expenditure:					
Individual Schools Budget / In-year allocations	505.975	506.838	(0.863)	-0.17%	Note 1
De-Delegated Items	7.218	7.042	0.176	2.44%	Note 2
High Needs Budget, excluding place funding included above	39.806	39.615	0.191	0.48%	Note 3
Early Years Budget - two year olds and central expenditure	10.295	10.038	0.257	2.50%	Note 4
Central Provision within Schools Budget	9.239	8.360	0.879	9.51%	Note 5
Total (A)	572.533	571.893	0.640	0.1%	
Funding for 2015-16 budget:					
Use of carry forward of DSG	(4.016)	(4.016)	-		
2015-16 DSG settlement	(550.859)	(551.022)	0.163	-0.03%	Note 6
DSG from 2015-16 carried forward to 2016-17	0.000	0.000	0.000	-	
Former Children's Fund Grant	(0.297)	0.000	(0.297)	-	
EFA Post 16 funding	(17.361)	(17.361)	-		
Total (B)	(572.533)	(572.399)	(0.134)	0.02%	
Overall variance on 2016-17 budget (A + B)			0.506	0.09%	

DSG reserve

Opening DSG reserve 1 April 2015	7.727	
In-year variance on 2015-16 budget	0.506	
DSG reserve at 31 March 2016	8.233	1.4%
Anticipated use of reserves in 2016-17:		
General support of Schools Budget	1.706	
Underspend on Significant Pupil Growth Fund and Infant Class Size Fund applied to ISB	0.412	
Two year olds: trajectory funding	0.200	
Anticipated DSG reserve at 31 March 2017	5.915	

* Please note all budget figures are pre-recoupment (DfE adjusts funding through recoupment for academy conversions)

Note 1

Includes delegated schools' budgets and initial budgets to Private, Voluntary and Independent Providers (PVI) of early years education, 'place' funding for high needs and the Pupil Premium.

Note 2

Those areas de-delegated for maintained mainstream schools through vote of Schools Forum, such as school specific contingencies, support to underperforming ethnic groups, insurances and maternity pay

Note 3

Includes top up funding for high needs pupils, SEN support services and inclusion

Note 4

Includes all central expenditure on children under 5 and trajectory and place funding for 2 year olds.

Note 5

Includes termination of employment costs for schools' staff, prudential borrowing costs and capital expenditure from revenue

Note 6

This variance represents the initial adjustment to DSG for the early years block in July 2015. The DSG settlement will be adjusted again to reflect the January 2016 census during the summer term 2016.

Staffordshire School Balances as at 31 March 2016

Appendix 2

	Mar-15	Mar-16	March 16 Balances as % of 16-17 Budget (including Pupil Premium)	Increase / - decrease in balances
Nursery Schools:				
1022 Hednesford Nursery School	-38,624.16	-43,707.01	-26.49%	-5,082.85
1028 Oaklands Nursery School	24,694.99	25,319.63	14.37%	624.64
	-13,929.17	-18,387.38		-4,458.21
Primary Schools:				
2000 The Richard Heathcote Community Primary School	54,413.69	46,351.71	6.78%	-8,061.98
2123 Christchurch Infants School	227,341.20	344,543.90	25.35%	117,202.70
2124 Grange Community School	152,930.75	128,814.58	13.74%	-24,116.17
2125 Horninglow Infants School	245,146.96	-40,641.09	-4.32%	-285,788.05
2126 Shobnall Primary School	242,755.39	197,783.93	20.77%	-44,971.46
2128 Lansdowne Infants School	123,263.87	107,683.30	11.04%	-15,580.57
2132 Victoria Community School	310,821.87	188,677.99	13.06%	-122,143.88
2138 Edge Hill Junior School	55,531.44	52,503.04	3.83%	-3,028.40
2140 Tower View Primary School	90,638.42	86,591.56	5.86%	-4,046.86
2145 Eton Park Junior School	67,813.44	91,888.05	8.68%	24,074.61
2150 The Richard Clarke First School	72,112.09	107,838.32	23.01%	35,726.23
2153 The Croft Primary School, Armitage	114,495.52	138,562.96	18.38%	24,067.44
2157 Ravensmead Community Primary School	134,483.07	148,549.19	10.47%	14,066.12
2158 Wood Lane Primary School	22,760.96	4,242.23	0.86%	-18,518.73
2160 Thomas Russell Infants School	46,005.08	54,854.88	8.09%	8,849.80
2161 Kingsfield First School	67,954.49	116,571.58	11.64%	48,617.09
2163 Knypersley First School	201,481.89	263,313.01	21.60%	61,831.12
2164 Moor First School	38,660.60	40,920.08	9.19%	2,259.48
2166 Squirrel Hayes First School	46,391.58	65,092.69	9.52%	18,701.11
2167 Rykneld Primary School	286,371.36	129,921.85	7.30%	-156,449.51
2177 Bridgtown Primary School	141,639.69	247,645.00	31.33%	106,005.31
2178 Chadsmoor Community Infant and Nursery School	100,225.05	109,747.18	13.79%	9,522.13
2179 Hazel Slade Community Primary School	20,052.77	22,720.77	4.19%	2,668.00
2180 Five Ways Primary School	18,862.82	60,736.28	2.77%	41,873.46
2184 West Hill Primary School	128,882.02	133,357.58	10.24%	4,475.56
2185 Redhill Community Primary	18,399.94	-6,125.33	-0.58%	-24,525.27
2189 Longford Primary School	342,602.10	316,067.95	19.99%	-26,534.15
2190 Werrington Primary School	117,957.40	178,868.50	12.95%	60,911.10
2191 Cheadle Primary School	140,084.77	142,555.19	8.79%	2,470.42
2195 Birches First School	74,497.01	63,730.27	10.02%	-10,766.74
2198 Manor Primary School	72,824.01	74,077.12	16.73%	1,253.11
2203 Millfield Primary School	162,319.45	149,927.38	10.38%	-12,392.07
2207 St. Stephen's Primary School	37,869.91	65,239.11	6.64%	27,369.20
2208 Fulford Primary School	41,849.20	45,136.79	10.25%	3,287.59
2214 Thursfield Primary School	141,330.27	263,744.99	23.52%	122,414.72
2216 Thomas Barnes County Primary School	113,761.71	137,466.99	30.11%	23,705.28
2217 Littleton Green Community School	-78,634.63	16,742.54	1.12%	95,377.17
2218 Dove Bank Primary School	86,698.82	68,710.58	8.86%	-17,988.24
2219 Reginald Mitchell Primary School	153,748.54	148,783.72	15.00%	-4,964.82
2222 Talbot First School	38,653.51	34,464.93	14.42%	-4,188.58
2223 Brindley Heath Junior School	160,506.21	169,860.77	20.30%	9,354.56
2224 Foley Infants School	95,897.75	130,563.35	21.42%	34,665.60
2226 Springhead Community Primary School	163,035.36	188,880.47	21.94%	25,845.11
2228 Leek First School	107,987.50	77,189.97	11.70%	-30,797.53
2229 Westwood First School	24,272.27	69,866.92	6.10%	45,594.65
2234 Scotch Orchard Primary School	118,117.42	146,765.23	18.77%	28,647.81
2236 The Meadows Primary School, Madeley Heath	31,448.71	45,807.78	10.80%	14,359.07
2238 Henry Chadwick Community School	54,075.51	39,953.65	9.60%	-14,121.86
2239 Longwood Primary School	152,381.29	172,691.48	25.14%	20,310.19
2240 Green Lea First School	47,412.30	67,882.07	32.71%	20,469.77
2247 Crackley Bank Primary School	142,661.57	93,199.57	8.93%	-49,462.00
2250 Friarswood Primary School	86,489.43	75,312.95	9.34%	-11,176.48
2251 Hassell Community Primary School	54,166.59	89,619.88	7.75%	35,453.29
2252 Hempstalls Primary School	82,507.66	53,240.46	3.94%	-29,267.20
2256 May Bank Infants School	138,089.28	159,891.69	24.38%	21,802.41
2263 Westlands Primary School	69,999.06	129,852.65	16.83%	59,853.59
2266 Dove First School	21,216.46	53,148.48	12.46%	31,932.02

Staffordshire School Balances as at 31 March 2016

Appendix 2

	Mar-15	Mar-16	March 16 Balances as % of 16-17 Budget (including Pupil Premium)	Increase / - decrease in balances
2273 Western Springs Community Primary School, Rugeley	21,159.74	-4,087.97	-0.70%	-25,247.71
2276 Greysbrooke Primary School	117,971.25	124,641.09	15.99%	6,669.84
2277 Little Aston Primary School	44,048.59	70,403.73	8.68%	26,355.14
2293 Oakridge Primary School	79,426.99	81,744.22	9.43%	2,317.23
2294 Manor Hill First School	158,757.01	193,800.73	43.90%	35,043.72
2296 William Shrewsbury Primary School	65,530.75	95,210.60	4.13%	29,679.85
2297 Coton Green Primary School	112,597.41	170,353.75	14.58%	57,756.34
2305 Great Wood Community Primary School	18,300.41	26,269.60	6.18%	7,969.19
2306 Bhylls Acre Primary School	47,846.93	53,044.80	7.69%	5,197.87
2309 Whittington Community Primary School	118,497.72	99,188.00	9.07%	-19,309.72
2315 Springfields First School	70,684.62	107,128.30	17.47%	36,443.68
2316 Picknalls First School	179,663.61	195,640.85	18.73%	15,977.24
2320 Meir Heath Primary School	93,954.71	118,490.49	9.52%	24,535.78
2321 Endon Hall Primary School	123,429.13	113,659.11	15.14%	-9,770.02
2322 Ashcroft Infant and Nursery School	51,346.39	46,165.97	7.84%	-5,180.42
2323 Marshbrook First School	108,192.88	85,828.24	15.95%	-22,364.64
2325 Oxhey First School	106,657.68	117,166.04	13.91%	10,508.36
2326 Thomas Russell Junior School	71,256.74	80,691.84	9.23%	9,435.10
2327 Hayes Meadow Primary School	110,891.28	84,454.69	10.56%	-26,436.59
2328 Woodcroft First School	47,809.28	35,350.47	4.54%	-12,458.81
2331 Dosthill Primary School	98,742.09	136,622.78	6.25%	37,880.69
2332 Florendine Primary School	136,042.93	116,491.70	12.01%	-19,551.23
2333 Two Gates Community Primary School	96,188.05	129,327.76	9.43%	33,139.71
2334 Wilnecote Junior School	158,001.59	244,193.31	22.19%	86,191.72
2335 Heathfields Infants School	98,156.28	121,372.14	14.54%	23,215.86
2336 Woodlands Community Primary School	263,417.24	253,558.00	21.81%	-9,859.24
2337 Ankermoor Primary School	49,933.61	29,062.75	4.65%	-20,870.86
2340 Willows Primary School	68,426.60	113,560.82	6.90%	45,134.22
2342 Glenthorne Community Primary School	115,047.69	140,653.39	16.43%	25,605.70
2344 Springcroft Primary School	111,343.99	81,651.74	10.96%	-29,692.25
2345 Pirehill First School	112,605.72	184,214.98	17.90%	71,609.26
2346 Hanbury's Farm Community Primary School	85,667.54	67,225.20	7.62%	-18,442.34
2348 Oakhill Primary School	90,365.42	166,797.64	15.92%	76,432.22
2352 Barnfields Primary School	170,475.02	217,497.89	14.27%	47,022.87
2355 Chancel Primary School	82,125.77	122,675.45	13.64%	40,549.68
2358 Chesterton Primary School	140,199.27	23,889.62	2.56%	-116,309.65
2359 Birds Bush Community Primary School	104,249.89	65,649.18	5.54%	-38,600.71
2360 The John Bamford Primary School	155,087.84	222,850.00	19.12%	67,762.16
2361 Lakeside Community Primary School	176,348.46	129,696.34	13.37%	-46,652.12
2362 Princefield First School	59,351.87	56,892.62	7.25%	-2,459.25
2368 Lane Green First School	79,348.22	89,211.04	13.14%	9,862.82
2369 Jerome Community Primary School	9,535.89	80,305.40	9.61%	70,769.51
2370 Amington Heath Community School	58,820.47	104,186.05	14.11%	45,365.58
2372 Perton First School	111,782.59	228,162.42	20.41%	116,379.83
2374 Stoneydolph Primary School	109,895.99	60,771.06	5.25%	-49,124.93
2386 Gorsemoor Primary School	135,905.66	64,744.99	3.24%	-71,160.67
2387 Perton Sandown First School	151,868.27	181,335.00	21.86%	29,466.73
2388 Charnwood Primary School	146,357.33	169,693.42	21.42%	23,336.09
2392 Ellison Primary School	54,150.19	113,895.08	8.24%	59,744.89
2393 Cheslyn Hay Community Primary School	1,113.31	98,860.68	6.25%	97,747.37
2394 Landywood Primary School	153,528.67	198,205.96	18.00%	44,677.29
2395 Moat Hall Primary School	20,053.75	31,539.04	2.07%	11,485.29
2396 Blakeley Heath Primary School	54,134.78	95,614.13	10.07%	41,479.35
2397 Westfield Community Primary School	79,935.50	168,627.91	11.98%	88,692.41
2399 Cooper Perry Primary School	59,626.03	113,986.74	14.57%	54,360.71
2400 Tillington Manor Primary School	151,413.28	163,013.67	13.38%	11,600.39
2401 Parkside Primary School	37,331.77	83,931.08	9.36%	46,599.31
2403 St. Leonard's Primary School, Stafford	20,090.15	3,258.00	0.43%	-16,832.15
2404 Doxey Primary and Nursery School, Stafford	86,246.26	153,540.73	15.68%	67,294.47
2406 Burton Manor Primary School	3,070.09	22,031.59	2.04%	18,961.50
2407 Castlechurch Primary School	100,117.17	32,921.34	2.30%	-67,195.83
2409 Flash Ley Primary School	-912.09	47,476.19	3.12%	48,388.28
2410 Boney Hay Community Primary School	86,564.02	74,014.49	9.69%	-12,549.53
2411 Chase Terrace Primary School	185,933.50	188,159.87	16.29%	3,109.22

	Mar-15	Mar-16	March 16 Balances as % of 16-17 Budget (including Pupil Premium)	Increase / - decrease in balances
2413 Fulfen Primary School	38,328.18	29,881.60	2.18%	-8,446.58
2414 Gentleshaw Primary School	5,673.98	34,260.59	6.71%	28,586.61
2415 Highfields Primary School	64,342.30	35,614.97	4.83%	-28,727.33
2416 Holly Grove Primary School	34,974.79	47,476.39	4.03%	12,501.60
2418 Ridgeway Primary School	158,110.71	163,118.12	10.56%	5,007.41
2422 John of Rolleston Primary School	128,363.03	119,041.33	8.83%	-9,321.70
2423 William MacGregor Primary School	98,065.35	125,446.29	14.39%	27,380.94
2424 Moorhill Community Primary School	400,918.63	339,632.63	18.83%	-61,286.00
3000 Forsbrook CE(VC) Primary School, Blythe Bridge	112,551.12	78,050.38	9.48%	-34,500.74
3025 All Saints CE(VC) Primary School, Alrewas	80,691.79	107,235.45	10.79%	26,543.66
3026 Hugo Meynell CE(VC) Primary School	46,464.18	83,595.84	9.18%	37,131.66
3027 Barlaston CE(VC) First School	25,533.56	22,802.39	4.39%	-2,731.17
3028 Berkswich CE(VC) Primary School, Stafford	53,532.10	59,234.57	7.73%	5,702.47
3029 Betley CE(VC) Primary School	25,550.25	18,096.70	4.59%	-7,453.55
3030 St. John's CE(VC) First School, Bishops Wood	91,425.06	50,934.17	16.43%	-40,490.89
3034 St. Mary & St. Chad's CE(VC) First School, Brewood	34,101.31	11,515.56	1.99%	-22,585.75
3035 St. Anne's CE(VC) Primary School, Brown Edge	23,640.13	15,338.90	1.90%	-8,301.23
3040 Chadsmoor CE(VC) Junior School	171,429.52	218,341.68	21.29%	46,912.16
3042 St. Edward's CE(VC) First School, Cheddleton	56,255.93	74,342.85	8.38%	18,086.92
3043 St. Andrew's Primary School, Clifton Campville	0.00	-149.27	-0.05%	-149.27
3044 St. Nicholas CE(VC) First School, Codsall	198,788.02	231,617.56	19.17%	32,829.54
3046 St. Paul's CE(VC) First School, Coven	25,429.07	26,334.14	4.59%	905.07
3048 All Saints CE(VC) First School, Denstone	50,785.57	33,431.20	9.52%	-17,354.37
3049 St. Augustine's CE(C) First School	34,851.26	44,108.31	16.83%	9,257.05
3050 St. Leonard's CE(VC) First School, Dunston	92,079.69	94,390.05	29.62%	2,310.36
3051 Mary Howard CE(VC) Primary School, Edingale	123,892.03	94,303.36	30.12%	-29,588.67
3053 St. Luke's CE(VC) Primary School, Endon	95,463.25	123,072.79	15.65%	27,609.54
3063 St. Peter's CE(C) Primary School, Hednesford	115,890.21	129,054.23	8.20%	13,164.02
3067 Horton, St. Michael's CE(VC) First School	28,942.60	25,808.32	6.88%	-3,134.28
3069 St. John's CE(VC) Primary School, Keele	116,102.55	124,685.20	17.15%	8,582.65
3072 St. Saviour's CE(VC) Primary School	39,757.08	57,350.32	7.77%	17,593.24
3075 All Saints CE(VC) First School	9,590.56	10,512.06	3.83%	921.50
3076 Christ Church CE(VC) Primary School, Lichfield	158,960.84	167,030.76	11.53%	8,069.92
3079 St. Michael's CE(VC) Primary School	23,753.58	59,134.33	3.91%	35,380.75
3080 St. Chad's CE(VC) Primary School, Lichfield	202,828.01	120,553.62	15.35%	-82,274.39
3081 St. James' CE(C) Primary School, Longdon	36,112.89	58,827.85	13.90%	22,714.96
3082 St. Bartholomew's CE(VC) Primary School, Longnor	71,831.66	60,271.22	41.26%	-11,560.44
3084 St. Peter's CE(VC) First School	25,729.34	29,314.96	9.53%	3,585.62
3086 The Henry Prince CE(C) First School	8,621.93	16,659.05	6.97%	8,037.12
3091 St. Chad's CE(VC) Primary School, Newcastle	264,052.58	257,457.38	23.50%	-6,595.20
3093 St. Luke's CE(VC) Primary School	37,615.77	76,165.79	8.35%	38,550.02
3094 St. Margaret's CE(VC) Junior School	264,884.21	307,610.69	32.23%	42,726.48
3098 St. Chad's CE(VC) Primary School, Pattingham	26,533.93	58,821.37	10.30%	32,287.44
3100 All Saints CE(C) Primary School, Rangemore	62,991.99	85,041.46	19.39%	22,049.47
3102 Churchfield CE(VC) Primary School, Rugeley	152,477.79	174,591.45	22.00%	22,113.66
3103 Rushton CE(VC) Primary School, Rushton Spencer	37,139.10	28,928.67	13.80%	-8,210.43
3110 All Saints CE(VC) First School, Standon	50,664.82	55,114.34	20.17%	4,449.52
3112 St. Michael's CE(VC) First School, Stone	140,534.70	230,466.98	18.51%	89,932.28
3113 Oulton CE(VC) First School	32,937.94	1,636.71	0.52%	-31,301.23
3114 St. Peter's CE(VC) Primary School, Stonnall	25,520.77	11,953.70	1.82%	-13,567.07
3116 St. John's CE(VC) Primary School, Swindon	63,658.94	10,470.43	2.70%	-53,188.51
3117 Tittensor CE(VC) First School	77,673.70	61,090.28	17.77%	-16,583.42
3118 All Saints CE(VC) Primary School, Trysull	81,292.78	68,746.99	14.77%	-12,545.79
3119 Richard Wakefield CE(VC) Primary School	128,645.28	97,932.81	12.37%	-30,712.47
3120 Tynsel Parkes CE(VC) First School	52,643.35	70,556.19	10.22%	17,912.84
3128 St. John's CE(VC) Primary School	81,186.31	76,430.88	10.30%	-4,755.43
3130 St. Mary's CE(VC) First School, Wheaton Aston	19,147.38	31,705.70	7.61%	12,558.32
3132 Yoxall St Peter's CE(VC) Primary School	80,031.54	105,045.00	18.92%	25,013.46
3134 Blackshaw Moor CE(VC) First School	64,483.29	92,494.54	30.90%	28,011.25
3136 Sir John Offley CE(VC) Primary School, Madeley	50,536.20	49,752.31	7.85%	-783.89
3137 Baldwin's Gate CE(VC) Primary School	69,183.52	59,576.05	12.44%	-9,607.47
3139 Hob Hill CE/Meth(VC) Primary School	160,756.11	100,957.53	11.26%	-59,798.58
3141 Etching Hill CE(VC) Primary School, Rugeley	73,304.85	78,105.52	5.82%	4,800.67
3142 Christ Church CE(VC) First School, Stone	129,542.33	145,837.30	25.57%	16,294.97

Staffordshire School Balances as at 31 March 2016

Appendix 2

	Mar-15	Mar-16	March 16 Balances as % of 16-17 Budget (including Pupil Premium)	Increase / - decrease in balances
3144 Holy Trinity CE(C) Primary School	33,309.85	30,267.99	4.47%	-3,041.86
3146 Bishop Lonsdale CE(VC) Primary School, Eccleshall	109,888.87	71,799.52	9.33%	-38,089.35
3147 St. John's CE(C) Primary School, Stafford	101,051.93	78,140.29	5.25%	-22,911.64
3149 St. Paul's CE(VC) Primary School, Stafford	11,940.37	22,899.01	4.99%	10,958.64
3152 All Saints CE(VC) Infant School, Ranton	69,966.10	27,747.00	16.56%	-42,219.10
3156 Waterhouses CE(VC) Primary School	84,365.12	99,083.20	18.24%	14,718.08
3420 St. Modwen's Catholic Primary School	19,635.00	76,390.25	6.53%	56,755.25
3422 Holy Rosary Catholic Primary School	7,386.20	7,218.06	0.77%	-168.14
3426 St. Peter's CE(A) First School, Alton	35,132.56	36,119.73	14.32%	987.17
3427 All Saints CE(VA) Primary School, Bednall	59,832.45	58,107.17	16.17%	-1,725.28
3430 St. Peter's CE(VA) Primary School, Caverswall	33,425.20	72,170.91	8.94%	38,745.71
3431 Bishop Rawle CE(VA) Primary School	80,047.74	103,455.66	14.49%	23,407.92
3432 Hutchinson Memorial CE(A) First School	45,707.92	7,875.38	2.26%	-37,832.54
3433 Church Eaton Endowed (VA) Primary School	40,675.66	36,632.07	12.43%	-4,043.59
3438 Ilam CE(VA) Primary School	54,847.97	73,705.45	26.11%	18,857.48
3442 Beresford Memorial CE(VA) First School, Leek	149,673.59	142,753.78	19.57%	-6,919.81
3443 All Saints' CE(VA) First School, Leek	89,180.88	101,744.16	11.87%	12,563.28
3446 St. Mary's CE(VA) Primary School, Muckleston	50,867.02	26,928.70	9.39%	-23,938.32
3447 St. Michael's CE(VA) First School, Penkridge	73,093.28	127,610.72	21.47%	54,517.44
3449 St. Mary's CE(VA) First School	63,065.49	70,606.42	11.02%	7,540.93
3450 St. Leonard's CE(VA) Primary School, Wigginton	56,675.92	70,392.81	13.91%	13,716.89
3456 St. Mary's Catholic Primary School, Cannock	81,897.67	115,172.15	12.66%	33,274.48
3458 St. Joseph & St. Theresa Catholic Primary School	67,697.39	42,274.88	5.24%	-25,422.51
3461 St. Joseph's Catholic Primary School, Hednesford	18,733.54	80,364.25	10.07%	61,630.71
3464 St. Joseph's Catholic Primary School, Lichfield	47,552.35	82,269.87	11.36%	34,717.52
3466 St. Wulstan's Catholic Primary School	59,421.93	111,345.80	7.57%	51,923.87
3467 St. Joseph's Catholic Primary School, Rugeley	97,771.24	101,053.58	13.09%	3,282.34
3476 Our Lady & St Werburgh's Catholic Primary School	71,333.67	89,068.99	11.39%	17,735.32
3478 St. Elizabeth's Catholic Primary School	130,373.28	138,706.14	16.60%	8,332.86
3481 St. Bernadette's Catholic Primary School	62,349.59	103,315.28	23.52%	40,965.69
3482 St. Gabriel's Catholic Primary School	111,490.51	144,952.47	10.10%	33,461.96
3483 St. Christopher's Catholic Primary School	14,687.00	47,294.76	6.27%	32,607.76
3484 St. Peter & St. Paul Catholic Primary School	45,018.66	51,458.99	8.90%	6,440.33
3485 St. Thomas More Catholic Primary School	47,116.72	81,067.98	12.26%	33,951.26
3486 Needwood CE(VA) Primary School	50,560.69	85,545.83	23.26%	34,985.14
3488 Anson CE(VA) Primary School	82,115.17	89,761.75	21.36%	7,646.58
3489 St. Thomas' CE(VA) Primary School, Kidsgrove	62,492.42	76,064.38	8.80%	13,571.96
3490 St. Leonard's CE(VA) First School, Ipstones	39,255.11	47,394.27	21.55%	8,139.16
3491 Knutton, St. Mary's CE(VC) Primary School	192,031.07	236,875.13	19.61%	44,844.06
3492 St. Luke's CE(C) Primary School, Cannock	86,003.05	104,527.37	6.87%	18,524.32
3493 Redbrook Hayes Community Primary School	132,422.04	138,629.03	14.12%	6,206.99
3494 Chase View Community Primary School	26,734.40	34,184.10	3.76%	7,449.70
3495 Winshill Village Primary School	281,912.35	220,119.07	22.02%	-61,793.28
3496 Seabridge Primary School	202,068.73	228,546.55	14.43%	26,477.82
3497 The William Amory Primary School	63,671.04	82,240.43	11.14%	18,569.39
3498 Leasowes Primary School	182,216.72	146,471.41	9.96%	-35,745.31
3499 Langdale Primary School	210,878.85	267,483.58	17.42%	56,604.73
3500 River View Primary and Nursery School	123,218.48	9,930.09	0.57%	-113,288.39
3501 Outwoods Primary School	578,672.20	456,604.07	23.68%	-122,068.13
5202 Corbett CE(VA) Primary School, Bobbington	39,692.09	43,872.76	10.56%	4,180.67
5203 St. Benedict Biscop CE Primary School, Wombourne	74,320.35	66,150.70	7.91%	-8,169.65
	21,930,369.01	23,739,056.89		1,808,687.88
Secondary Schools:				
4012 The Kings (CE) School	124,163.17	118,401.48	5.72%	-5,761.69
4051 Paulet High School	342,403.97	128,892.90	3.23%	-213,511.07
4055 Paget High School	398,330.78	526,447.20	10.62%	128,116.42
4060 Sir Thomas Boughey High School	514,549.88	408,685.81	11.86%	-105,864.07
4066 Norton Canes High School	386,029.15	285,333.89	13.00%	-100,695.26
4067 Blythe Bridge High School and College	141,505.38	30,753.82	0.68%	-110,751.56
4072 Moorside High School	201,977.72	204,267.56	5.35%	2,289.84
4075 Codsall Community High School	98,652.45	39,981.33	0.84%	-58,671.12
4077 Endon High School	111,368.82	225,588.06	7.16%	114,219.24
4079 Great Wyrley Performing Arts High School	621,475.02	633,327.43	14.12%	11,852.41
4085 Leek High Specialist Technology School	462,322.95	303,817.03	13.07%	-158,506.90

Staffordshire School Balances as at 31 March 2016
Appendix 2

	Mar-15	Mar-16	March 16 Balances as % of 16-17 Budget (including Pupil Premium)	Increase / - decrease in balances
4086 Westwood College	180,658.07	168,978.01	4.26%	-11,680.06
4087 King Edward VI School, Lichfield	-4,833.05	-40,459.25	-0.67%	-35,626.20
4089 Nether Stowe High School	339,248.56	407,907.64	12.69%	68,659.08
4100 Wolgarston High School - A Specialist Tech College	106,528.13	47,693.20	1.50%	-58,834.93
4111 Walton High School	284,096.44	188,406.14	3.47%	-95,690.30
4126 The Friary School	58,202.23	124,998.18	2.23%	66,795.95
4128 Penkridge Middle School	224,092.93	220,788.14	13.85%	-3,304.79
4133 Codsall Middle School	126,944.92	191,529.78	9.74%	64,584.86
4140 Cheslyn Hay Sport and Community High School	157,651.62	176,193.23	2.93%	18,541.61
4142 Walton Priory Middle School	344,090.83	330,351.77	21.71%	-13,739.06
4144 James Bateman Junior High School	292,056.42	321,708.03	20.00%	29,651.61
4145 Oldfields Hall Middle School	172,284.11	163,928.06	7.73%	-8,356.05
4146 Thomas Alleyne's High School	519,481.80	537,745.91	10.76%	18,264.11
4160 Churnet View Middle School	367,619.39	305,392.97	14.60%	-62,226.42
4170 Perton Middle School	11,466.79	36,937.15	2.65%	25,470.36
4178 Chase Terrace Technology College	35,084.43	34,037.16	0.55%	-1,047.27
4180 Sir Graham Balfour High School	731,437.60	653,883.54	15.01%	-77,554.06
4181 King Edward VI High School - A Language College	605,983.07	525,362.88	14.55%	-80,620.19
4500 Abbot Beyne School	615,316.43	413,569.62	11.32%	-201,746.81
4511 Ryecroft CE(C) Middle School	225,494.50	252,256.84	27.10%	26,762.34
4512 Windsor Park CE Middle School	131,821.17	142,320.41	9.45%	10,499.24
4516 Brewood CE(VC) Middle School	98,485.37	29,546.38	1.86%	-68,938.99
4517 Bilbrook CE(VC) Middle School, Codsall	80,128.75	149,195.54	19.60%	69,066.79
4710 Blessed Robert Sutton Catholic Sports College	-53,118.39	-18,108.08	-0.54%	35,010.31
5402 Stafford Sports College	47,411.81	101,312.55	5.59%	53,900.74
5403 Cardinal Griffin Catholic High School	180,844.98	261,200.93	6.32%	80,355.95
	9,281,259.18	8,632,173.24		-649,085.94
Special Schools:				
7000 Chasetown Community School	70,636.07	78,655.81	6.47%	8,019.74
7003 Horton Lodge Comm. Spec. Sch. & Key Learning Cent.	124,530.65	68,308.19	6.76%	-56,222.46
7015 The Fountains High School	145,948.97	252,730.70	11.55%	106,781.73
7016 The Fountains Primary School	119,397.05	136,652.35	9.71%	17,255.30
7023 Hednesford Valley High School	213,001.59	191,068.91	10.56%	-21,932.68
7028 The Meadows School, Biddulph	158,310.59	132,031.73	8.32%	-26,278.86
7030 Two Rivers High School	257,118.80	270,059.72	12.07%	12,940.92
7032 Sherbrook Primary School	475,714.35	170,864.95	11.70%	-304,849.40
7033 Springfield Community Special School	254,755.91	231,337.45	30.21%	-23,418.46
7034 Cherry Trees School	191,399.23	203,632.66	37.04%	12,233.43
7036 Rocklands School	132,928.05	274,258.16	15.52%	141,330.11
7037 Marshlands Special School	73,196.96	4,189.18	0.42%	-69,007.78
7038 Merryfields School	313,086.44	184,929.72	13.65%	-128,156.72
7041 Queen's Croft Community School	155,125.05	160,044.83	6.98%	4,919.78
7042 Two Rivers Primary School	169,125.73	236,539.74	14.40%	67,414.01
7043 Wightwick Hall School	25,634.58	-36,236.55	-3.05%	-61,871.13
7750 Greenhall Comm. Special Sch. & Key Learning Centre	173,298.87	164,826.99	23.36%	-8,471.88
	3,053,208.89	2,723,894.54		-329,314.35
Pupil Referral Units:				
1105 Bridge Short Stay School	25,688.99	60,804.10	11.24%	35,115.11
1106 C.E.D.A.R.S.	260,104.20	307,585.33	35.18%	47,481.13
1109 Kettlebrook Short Stay School	12,577.65	-14,233.75	-1.86%	-26,811.40
1110 Chaselea Short Stay School	111,247.44	167,005.43	29.66%	55,757.99
1111 Burton Short Stay School	14,715.34	64,008.04	9.87%	49,292.70
1107 Hollies School	55,128.42	127,188.53	16.97%	72,060.11
	479,462.04	712,357.68		232,895.64
Total:	34,730,369.95	35,789,094.97		1,058,725.02

Schools Forum – Behaviour Support Service 4th October 2016

Recommendations

1. That Schools Forum are requested to note the positive impact of changes to the Entrust Primary Behaviour Support Service during Academic Year 2015-16.

Report produced on behalf of the Deputy Chief Executive and Director for Families and Communities

PART A

Why is it coming here – what decision is required?

2. Voting Forum Members have agreed that the current Behaviour Support model should remain for 2016 – 17. However, the Forum has requested that members be provided with a detailed report detailing the impact of changes made to the Behaviour Support Service within Entrust over the last twelve months

Reasons for the recommendations:

3. The purpose of this report is to inform the Schools Forum of the impact of changes to the Behaviour Support Service to help inform the de-delegation vote for the 2017-2018 financial year.

PART B

Background

4. The Behaviour Support Service for Primary Schools was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The maintained primary schools have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.
5. The Primary Behaviour Support Service is available to Primary Academies at a cost and can be purchased case by case or as a combined package of Behaviour Support and Inclusion Officer support.

Context

6. From September 2015, schools have been asked to send their referrals for Primary behaviour support to a central inbox, senis@entrust-ed.co.uk so that referrals can be considered systematically and that caseworkers can be allocated based on the nature of the concern and specialist knowledge of the practitioner as well as geographical location.

7. The number of Primary Behaviour Support active cases has risen in 2015-16.

Academic Year	Behaviour Support Active cases in maintained schools
2012-2013	416
2013-2014	444
2014-2015	362
2015-2016	382

8. The number of Primary Permanent exclusions notified to Entrust in Staffordshire has maintained a steady rate of 0.06 % which is above the national average of 0.02%
9. 94% of the children referred to the Primary Behaviour Support Team were not permanently excluded within the school year.
10. Staffordshire schools requested support from the Primary Behaviour Support in most cases as they sought to avoid exclusions. Academy Schools can purchase this support from Entrust.

	Primary Academy	Primary Maintained	2015-16 Total
Total Number of Primary Permanent Exclusion notifications	9	26 (5 rescinded with support of Inclusion Officer)	35
Number of excluded pupils supported by Primary Behaviour Support	5	18	23

11. Primary Focus Group

A focus group of approximately 25 representatives of Staffordshire Primary Schools, Special schools and Pupil Referral Units was established in February 2015. Representatives identified several factors they felt were contributing to an increase in challenging behaviour in schools as demonstrated by an increase in the rate of Primary permanent exclusions. These factors included

- A lack of appropriate alternative provision for Primary aged pupils

- the need for closer working between schools in Districts in the same way that Secondary Schools have District Inclusion Partnerships,
- the need for therapeutic services to support children with complex needs
- the need for additional support for schools to effectively implement a graduated response for pupils with challenging behaviour.

Commissioners within SCC are supporting a variety of initiatives in response to these concerns and the Primary Behaviour Support has been enhanced with specialists who can provide a high level of expertise and intervention – these include a Child Psychologist and Drama therapist.

The new model of behaviour support intervention is providing detailed evidence of need to support schools in their graduated response as part of the EHC process

12. The number of referrals to the Primary Behaviour Support Service from both Maintained and Academy Schools has increased in 2015-16. This additional uptake reflects the confidence of schools that the Primary Behaviour Support service can provide effective intervention in response to a higher number of pupils demonstrating challenging behaviour. Regular questionnaires are sent to all maintained Staffordshire schools in order to evaluate the support provided via the Entrust Special Educational Needs and Inclusion Service. These questionnaires were issued in December 2015 and April 2016. Comments regarding the Primary Behaviour Support Team included were very positive and frequently mention how valuable and professional the support provided was.

13. Features of the service in 2015-16 include:

- A more efficient referral system ensuring support is put in place more quickly
- A wider range of expert staff within the team who provide advice and support that is valued by schools
- Advice which frequently improves the behaviour of children. This is highlighted by the fact that 94% of the children referred to the team from Primary Schools were not permanently excluded within the school year.
- The option to allow cases to be closed and then quickly re - opened should the pupil's behaviour deteriorate
- Support for the school through attendance at multi -agency professionals' meetings around complex cases.
- Support and evidence to ensure that schools can demonstrate that they have effectively used a graduated response for pupils with social emotional or behavioural difficulties should they decide to apply for an EHCP needs assessment or AEN funding.

- Closer working relationships between behaviour support staff and District Inclusion Officers which helps to provide earlier intervention which reduces the risk of permanent exclusion. This extends further to involve other agencies such as the Minority Ethnic Achievement Service as appropriate.
- Allocation of Primary Behaviour Support for pupils who are admitted to a school under Staffordshire's Fair Access Protocol.

Report produced by SCC Commissioner

Lesley Calverley

Senior Commissioning Manager – SEND

Staffordshire County Council
Tipping Street, Stafford, ST16 2DH
Tel: 01785 278938 Mobile: 07891 570003
lesley.calverley@staffordshire.gov.uk

In conjunction with

Deborah Barnes

Senior Teacher Consultant - Inclusion and Wellbeing
Entrust Education Services
enquiries@entrust-ed.co.uk
03001118030

School Forum Report 9.12.15 – Behaviour Support Service

Schools Forum – 4 October 2016

School quality assurance and intervention – school categorisation

Recommendations

1. That the Schools Forum notes the content of this report.

Report of the Deputy Chief Executive and Director for Families and Communities:

PART A

Why is it coming here – what decision is required?

2. To inform Schools Forum of the process for school categorisation and to note the contents of the report.

Reasons for recommendations

3. Following the meeting of the forum in July, a request was made to inform Schools Forum of the revised process for school categorisation in regard to the approach set out within the report.

PART B

Background

4. Staffordshire County Council is committed to improving educational outcomes for all pupils in Staffordshire. At present, we retain the duty (under the School Standards and Framework Act, 1998) to ensure that all pupils in our area have the opportunity to attend schools that are good or better, and the local authority has powers to intervene where we have concerns about standards in maintained schools (and liaise with the regional schools commissioner (RSC) where we have concerns about an academy school).
5. Staffordshire's schools continue to improve, this is reflected in the positive direction of travel in terms of the percentage of schools judged as good or outstanding. At the end of August 2016 86% of schools were judged to be good or outstanding, this is an increase of 5 percentage points since September 2015 and 21 percentage points since September 2012.
6. The proportion of Staffordshire schools that have become academies, therefore no longer accountable to the local authority for performance and standards, is increasing. As at 1 August 2016, 29% of schools were academies compared with 27% nationally. In Staffordshire this has increased to 31% of schools in September 2016.
7. In communication with schools in May 2016, the local authority set out the future policy direction for the organisation. This includes the movement away from the direct involvement in the governance and accountability of schools. There is a commitment to maintaining an appropriate infrastructure for remaining local authority maintained schools, however the local authority is fully supportive of proposals for all schools to become academies.

8. Following changes to the service, the local authority is developing strategies with the joint venture company Entrust to utilise available funding within the current service delivery agreement (SDA) to continue to support, challenge and intervene in schools through our categorisation process.
9. The categorisation process sets out how, working together with all mainstream schools, we aim to identify, support and challenge schools about which we have concerns.
10. In order to maintain the integrity of the categorisation we will maintain current school categories until the unvalidated RAISEonline reports containing the 2016 KS2 and KS4 results have been released due to the changes to end of key stage assessments and associated national comparisons..
11. The details of the support and challenge for the different categories are being confirmed with Entrust and will include school reviews, access to bespoke support. Local authority commissioning managers will undertake quality assurance activity to evaluate the impact on outcomes for learners and where necessary escalate or deescalate levels of concern and associated intervention.
12. The categorisation process was communicated with all mainstream schools in July 2016 and a copy of this is contained in appendix 1

Report author:

Author's Name: Tim Moss
Ext. No.: 01785 277963

Local authority categorisation 2016-17

1 Rationale

1.1 Staffordshire County Council (the LA) is committed to improving educational outcomes for all pupils here. At present, we retain the duty (under the School Standards and Framework Act, 1998) to ensure that all pupils in our area have the opportunity to attend schools that are good or better, and the LA has powers to intervene where we have concerns about standards in maintained schools (and liaise with the regional schools commissioner (RSC) where we have concerns about an academy school). This categorisation process sets out how, working together with all mainstream schools, we aim to identify, support and challenge schools about which we have concerns.

1.2 The categorisation of schools is a key element of the quality assurance process. The new DfE *schools of concern* guidance [here](#), which includes intervention powers in respect of 'coasting schools' (see the government's illustrative definition [here](#)) and gives new powers to RSCs, requires the LA to consider its process and criteria for categorisation.

1.3 At the same time, we recognise that, with the changes to end of key stage assessments, decisions cannot reliably be made until national comparisons are available. So we will maintain current school categories until the unvalidated RAISEonline reports containing the 2016 ks2 and 4 results have been released. This means that the primary phase categorisation will take place before the secondary phase.

1.4 During the interim period between the start of the new school year and the release of RAISEonline reports, a CMI will make contact with schools where there have been significant changes in performance, as identified in provisional data (which is available to the local authority prior to the publication of the unvalidated RAISEonline reports).

2 Categorisation process 2016-17

2.1 The new process will result in every school being placed in one of three categories:

- no concern;
- concern;
- high concern.

2.2 In making decisions about categorisation of a school, the LA will consider the performance indicators available. **Indicators may include the following, but are not a checklist.**

No concern:

- published achievement information over time is at least in line with national averages;
- the educational performance data of pupils with particular characteristics is at least in line with national averages;
- proven leadership capacity, including of governors, demonstrated by sustained high standards or a trajectory of rapid improvement;
- other data about the school such as changes in pupil cohort size, attendance and mobility of pupils provide no concern; and / or
- effective safeguarding procedures in place.



Concern:

- published achievement information over time is not consistently in line with or above the national average;
- meets the DfE criteria for a coasting school (This will be based on unvalidated data in the first instance but will be confirmed when validated data is published early in 2017);
- the education performance data of pupils with particular characteristics is inconsistent or below national averages;
- no proven leadership capacity, including that of governors, demonstrated by inconsistent outcomes; and
- other data about the school such as changes in pupil cohort size, attendance and mobility of pupils causes concern; and / or
- concerns about safeguarding procedures.

High concern:

- outcomes are below the floor standard (this will be based on unvalidated data in the first instance but will be confirmed when validated data is published early in 2017);
- meets the DfE criteria for a coasting school (this will be based on unvalidated data in the first instance but will be confirmed when validated data is published early in 2017);
- published achievement information over time is significantly below national average in one or more key aspects;
- education performance data of pupils with particular characteristics is below national average;
- lack of leadership capacity, including of governors, has resulted in decline in standards or a lack of improvement;
- other data about the school such as changes in pupil cohort size, attendance and mobility of pupils causes significant concern; and / or
- concerns about safeguarding procedures.

2.3 Categorisation will be reviewed on at least an annual basis, but the LA may review and amend a school's category at any point within the year, should additional information warrant this. The proposed actions for schools in each category are set out in annex 1.

3 Assessment of school safeguarding policies and procedures

3.1 The following intelligence will be used to assess the resilience of each school's policies and procedures:

- the self-evaluation audit (see [here](#) for information and advice about the survey and links to safeguarding advice and guidance documents) – we will use the most recent return, which should be submitted to the LA by 1 July 2016;
- the outcome of any investigation(s) following complaints to Ofsted about safeguarding issues at a school; and
- any concerns raised by Staffordshire CC officers – for example, social workers, education welfare officers and CMIs (which will be fully disclosed and discussed with the school's head teacher and safeguarding lead).

4 Schedule of work, autumn term 2016

4.1 The schedule of work is set out in the table in annex 2. The spring term schedule of work will be prepared and published during the autumn term. A similar pattern will be followed for the summer term.



Annex 1: CMI support for maintained schools - autumn term 2016

Category	LA: proposed action	School: proposed action
No concern	Participate in Ofsted Section 5 and section 8 inspections; Commission monitoring visits in a sample of schools and broker support where appropriate; Make recommendations for re-categorisation where appropriate	<ul style="list-style-type: none"> - Consider entering formal arrangements to support other schools; - Be able to provide rigorous and reliable evidence to support its self-evaluation.
Concern	Participate in Ofsted Section 5 and section 8 inspections. Commission a monitoring visit. Commission and broker support where appropriate. Review outcome of monitoring visit and make recommendations for re-categorisation/ PRG escalation where appropriate	<ul style="list-style-type: none"> - Respond to any areas of concern identified in a monitoring visit and gather evidence to demonstrate improvement..
High concern	Participate in Ofsted Section 5 and section 8 inspections; Conduct/ commission a joint review ¹ identifying next steps; Commission and broker support where appropriate; Make recommendations for re-categorisation/PRG escalation; Where appropriate issue NoLAC ² or PSSWN ³ ; Where required replace GB with an IEB; Make recommendations to the DfE or RSC where relevant.	<ul style="list-style-type: none"> - Produce, deliver and evaluate rapid recovery plan in a timely manner. Timescales will differ dependent on the identified recommended next steps. - Explore structural options to improve leadership.

¹ CMI/ Entrust and school leaders gathering and analysing evidence together

² Notice of local authority concern (NoLAC) - issued as a pre-warning notice where a LA maintained school is not able to demonstrate progress against improvement priorities

³ Performance and standards safety warning notice (PSSWN) - statutory warning notice issued in accordance with the process described in the DfE *schools of concern* guidance (see para. 2.1)



Annex 2: autumn term, 2016: proposed schedule of work

Date	Activity
August 2016	<ul style="list-style-type: none"> - Collation of early data including SFRs for EYFS, KS1, KS2. - Collation of early KS4 returns from schools - Identification of those schools at risk of being below the KS2 attainment measure of the floor standard. - Begin to commission quality assurance visits to those schools where there has been significant changes in performance/ at risk of being below floor standards, as identified in early data releases
September 2016	<ul style="list-style-type: none"> - Commission and continue review cycle in schools previously categorised as D (high concern), those in an Ofsted inadequate category or where a Warning Notice has been issued. Consider the need for re-categorisation and/or escalation based on the outcome - Identification of those schools at risk of being below the KS4 floor standard - Commission quality assurance visits to those schools where there has been significant changes in performance/ at risk of being below floor standards, as identified in early data releases
October 2016	<ul style="list-style-type: none"> - Categorisation of schools deemed primary with no end of KS2 outcomes (nursery, Infant and first schools) - Communication of category to nursery, infant and first schools. Commission quality assurance visits in those categorised as concern and commission/undertake a review for those categorised as high concern. - Commission cycle of sample quality assurance visits to those schools categorised as no concern - Identification of those schools at risk of meeting the DfE 'coasting' definition, as identified in provisional KS2 data - Begin to commission quality assurance visits to those schools at risk of meeting the DfE KS2 'coasting' definition - Continuation of commissioned review cycle in schools previously categorised as D (high concern), those in an Ofsted inadequate category or where a warning notice has been issued. Consider the need for re-categorisation and/or escalation based on the outcome
November 2016	<ul style="list-style-type: none"> - Categorisation of all schools deemed primary or secondary with end of KS2 outcomes (primary, junior and middle schools) based on publication of RAISEonline unvalidated data - Communication of category to primary, junior and middle schools. Commission quality assurance visits in those categorised as concern and commission/undertake a review for those categorised as high concern. - Identification of those schools at risk of meeting the DfE 'coasting' definition, as identified in provisional KS4 data - Continue cycle of commissioned sample quality assurance visits to those schools categorised as no concern - Continuation of commissioned review cycle in schools categorised as high concern and consider the need for re-categorisation and/or escalation based on the outcome
December 2016	<ul style="list-style-type: none"> - Categorisation of all schools deemed secondary with end of KS4 outcomes (secondary & high schools) based on publication of RAISEonline unvalidated data - Prepare the communication of category to Secondary & High Schools. Commission quality assurance visits in those categorised as concern and commission a review for those categorised as high concern. - Prepare to publicise the LA category for each school via the County Council website ready for the Spring term. - Continue commissioned quality assurance visits and reviews and consider the need to re-categorise based on the outcome.



Schools Forum – 4 October 2016

Facilities time funding 2017-18

Recommendations

That the Schools Forum considers this report and maintained schools members vote on

- 1 The amount of funding they wish to allocate to the recognised trades unions for facilities they provide for their members who work in schools in 2017/18. This is either option 1 £202,320 or option 2 £234,320

Report of the Deputy Chief Executive and Director for Families and Communities:

PART A

Why is it coming here – what decision is required?

Maintained schools members of forum vote annually on whether to de-delegate a number of budget lines of which facilities time for recognised trades union representatives to carry out their duties is one. Academies are not part of these arrangements since these responsibilities and the funding for them are automatically delegated to academies through the EFA use of the local funding formula.

Under the Trade Union and Labour Relations (Consolidation) Act, 1992, schools must arrange facility time for trades unions they recognise. Schools forum can take the decision for maintained schools in its area to de-delegate funding for recognised unions to provide facilities to their members, and forum has agreed every year, including the current year, to do this.

Members of forum were advised, at the meeting in July 2016, of the issue relating to the quantum of funding for the current year. This arose because Staffordshire county council removed funding for school support staff unions (specifically Unison) from the central county council budget. This was because the funding of school-based staff should be a matter for maintained schools (through schools forum de-delegation) and academy schools (through the purchase of services from the unions on an individual basis).

The effect of this decision is that the schools facilities time budget is now (with effect from 1 April 2016) required to fund Unison and therefore to cover the costs associated with six unions, rather than just the five teaching unions (as had been the case previously).

In July 2016, forum members agreed to allocate, on a one-off basis, £32,039 to maintain the level of facilities time for trades union representation in maintained schools provided the central underspend is more than this amount in the 2015/2016 financial year. This sum matches that taken out of the allocation for Unison following the LA's decision not to fund union activities undertaken on behalf of schools.

The outturn for facilities time funding in 2014/2015 was £190,703 and in 2015/2016 was £192,603.

It is for maintained schools members of the forum to determine the total allocation for facilities time. The options below indicate the effect of agreeing to maintain the level of funding based on the previous forum allocation only or increasing the allocation (as in 2016/17) to include that previously funded by the county council.

Options	
Option 1 - existing	£202,320
Option 2	£234,320

Variance between options	
Primary (210 place)	£63.80
Secondary (900 place)	£259.20

If option 2 is approved, this will increase the budget for Union Duties and reduce the School Specific Contingency by the amount requested. This will be divided proportionately between the Primary and Secondary sector.

Reasons for recommendations

The level of funding schools determine to fund recognised unions for facilities provided to their members who work in their schools is a matter for the relevant members of forum.

PART B

Background

The background is set out in the main body of the report.

Report author

Author's Name: Tim Moss

Ext. No.: 01785 277963

Schools Forum – 4th October 2016

De-delegation vote for 2017-18

Recommendation

1. That the Schools Forum considers the issues in this report and maintained schools members vote on each heading on behalf of the schools they represent.

Report of the Deputy Chief Executive and Director for Families and Communities:

PART A

Why is it coming here – what decision is required?

2. Under the government's current funding rules there is an assumption of delegation for a number of budget areas which are currently held centrally for maintained schools and are delegated for academies. Maintained schools' representatives on the Schools Forum can vote, by phase and on behalf of the schools they represent, to de-delegate these areas where it is proposed by the local authority. The outcome of the vote is binding for all maintained schools of that phase.

Reasons for recommendation:

3. The authority is proposing the option of de-delegation for all of these areas for 2017-18 to enable the Schools Forum to vote on each on behalf of schools. The vote is being carried out at this time to enable schools and services time to plan for their budgets and responsibilities for 2017-18.

PART B

Background:

4. Under the national funding arrangements the government wants schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year the Schools Forum representatives for maintained primary and secondary schools are required to vote on behalf of the schools they represent to determine whether or not a range of costs currently met centrally will transfer to maintained schools for them to manage themselves. The budget for these costs would also transfer to schools on a formula basis.
5. The maintained schools' members vote by phase on any areas proposed for de-delegation by the local authority and the outcome of that vote is binding for all maintained schools within the phase.
6. Academies are not part of these arrangements since these responsibilities and the funding for them are automatically delegated to academies through the EFA use of the local funding formula.

7. The budgets de-delegated last year following the equivalent vote are set out in the table below. The values are 2016-17 budget levels for all primary and secondary schools (i.e. including academies) to provide the context of values involved. Actual figures for 2017-18 are not yet known and will be finalised over the next few months as the settlement and school census become available. Supplementary information on the impact of delegation of each area is included in **Appendix 1**. The authority proposes that these areas are subject to the de-delegated vote for 2017-18.

Areas proposed for de-delegation for 2017-18

Budget Area	Primary £m	Secondary (including middle) £m
Insurances (mainly premises related)	1.834	2.479
Staff costs (Maternity Pay)	1.189	1.010
Staff costs (Union Duties)	0.142	0.060
School Specific Contingency	0.390	0.185
Support for ethnic minority pupils or under-achieving groups	0.877	0.319
Licences and Subscriptions	0.505	0.205
Behaviour Support Services	0.507	Delegated
FSM eligibility	0.028	0.016

8. If the Facilities Time Funding report is approved, this will increase the budget for Union Duties and reduce the School Specific Contingency by the amount requested. This will be split proportionately between the Primary and Secondary sector.

Report author:

Author's Name: Joanne Galt
 Ext. No.: 01785 854812
 Room No.: Floor 2, Staffordshire Place 2

Further Information on Areas Affected by the Schools Forum Vote on De-delegation

Maintained Primary and Secondary Schools Only

Background

1. The arrangements set out in this note apply to **maintained primary and secondary schools only**.
2. Under the national funding arrangements the government want schools to have the opportunity to have as much funding and responsibility delegated to them as possible. Each year Schools Forum representative is required to vote to determine whether or not a range of costs currently met centrally will transfer to schools for you to manage yourselves. The budget for these costs would also transfer to schools on a formula basis.
3. The vote is taken by maintained schools representatives only, as academies automatically have the funding and responsibilities for these areas. The vote is binding by phase – so for example if primary school representatives voted for the budget for one of the headings to be delegated then it must be delegated for all primary schools.
4. This note sets out some further information on the affected areas. Budget values are indicative and represent the total for primary and secondary schools, including academies at 2016-17 levels.

Insurance (£4.313m)

5. Insurance Services currently provide a range of insurances that are funded centrally from within the Schools' budget. Insurance types include:
 - Material Damage
 - Business Interruption
 - Employers Liability
 - Public Liability
 - Hirers Liability
 - Terrorism
 - Fidelity Guarantee
 - Money
 - Personal Accident
 - Engineering Inspection charges
6. If this area is delegated, schools will have a choice to purchase their insurance cover from the County Council, or seek an alternative arrangement from another provider. The County Council will only offer a full package of insurance, i.e. all of those included in paragraph 5, with no option to 'pick and choose' certain types of cover.
7. Schools would be required to ensure that any external arrangements meet the authority's minimum standards of cover, which are appended to this document. The County Council would also need to assure itself that the cover was compliant. A small administrative fee will therefore be charged to any school opting to insure with another provider.
8. Most providers would offer cover over a long term arrangement, say 3 or 5 years. Insurers will normally offer a discount for long term arrangements. Agreements over

longer periods would mean that for most schools a full tender procedure would have to be carried out in order to be compliant with schools procurement regulations. The County Council's current policy runs until the end of April 2017, and therefore, if schools opt for delegation they would need to commence a procurement exercise in good time to ensure that cover was in place by 1st May 2017.

9. Under a delegated arrangement wherever schools purchase their cover from, including the County Council, the premium rates would normally include up to 5 years claims history for each individual school.
10. It is likely that the cost of insurance would be higher if procured at individual school level due to loss of economies of scale and the requirement for a lower level of excess (the authority currently insures the first £250,000 excess which keeps the overall premium down).
11. Clearly, any excesses would be paid from a school's delegated budget. At present, only excesses in relation to Balance of Risks claims are met directly by schools.
12. Finally, under a delegated arrangement, schools will need to carry out their own insurance administration, e.g. provide annual renewal information, claims handling and resolving insurance queries.

Maternity pay (£2.199m)

13. At present, episodes of maternity leave for school teachers are funded centrally from the schools' budget. An individual school therefore need only consider how they replace the teacher on maternity leave. Costs are recorded at individual school level.
14. This is an unpredictable budget and under a delegated arrangement schools would be responsible for meeting all the costs associated with an episode of maternity leave.
15. The impact of this may be greater for smaller schools where one staff member comprises a larger proportion of the workforce and the potential cost of maternity pay. Schools should also consider the possibility of there being multiple maternity episodes within the same year.
16. In the event that this particular item was delegated schools may wish to consider schemes from other providers which offer an insurance arrangement.

Union duties (£0.202m)

17. Following the report to Schools Forum in October 2015, from 2017/18 80% of the fund will cover the following five professional teaching associations:
 - a. Association of School and College Leaders (ASCL)
 - b. Association of Teachers and Lecturers (ATL)
 - c. National Association of Head teachers (NAHT)
 - d. National Union of Teachers (NUT)
 - e. National Association of Schoolmasters Union of Women Teachers (NASUWT)

The remaining 20% of the fund will support the Green Book Support Staff Trade Unions.

18. The budget provides funding to enable association representatives to work with the Local Authority on developing policy and related matters. It also provides for

Association representatives to support individual colleagues in disputes or other employee related matters.

School Specific Contingencies (£0.575m)

19. This budget provides a safety net where unanticipated and significant costs occur, which it would not be reasonable for the school to meet. At present staff suspensions are covered from this budget, as are significant teacher pension arrears which can run to several thousand pounds. Other examples could include where a school has been presented with a significant utility bill or emergency premises works.
20. Under a delegated arrangement, individual schools would be responsible for meeting the full cost of such events. The impact of this is likely to be greater for smaller schools.

Support for ethnic minority pupils or under-achieving groups (£1.196m)

21. This budget covers both the funding devolved to individual schools through the locally agreed formula, which is the majority of the funding, and the MEAS team. Under a delegated arrangement the services currently provided to schools through the MEAS team would have to be offered on a traded basis, where charges to individual schools reflected the actual cost of delivery to that individual school. The funding currently devolved to schools through the local formula would also cease. Instead schools would receive a formula allocation using the government permitted formula basis which would not target resources in the same way.
22. The government framework allows a maximum period of targeting resources to EAL pupils of their first three years within the English school system. However, it often takes pupils much longer than this to acquire the academic language needed for success in national tests and assessments. The locally agreed formula uses a different basis to allocate funding to schools and takes account of under-achieving groups as well as EAL pupils, as not all EAL pupils attain lower than the indigenous population. In this way it targets funding at under-achieving groups much more closely than the national framework would allow.
23. Whilst the number of EAL pupils currently in Staffordshire secondary schools is relatively low the number is increasing rapidly in the lower age groups and without sufficient support these pupils are likely to arrive at secondary schools behind their white British peers.
24. In the event of delegation the funding currently allocated to individual schools would not be automatically protected through the MFG since it is outside the delegated budget.

Licences and Subscriptions (£0.710m)

25. A number of licences are currently funded centrally on behalf of schools. These include:
 - a. Consortium of Local Education Authorities for the Provision of Science Equipment (CLEAPSS) Subscription
 - b. SAP licences
 - c. SIMS annual maintenance charge

26. The County Council currently benefits from bulk-purchasing and real costs for individual schools are likely to be higher because of the additional administrative burden placed on both the licensing agency and schools.
27. Schools could incur penalties directly if they failed to renew their licences.

Behaviour Support Services (BSS) (Primary phase schools only, £0.507m, already delegated for secondary schools including middles)

28. Schools need to consider the time, resources and expertise required to undertake behaviour support type interventions directly. In addition, the BSS brings the objectivity of a team not directly employed by the school. De-delegation ensures that early intervention is not neglected. If schools/settings have unlimited, universal access to support and advice, they are more likely to request it at an early stage, therefore having a greater impact and reducing the likelihood of difficulties escalating.
29. The current BSS team consists of specialist qualified staff providing high standards of service. They are able to meet the needs of a large County despite relatively low staffing levels. There is a risk that access to specialist staff will be lost if the service is delegated or schools choose to manage their own risk.
30. Meeting the needs of all vulnerable children and young people in a community requires schools not only to be effective individually, but also to collectively consider needs and resources across an area to ensure that vulnerable children or young people have a school place that meets their needs, including taking collective responsibility for the education of children at risk of exclusion or permanently excluded pupils.
31. The Behaviour Support funding may already have been allocated when pupils are permanently excluded from one school but then placed in another school.
32. There is also the risk of delay in securing support leading to an escalation of the difficulties and making successful remediation more difficult, lengthy and expensive (both monetarily and in terms of educational outcomes for pupils).

Assessment of eligibility for Free School Meals (£0.044m)

33. Under delegation schools would either have to carry out assessments themselves, at a greater administrative burden, or buy back support through an SLA.
34. Schools are not able to have access to the DfE web portal for checking eligibility and if schools choose to do their own entitlement checking would need to see paper proof on a regular basis from all claimants to continue free school meals.
35. During the past year the council have completed two projects improving efficiency. One carries out more regular reviews and allows on-going claims rather than having to re-apply each year, the other allows parents (and schools on their behalf) to carry out a self check of entitlement giving an immediate yes or no response. If entitled free meals can begin immediately and the school can update their records accordingly. Schools which choose to carry out their own assessment of entitlement would not have access to these improvements and would have to continue to see ongoing paper proof.
36. FSM eligibility assessments for all new entrants may not always be completed by October which may impact the budget which will now be based on the October

census rather than January. Further work is to be carried out to improve communications of claim details to schools and encourage early applications to reduce the September peak.

Schools Forum – 4 October 2016

**Schools Forum and Families First
Update on the work of Local Support Teams and their impact on
outcomes for school-age children and young people**

Recommendations:

1. That Schools Forum notes progress made by Families First in partnership with Head Teacher representatives, since the report to the Forum meeting in December 2016.
2. That Schools Forum considers the outcomes of the repeated Survey to School Leaders on their views of the effectiveness of Local Support Team work to support school aged children and their families (Attached as Appendix 1).
3. That Schools Forum considers the proposal for continued funding for Local Support Team services from the Dedicated Schools Grant for 2017/18, outlined in detail in paragraphs 21 and 22 of this report.

PART A

Reasons for recommendations:

4. At its meeting on 5 July 2016 Schools Forum received an update from the Schools and Local Support Working Partnership Group on the work of Families First Local Support Teams and school representatives in the last 12 months to address issues raised by schools through consultation in Spring / Summer 2015. Forum agreed to receive a further report from the Group in October and to consider their recommendations, which would be made in light of the outcomes of a county-wide satisfaction survey conducted in July 2016. This survey is a repeat of that conducted in September 2015 and is designed to explore the views of school leaders on the quality and effectiveness of the work of Families First Local Support Teams (LSTs).
5. The Working Group considered the results of this survey at their meeting on 15 September 2016. Also discussed was the draft LST Performance Scorecard: this has been shaped by the Group over the last 10 months and is attached as Appendix 2. The synergy between elements of the scorecard and the survey results was noted, and further analysis of the two in conjunction, was requested.
6. Changes from the survey result in 2015 show the following:

RESPONSE in 2016	Questions where this response Increased	Questions where this response Decreased	Questions where this response Remained the same
Extremely Satisfied	11	9	6
Somewhat Satisfied	21	2	2
Extremely Dissatisfied	12	10	4
Somewhat Dissatisfied	5	13	8

An 'Overview Analysis' of the changes is attached as [Appendix 3](#).

7. The survey results show a positive direction of travel overall in terms of school satisfaction with the quality and effectiveness of the work of LSTs. Areas remain where improvement needs to be either secured or accelerated, but schools on the Working Group agreed that the increase in satisfaction is encouraging. Points to note were:

- LST 'Staff skills and knowledge' was an area of particular improvement: this may in part be reflective of the investment in additional training for LST staff over the past 6 month period
- Communication between LSTs and schools was more positively reflected in a number of responses: Link Worker meetings, for example, were now more likely to be regarded as beneficial, and there was a marked increase in satisfaction in the communication of case outcomes
- The LST lead in the Team Around the Child process was more likely to be appreciated, and Effective Partnership Working remained a strength.
- 'Satisfaction with Professional conduct whilst in School' remained particularly high.
- Schools showed greater concern about the impact of LST work on specific issues with students, but the numbers involved were very low.

Nevertheless, for most issues covered in the survey, there were no discernible patterns for changes in satisfaction and dissatisfaction levels and frequently shifts occurred in both that implied that some schools' experiences had improved and others' deteriorated, in relation to the same elements of service.

8. What was apparent however was the difference in satisfaction levels between the primary and secondary sectors, with Primary schools being far more likely to be satisfied, and indeed more satisfied than last year, than secondary schools. This is evident in the narrative of the report attached as [Appendix 1](#), and in an overview analysis attached as [Appendix 4](#).
9. Analysis of the outcomes of the repeated survey were discussed at length with schools representatives who agreed the recommendations to Schools Forum.

Background

10. The Schools and Local Support Partnership Working Group was initially set up in Spring 2015 to drive and manage the programme of review by schools of the impact and quality of the work of Local Support Teams with school aged children and their families. The Group has since expanded and re-shaped its terms of reference, acting as an advisory body to Families First for the continued improvement and performance management of Local Support Teams. The school members of the group are:

- Nicky Crookshank, Headteacher, Cheslyn Hay Sport & Community High School
 - Libby Banks, Headteacher, Redhill Primary School
 - Richard Redgate, Head teacher or Jim Turnbull, Deputy Head, Loxley Hall Special School
 - Jane Hunt, Asst.SENCO/Learning Mentor/Lead Pastoral Care & Deputy Child Protection, Outwoods Primary
 - Liz Clarke, Headteacher, St. Edwards C of E Academy
 - Jude Slack, Headteacher, Stafford Manor High School
 - Matt Ball, Headteacher, Chaselea PRU
 - Jackie Percy, Headteacher, Fountains High School
 - Clarissa Norrington-Owen, Assistant Headteacher, Rawlett Academy
11. At present, Staffordshire County Council co-funds with schools the integrated Families First Local Support Teams. For every £1 that schools contribute through the DSG, the County Council adds a further £5 so that Local Support Teams (LSTs) can deliver interventions with children and families that have additional needs – currently described in ‘Working Together’ as ‘early help’ and so defined in the Staffordshire Early Help Strategy. The amount of £1.44m of DSG towards the funding of Local Support Teams was set in 2012, has remained unchanged since that date, and is subject to annual agreement.
12. In March 2015 Schools Forum initiated a review of the value of Local Support Team intervention for school age children, to inform its further financial decision-making. As part of this work, in September 2015 the Reference Group (see point 4 above) conducted a county-wide satisfaction survey of all school leaders and secured a response rate of 30% (119 schools). This survey was repeated in June/July 2016, securing a 31% response rate (122 schools): 78 primary, 29 secondary, 4 middle, 5 Special and 4 PRUs. A comparison of the responses is set out in the summary report of the findings of the survey, which is attached as Appendix 1. The summary report has been prepared by the Families First Business and Improvement Development Team.

Changes to the DSG

13. On 7 March 2016 the DfE launched its latest plans for introducing a National Funding Formula for schools to redistribute £31bn of school funding. The intention to move to a national funding formula by 2019/20 is set out for the next two years and to ease the transition Local Authorities will be allocated the nationally calculated sum for their schools but will use their existing local formula to distribute that sum – the so called ‘soft’ national funding formula.
14. The DfE are proposing, as a result of having more “accurate” allocations for DSG Blocks, that the LA Schools Block is 100% allocated to schools with no central retention by LAs.
15. Notwithstanding the outcome of the national consultation on the White Paper, Families First will need to maintain and enhance its accountability to schools. The work done thus far has established a sound basis upon which to build and

determine the most effective way for future partnership working to deliver the best outcomes for children and young people in need of early help.

Transforming the Children's System in Staffordshire

16. As part of the Spring Briefings in March 2016, schools were engaged in discussion about work that the authority had started to look at ways in which the children and families' economy could be reshaped in Staffordshire. The Families Strategic Partnership is now driving this work to create a system that promotes independence and people helping people, with increasingly resourceful communities and proactive networks of preventative support.
17. The aim is to achieve a system within which more families will feel confident and able to address their own concerns and needs as soon as they arise and to help others. Where support and early help is required for some families, access to this must be swift and make a difference. There is recognition that some families need more intensive support and we will continuously strive to make sure our response helps families with problems to get back on track.
18. No single agency can fully support the various and sometimes complex challenges that some of our families face. All agencies, including schools, are represented on the Families Strategic Partnership and there is a strong consensus that the priority for the public sector in Staffordshire is to reduce demand for specialist support across the children's system - to make best use of public sector resources.
19. Part of this transformation programme has been the development of a number of pilot programmes across the county to explore a range of partnership models for the delivery of services with, and for families. Schools, and secondary schools in particular, are integral to most of the pilot projects. A number of these are building upon the Multi-Agency Centres (MACs) model that has already proved to be effective in districts such as Tamworth. Local Support Teams are closely involved in most of these pilots, and work with them to ensure that service development is complimentary and make the best possible use of local resources.
20. There is commitment from SCC Families and Communities directorate to continue to support the transformation programme, and the pilots, whilst simultaneously reviewing the role of the authority in the delivery of those services which are not prescribed as statutory. Close engagement with schools – and secondary schools in particular – will be a pre-requisite for this process of review if the full range of opportunities for re-shaping early help and targeted support are to be realised.
21. It is clear that secondary schools, as large complex organisations in their own right, have the potential to become delivery partners of wider services to children and families: some already are. The Children's System Transformation already provides a space for the development of innovation in service delivery based upon school sites and with schools as key partners. For many schools in the primary sector, their size precludes the potential to engage at this level, and

access to a service as and when they need it would appear to be the option that many prefer.

22. The work to explore the re-shaping of LSTs as part of the wider children's system transformation and the potential for further exploration of local support resources being focused around secondary school sites needs to be done at one and the same time, and is a priority for the authority and for the Families Strategic Partnership in the coming 12 months. Schools Forum is asked therefore to agree to the continuation of the DSG allocation for 2017/18 at the current level in order to preserve stability whilst this work is progressed. This work would be informed by the outcome of the 2016 Survey to Schools and, in particular, the contrasting views between schools in the primary and secondary phases.
23. Should Schools Forum decide to retain the DSG allocation themselves, then an early discussion will be needed between schools and the authority on order to manage the consequent impact on the capacity of LSTs to deliver services to school-age children.
24. It is likely, in the light of the White Paper, that 2017/18 will be the penultimate year of the current arrangements for the DSG. It will be important to progress this agenda between now and April 2017, in order to be able to report to Forum on progress in the Summer Term of the current academic year.

Sue Coleman
Strategic Lead, Families First Targeted Services

September 2016

Local Support Teams

School Review Survey 2016 Analysis

August 2016

1) Summary of Findings

The response rate for this survey was similar to last year with 31% of schools responding; secondary school and PRU response rates increased this year.

Overall primary schools responses stated they were more satisfied with Local Support Teams than secondary schools.

From the open comments made, it is apparent that some schools have left certain questions unanswered or have responded as neither dissatisfied or satisfied as they have stated they have not used some of the services offered by LSTs.

Feedback from schools was more positive compared to last year's survey on a number of issues – specifically the referral process for LST support, satisfaction with timely response to initial enquiry, co-ordination of the team around the child/family and the effectiveness of link worker meetings.

There was a greater degree of satisfaction with LST practitioners: professional conduct, staffing capacity, communication and partnership working scores all improved, however, in their commentary some schools reported that this was sometimes dependent on individual workers.

There was less improvement in the rate of satisfaction with the impact of LST involvement on outcomes for child and families, and some individual comments highlighted the importance of this issue important when evaluating value for money.

2) BACKGROUND

Methodology

This is the second year that this survey has been available for schools to complete to give feedback on the impact of Local Support Team (LST) services provided to children and families. There were a range of questions with answer options relating to the type of support provided (including attendance, behaviour, emotional well-being), impact and overall effectiveness of staff (including staff decision-making, staff capacity, staff skills and knowledge) and what LSTs do well.

The 2015 Survey provided schools with the opportunity to not respond to questions, or to not express an opinion, and this resulted in a significant proportion of responses that showed that schools were neither satisfied nor dissatisfied. Some consideration was given to making an amendment to the format this year in order to maximise opinion. However, it was agreed to retain the original format in order to ensure comparability.

Schools were contacted through the Schools e-bag and informed of the on-line survey which was available for completion from 17th June – 17th July 2016.

Findings have been analysed comparatively to 2015, looking at differences between this year and last year’s survey results, as well as considering responses from Primary and Secondary schools separately to ascertain any differences with regard to phase.

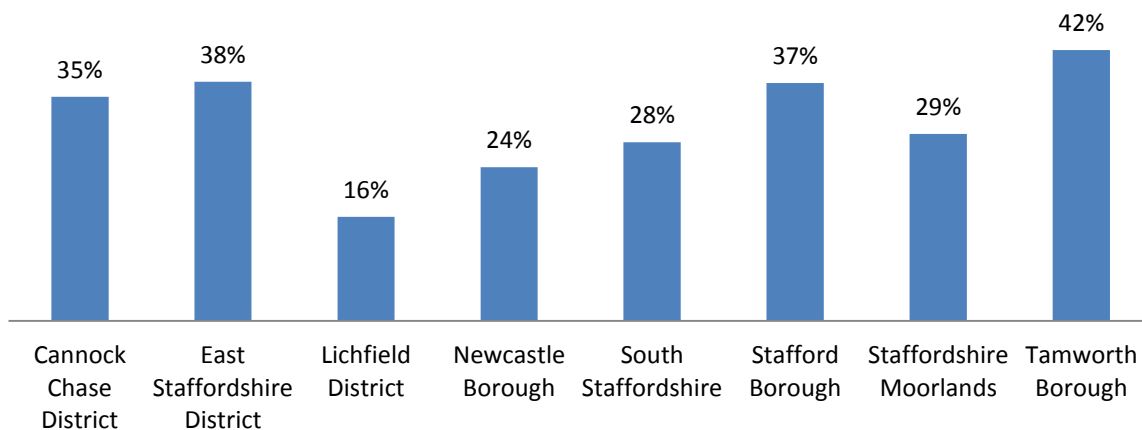
Some schools chose not to answer particular questions; this may imply that certain aspects of LST work did not apply to those schools or did not fall within the experience of the school and/or the respondent. Where there has been a significant number (10%) that have not answered, results have been analysed excluding ‘non answers’ to gauge whether there has been an improvement from last year for those that did answer.

Respondents were given the opportunity to add free text at the end of each section on the survey. These responses were analysed by Families First Business Improvement and Development Team who identified themes and patterns for both positive and negative comments: a summary is provided.

Response Rate

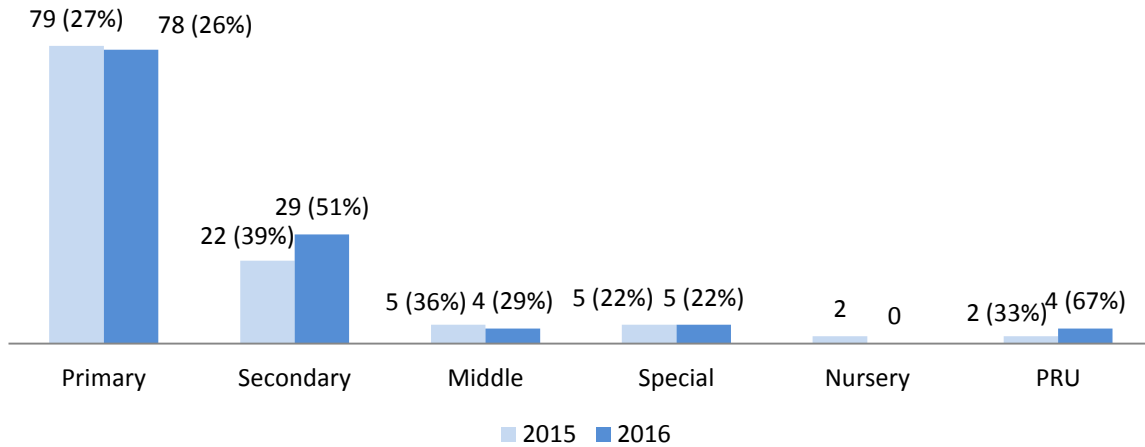
Questionnaire Response	2016	2015
Target Population	396	397
Number of Questionnaire Received	122	119
Response rate	31%	30%

2016: Response Rate By District



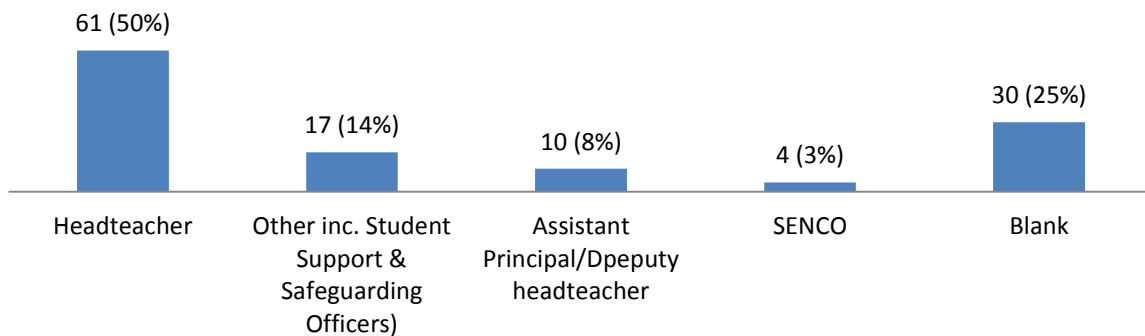
All areas’ response rates were above the expected norm (25%) of a survey of this type except for Lichfield (16%) and Newcastle (24%).

Response Rate by School Type



Response rates for Secondary schools and PRUs improved from last year with 29 out of 57 secondary schools and four out of six PRUs giving a response this year; response rates for primary, special and middle school phases were similar to last year.

Role of Respondent



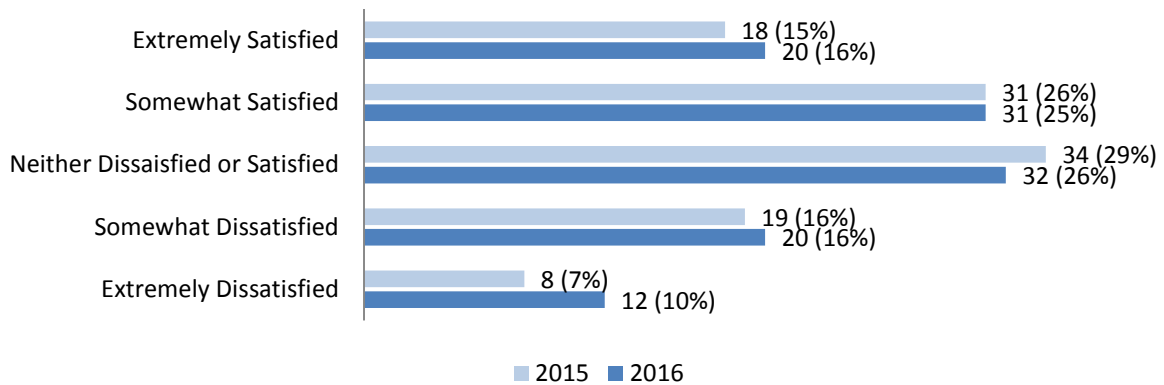
Half of responses were from Head Teachers, however, 25% were left blank; this mirrors last year's responses where 50% of responses were also from Head Teachers, with the same spread across the other roles.

3) FINDINGS

Impact of LST Interventions

Q1) Thinking about the overall impact of LST interventions on your students and their families how would you rate the following: Q1a) Attendance

LST Intervention Impact on Attendance

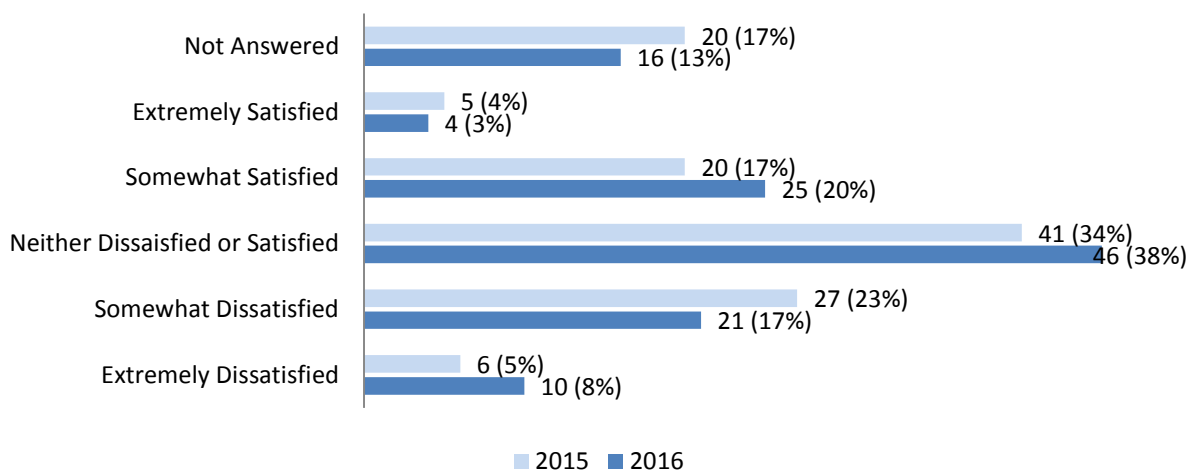


There is little difference between responses from last year, with 41% stating that they are either extremely or somewhat satisfied with LST intervention impact on attendance; however, just over a quarter of respondents stated they were either somewhat dissatisfied or extremely dissatisfied.

When looking at the differences between responses from school phases, it is primary schools that have answered this question more positively; responses from secondary schools show that over half were either somewhat or extremely dissatisfied with the impact of LST interventions for attendance compared to 18% of primary schools.

Q1b) Attainment

LST Intervention Impact on Attainment



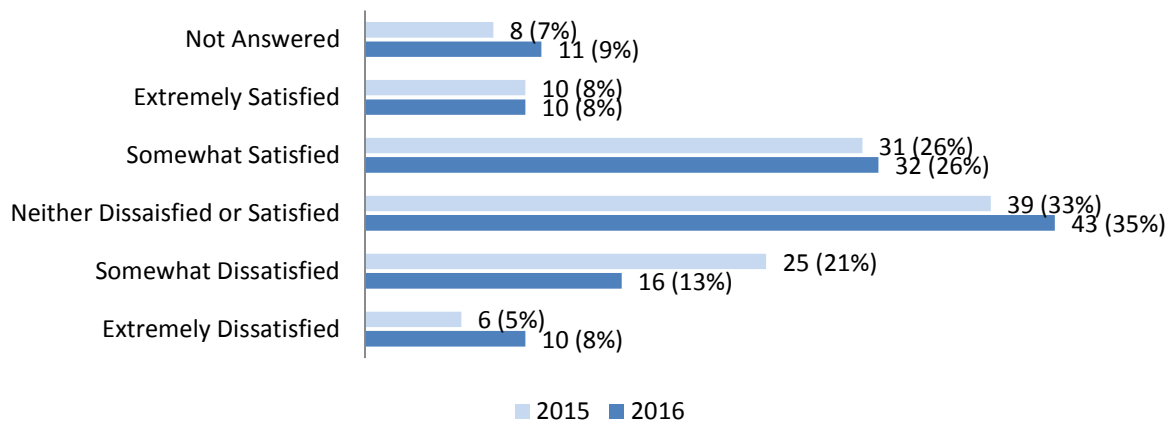
No significant differences have been identified between this year's and last year's responses. Overall responses were evenly split for this question, with the majority (38%) of respondents neither dissatisfied nor satisfied with LST impact on attainment. There was a slight increase of respondents stating they were somewhat

satisfied (from 17% to 20%). When discounting those that did not answer this question, satisfaction levels increased by 3 percentage points this year.

Looking at responses separately from primary and secondary; primary schools reported being more satisfied by 10 percentage points, with no secondary schools responding they were extremely satisfied and 21% reported that they were extremely dissatisfied.

Q1c Behaviour

LST Intervention Impact on Behaviour

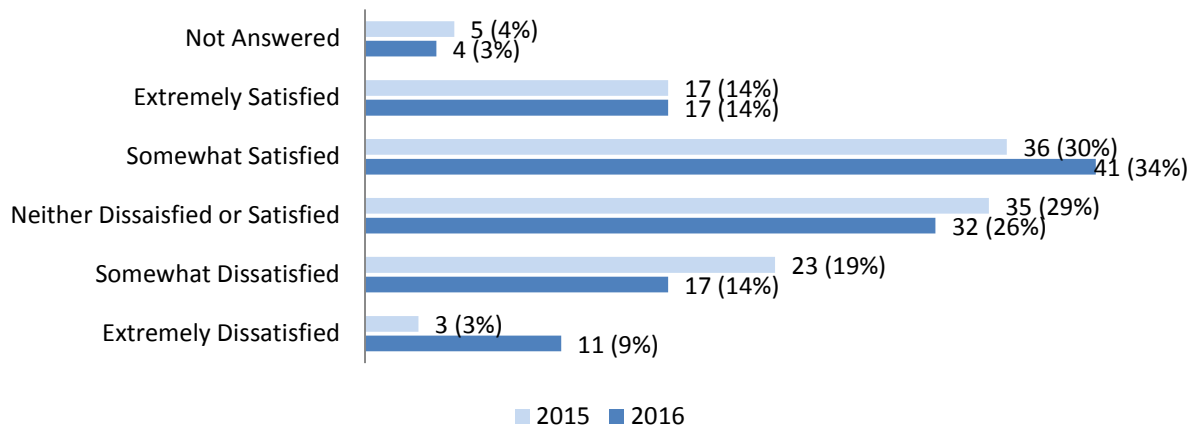


There is a decrease of 8% points from last year of those responding that they were somewhat dissatisfied. Just over a third (34%) of respondents for this year said they were either extremely satisfied or somewhat satisfied with LST impact on support for behaviour, which is similar to last year.

Differences between responses from primary and secondary schools show that primary schools gave a more positive response, with 48% of secondary schools saying they were either somewhat dissatisfied or extremely dissatisfied compared to 16% of primary schools.

Q1d) Emotional Wellbeing

LST Impact on Emotional Wellbeing

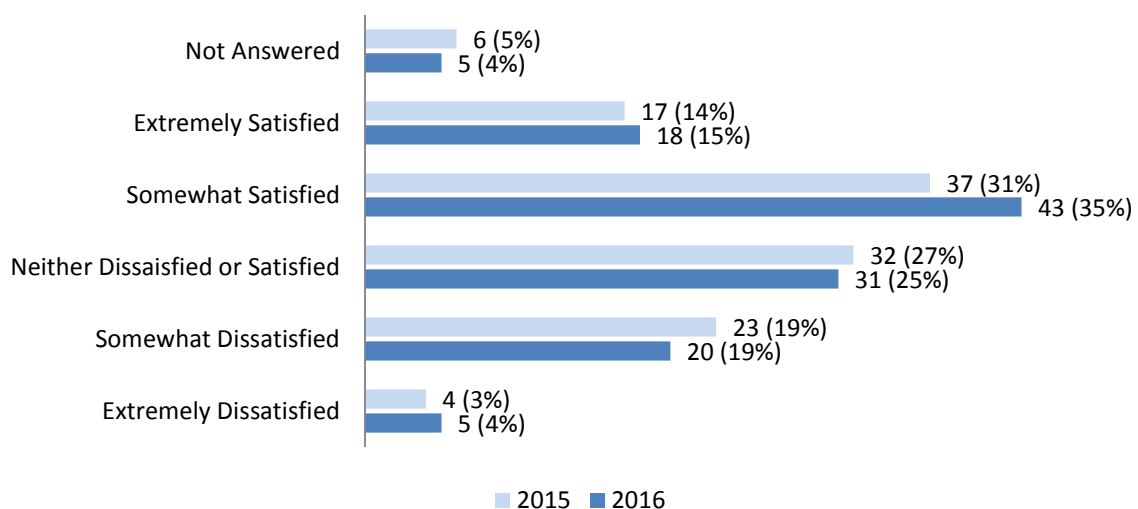


There has been a small improvement of four percentage points of schools responding that are somewhat satisfied with LST impact on emotional wellbeing, with 48% overall saying they were either somewhat or extremely satisfied. However, there has also been an increase in those reporting that they are extremely dissatisfied by 6 percentage points.

Comparing findings from primary and secondary schools, 60% of secondary schools that responded said they were either somewhat or extremely dissatisfied compared to only 17% of primary schools.

Q1e) Family Engagement

LST Impact on Family Engagement



There has been a slight improvement of those reporting positively in relation to family engagement with half of all respondents reporting being either somewhat or extremely satisfied with the impact of LSTs.

60% of primary schools responded that they were either somewhat or extremely satisfied compared to only 24% of secondary schools.

Summary of Comments

In total, there were 55 additional comments for question one regarding the overall impact of LSTs on students and families, 20 out of 29 secondary schools and 28 out of 78 of primary schools. There was a mixture of responses ranging from very positive... 'fantastic support' to very negative... 'support inadequate' and some in between... 'impact sporadic'. There were no significant variations between the phases in the comments made. The main themes from the positive comments included good partnership working with schools, some interventions for attendance having a positive impact on attainment and compliments regarding specific key workers.

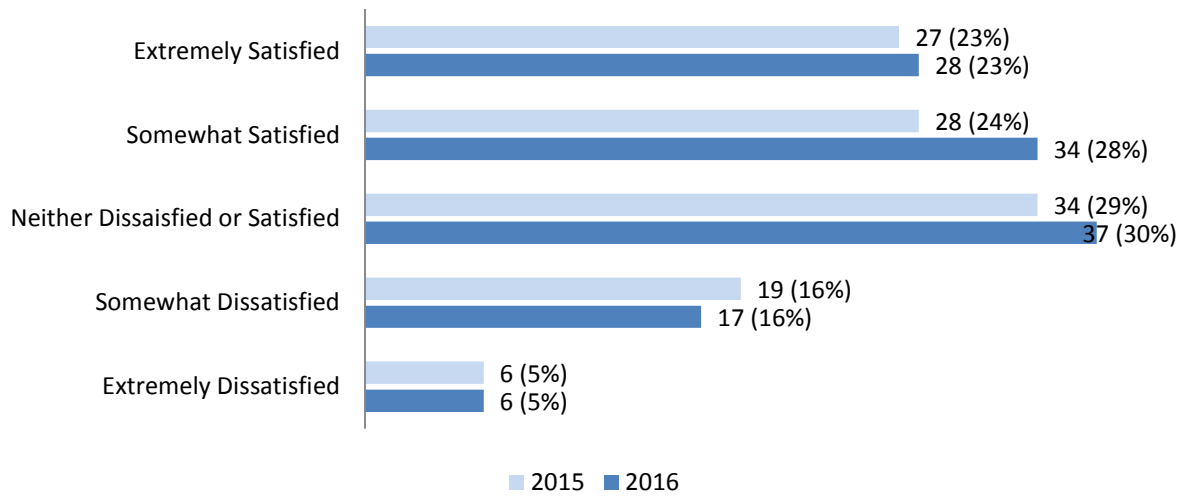
However, there were more comments reflecting some concern about the support received and the impact it had. Most of these comments were about concern for the capacity of the LSTs to provide the right support (and in some cases the duration of the input being too short to make sustained impact). Further comments related to poor communication between LSTs and three schools stating that sometimes schools did not know that the LST was working with pupils and their families, and feedback had been inconsistent for specific cases.

Other comments referred to inconsistencies in key workers, that they had either no key contact for long periods of time or that there had been changes of staff. There were also comments about the lengthy paperwork that had to be completed to gain support from the LST.

Referral Process

Q2) To what extent are you satisfied with the time taken by LSTs to respond to the initial enquiries

Time taken by LSTs to respond to initial enquiries



There has been a small improvement from last year’s results of schools responding that they are satisfied with the time taken to respond to initial enquiries, with over half stating they were either somewhat or extremely satisfied.

Primary schools reported being more satisfied than secondary schools, with 56% saying they were either somewhat or extremely satisfied compared to 42% of secondary schools.

Summary of Comments

40 additional comments were made in relation to satisfaction with the time taken in responding to initial LST enquiry; 18 from primary schools and 17 from secondary schools. There was no significant difference between comments made by primary and secondary schools, so all comments have been analysed together.

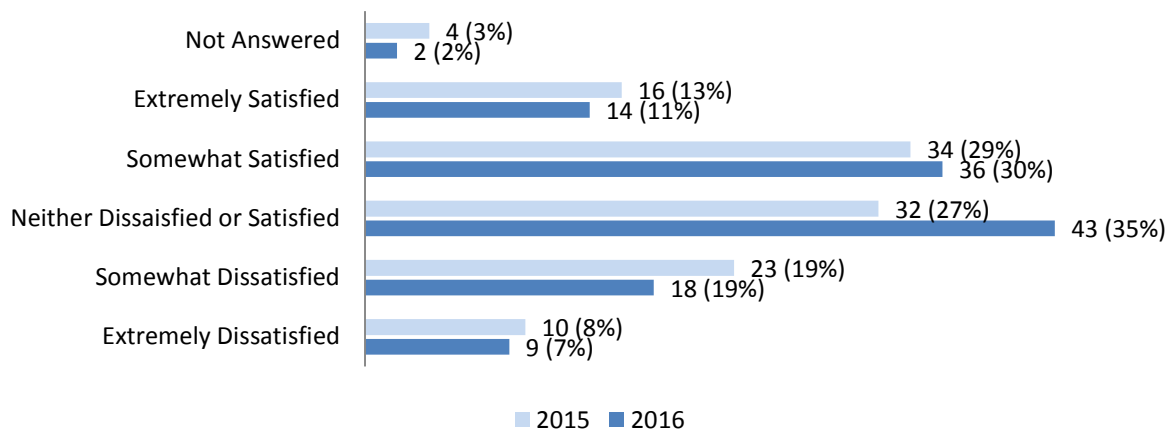
Some schools were very positive about the LST response time to their initial enquiry stating that they received a response quickly and the case had been allocated within 5 days, that their LST was very efficient and quick to respond and communication with their link worker was excellent.

However, there were more responses expressing dissatisfaction which included difficulties in getting feedback because of part time workers and capacity issues, allocation and action too slow, referral process is too lengthy and in some cases receiving no response at all and having to chase up the referral.

Other schools reported that practice was varied dependent on the worker.

Q3) How satisfied are you with current thresholds for involvement by LSTs?

Thresholds for involvement by LSTs



There were more schools than last year responding neutrally to this question, with 35% saying they were neither dissatisfied nor satisfied. The majority (41%) of all schools were either somewhat or extremely satisfied with current thresholds for LST involvement.

There was a significant split between primary and secondary schools; 45% of secondary schools were either somewhat or extremely dissatisfied with current thresholds for LST involvement compared to only 15% of primary schools.

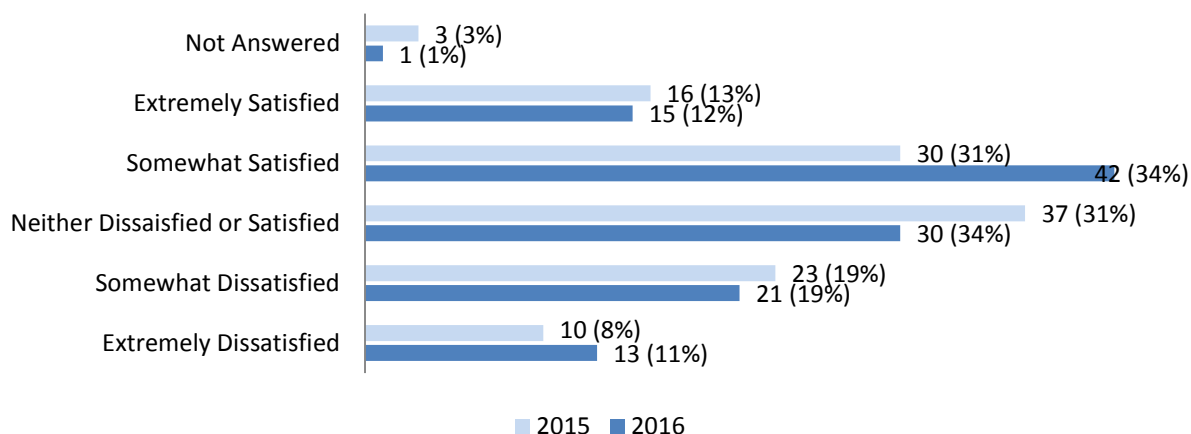
Summary of Comments

14 comments were made relating to thresholds, all from secondary schools. Most comments related to there being a gap in provision for tier 2 early help stating that this had an impact on support provided. Schools either have to 'plug the gap' with costly additional resource or the case has escalated due to lack of help which then becomes more difficult to address as issues have become ingrained. As a result some thought that thresholds were too high. Other comments thought that current thresholds were inconsistently applied.

Communication

Q4) How do you rate LST communications with regards to providing updates on case progression?

Providing Updates on Case Progression



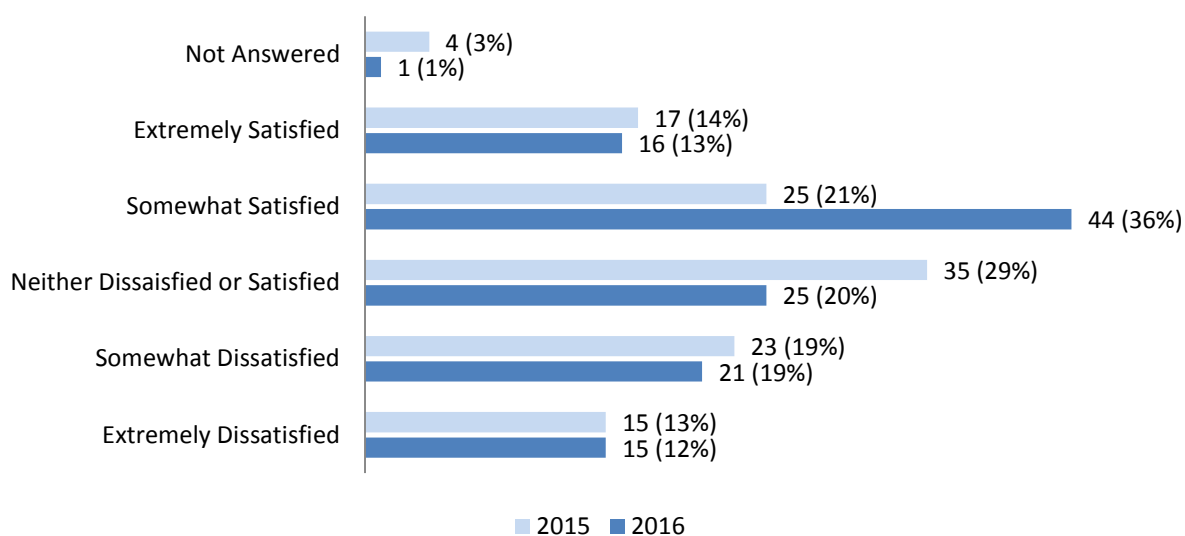
When comparing results with last year, it's apparent that more schools responded positively that they were somewhat satisfied this year (34%) with case progression updates; a further 12% said they were extremely satisfied.

Over half (53%) of primary schools were more likely than secondary schools (34%) to be either somewhat or extremely satisfied with case progression updates.

No further comments were made for this section.

Q5) How well does the LST communicate the outcomes with your school about case outcomes?

Communicating Case Outcomes



Satisfaction levels for communicating case outcomes have improved when compared to last year, with nearly half (49%) of schools stating they were either somewhat or extremely satisfied, a 14 point improvement.

Over half (56%) of primary schools reported that they were either somewhat or extremely satisfied compared to 34% of secondary schools.

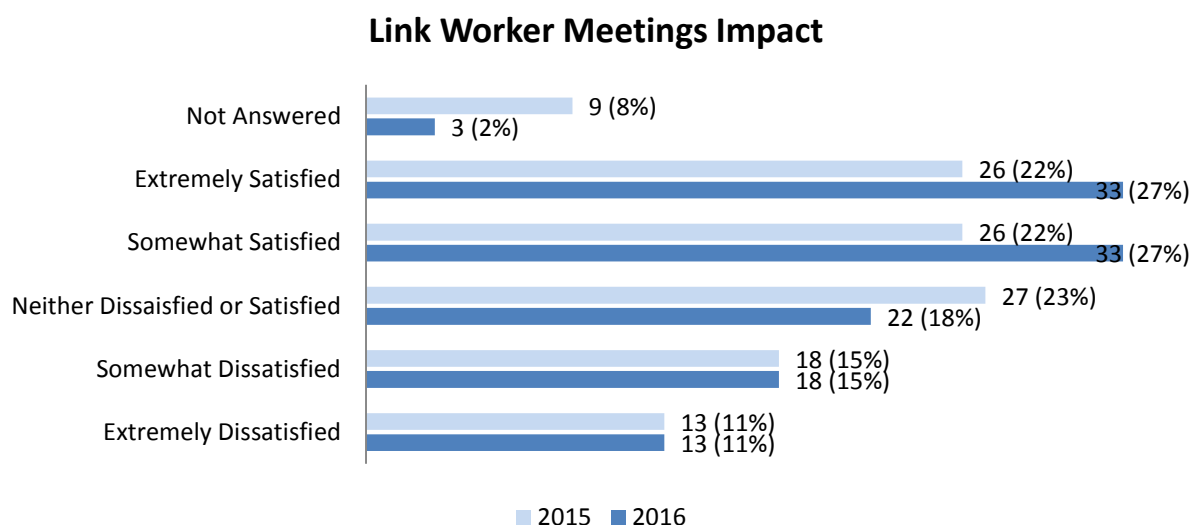
Summary of Comments

44 open comments were made pertaining to communicating case closures, although some comments were more general. The majority of schools supplied a mixed response stating that it was dependent on the individual worker and there was a lack of consistency amongst professionals and that some were good at communicating with the school and others were not.

There were some very positive comments ... 'we are kept in the loop brilliantly' and further comments expressed that there had been an improvement in communication regarding case outcomes and mentioned that the case closure form is a good idea to improve consistency. Regular link meetings with key workers have also improved communication of case outcomes in some cases.

Negative comments related to dissatisfaction due to cancellation of link meetings, poor communication from some LST staff, that the school has to chase for follow up information and that cases are closed with little or no communication.

Q6) To what extent has the input of Link Worker meetings had an impact on communication and partnership working?



There has been an improvement of satisfaction with the impact of link worker meetings; over half (54%) responded that they were either somewhat or extremely satisfied with the impact of link worker meetings, compared to 44% last year.

56% of primary schools said they were either somewhat satisfied or extremely satisfied compared to 45% of secondary schools.

Summary of Comments

49 schools made further comments about link worker impact and of these there were seven respondents stating that they did not know what a link worker meeting was. Some reported little and poor impact and inconsistency of when meetings take place saying that meetings are cancelled and not re-arranged. Some schools also stated that link workers did not always know about cases where they were not the lead worker and where unable to give updates on certain cases and took a while to get back to them with further information.

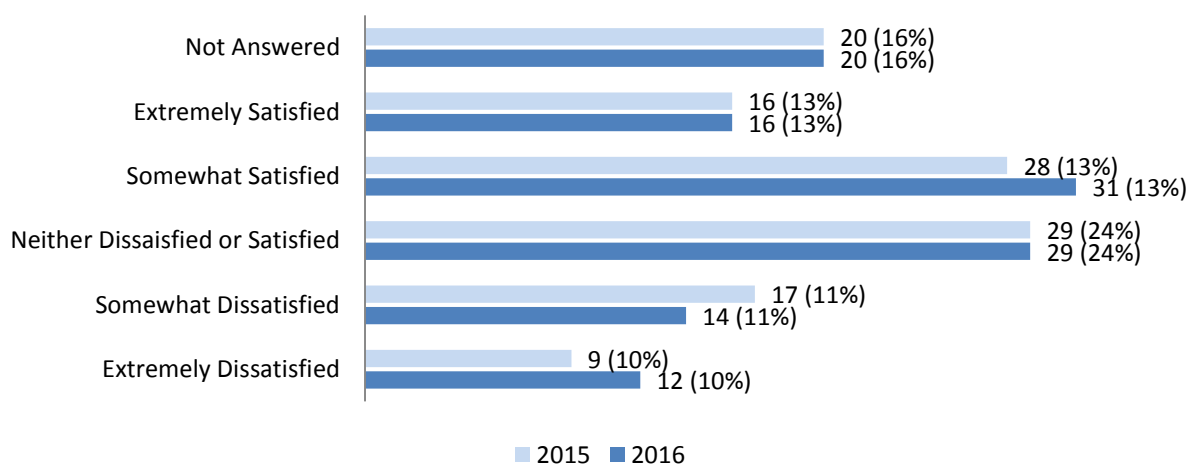
There were 11 very positive comments highlighting excellent, regular and valuable link work meeting taking place. Further complimentary feedback stated that schools saw these meetings as essential updates on open cases and getting to know about cases where the school hadn't made the request for support. These meetings were seen by many as crucial for good partnership working.

Overall Effectiveness

Q7) What does the LST do well?

Q7a) Case work with child/family to improve attendance

Overall Effectiveness to improve attendance

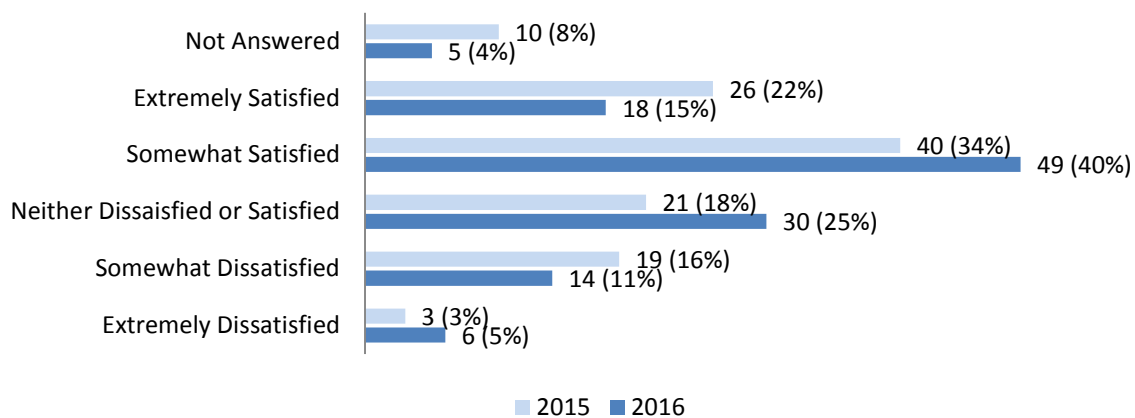


There is no significant difference between last year's and this year's survey responses. Whereas all secondary schools answered this question, 20 primary schools did not and of all schools another 24% were neither dissatisfied or satisfied. 26% of respondents stated they were either somewhat or extremely satisfied with the overall effectiveness to improve attendance. When excluding those that did not answer this question, overall satisfaction rose by two percentage points from last year.

44% of primary schools were either somewhat or extremely satisfied with overall effectiveness with effectiveness to improve attendance compared to 28% of secondary schools.

Q7b) Case work to address issues of child wellbeing with the family

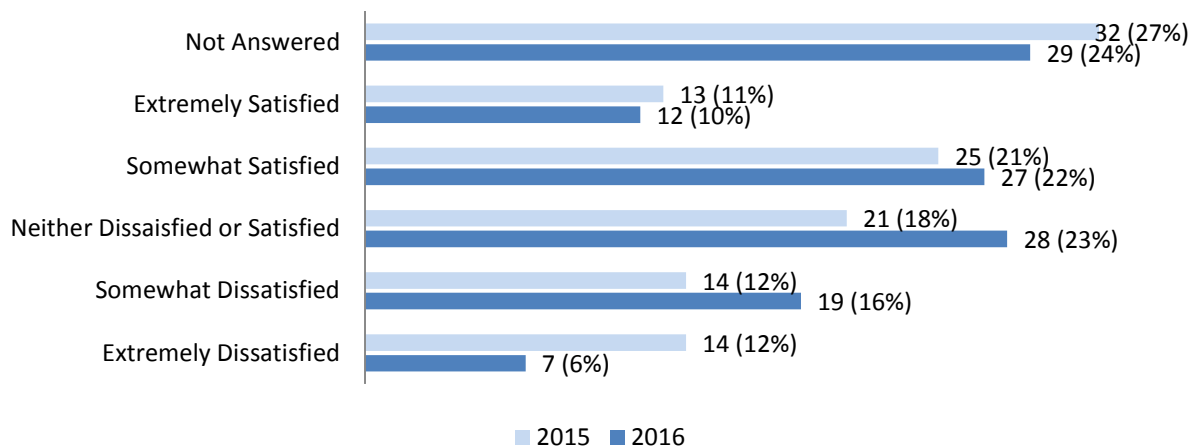
Overall effectiveness to improve child wellbeing



There were more responses (25%) for the neither dissatisfied nor satisfied category this year, with a further 4% not answering this question. Satisfaction rates fell from last year's responses, with 15% responding they were extremely satisfied (last year 22%), however, a further 40% expressed they were somewhat satisfied when it came to overall effectiveness to improve child wellbeing in the family.

68% of primary schools stated that they were either somewhat or extremely satisfied compared to 24% of secondary schools. Q7c) One-to-one work with young people with challenging/risky behaviour

Overall effectiveness to improve challenging/risky behaviour

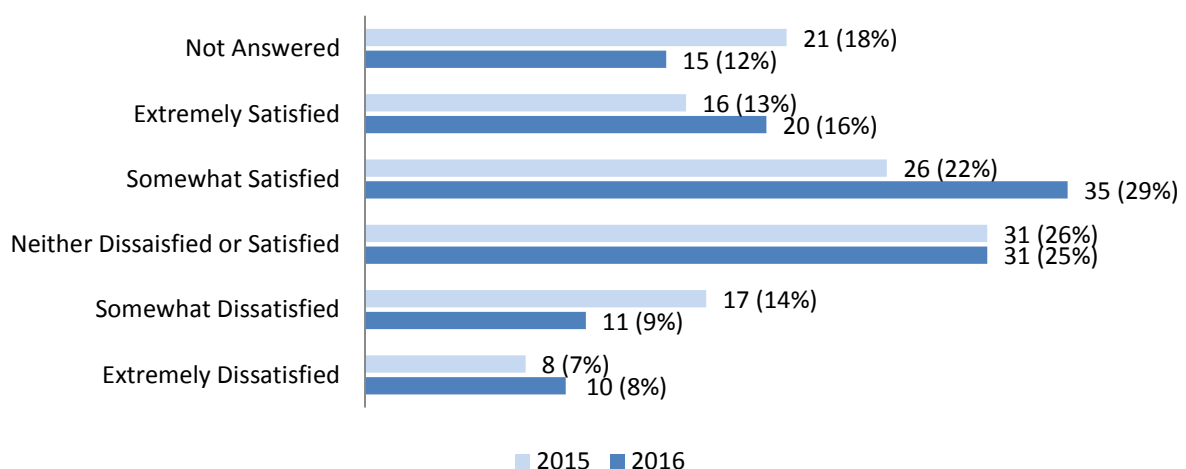


Nearly a quarter (24%) did not answer this question: these were mostly primary schools. More schools (again a larger proportion of primary schools) gave a neutral response to this question this year with 23% answering that they were neither dissatisfied nor satisfied with overall effectiveness to improve challenging/risky behaviour. 32% reported being either somewhat or extremely satisfied this year. The proportion of schools that indicated extreme dissatisfaction has halved to 6% of respondents. When discounting those that did no answer this question satisfaction levels have decreased by two percentage points.

16% of primary schools reported being either somewhat dissatisfied compare to 38% of secondary schools with the overall effectiveness to improve challenging/risky behaviour.

Q7d) Co-ordinating and leading a team around the child/family

Co-ordinating & Leading a team around the child/family

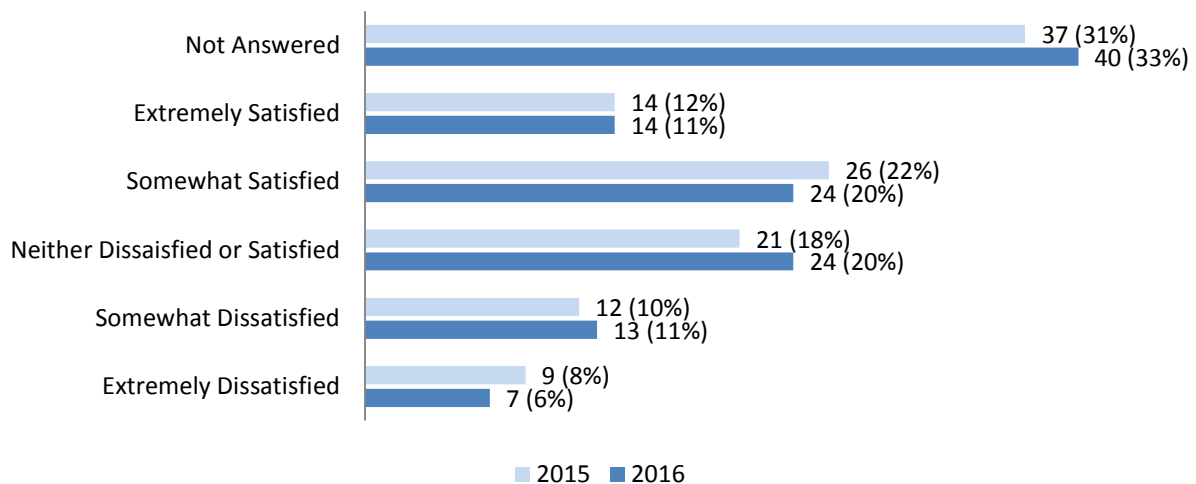


All secondary schools responded to this question whereas 15 primary schools chose not to. The proportion of those saying they were somewhat satisfied has risen by seven percentage points compared to last year, with another 16% expressing extreme satisfaction with the LSTs co-ordination and leading the team around the family/child. Fewer schools were somewhat dissatisfied compared to last year (by five percentage points). When discounting those that did not answer this question, there has been an overall increase of eight percentage points for satisfaction.

23% of primary schools compared to 7% of secondary schools reported being extremely satisfied with LSTs co-ordination and leading a team around the family/child. A higher proportion of secondary schools (34%) stated they were neither dissatisfied nor satisfied compared to primary schools (19%).

Q7e) Delivery of parenting programmes with individual and groups of families

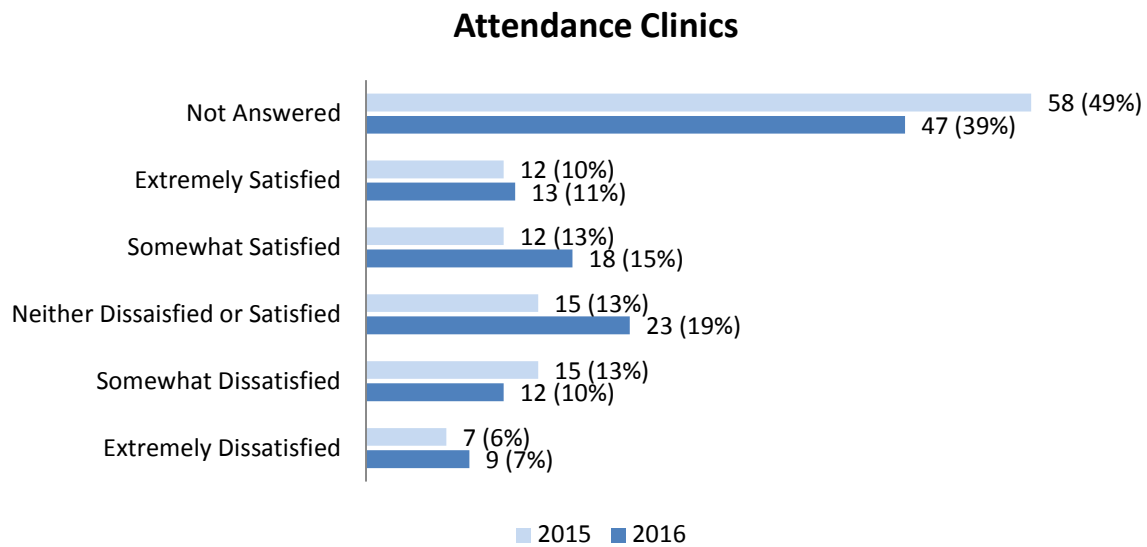
Delivery of parenting programmes



Responses were mainly similar to last year, with a third of schools choosing not to answer this question (the majority primary schools), possibly because no parenting programmes were delivered and this question was not applicable to them. 31% reported being either somewhat satisfied or extremely satisfied, compared to 17% saying they were either extremely dissatisfied or somewhat dissatisfied. When omitting those that did not answer this question, overall satisfaction levels increased by 15 percentage points.

Primary schools stated they were more satisfied than secondary schools, with 41% of primary schools saying they were either somewhat satisfied or extremely satisfied compared to only 14% of secondary schools.

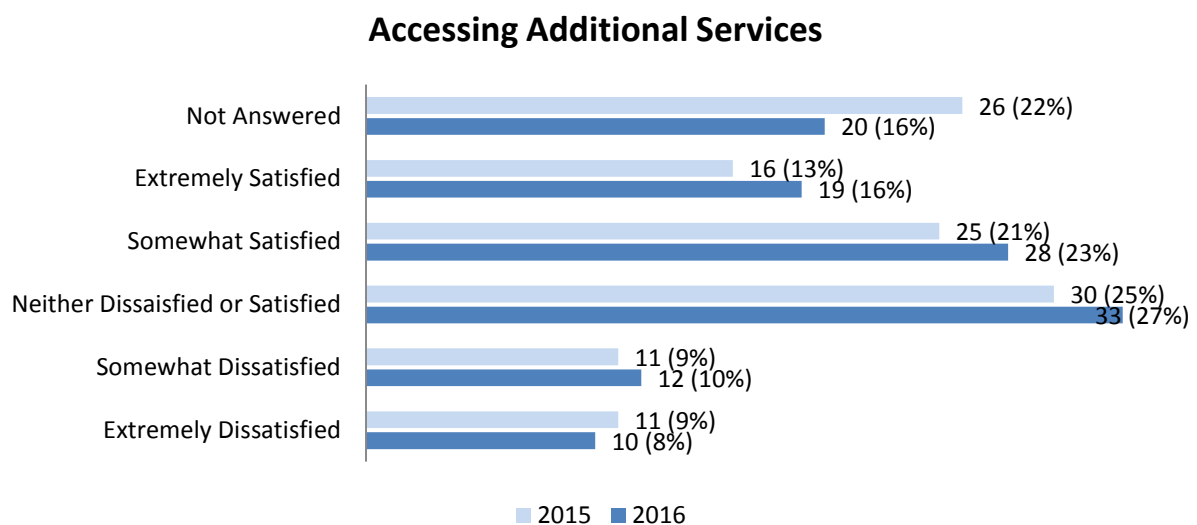
Q7f) Attendance Clinics



A large proportion (39%) did not answer this question: again this may be because attendance clinics have not been held in the school and this was thus not applicable to them. Looking at results from those that did respond the responses are evenly spread; more responses were neutral this year and there was a slight increase (five schools) of those who were somewhat satisfied with attendance clinics.

Nearly half (47%) of primary schools did not respond to this question. Although more secondary schools than primary schools expressed being more satisfied (31% compared to 24%), although a similar proportion of secondary schools stated they were dissatisfied (34%).

Q7g) Help with accessing additional services for children/young people

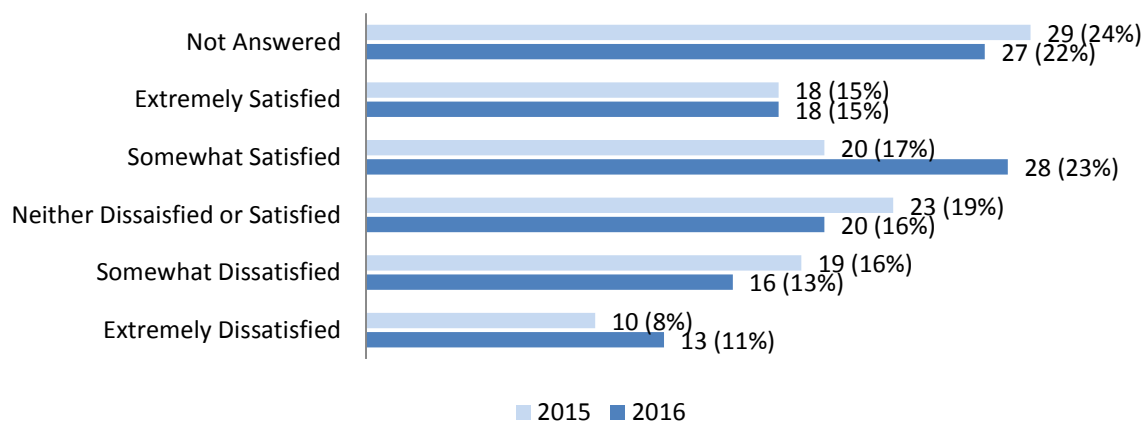


More schools than last year answered this question (by six percentage points) and most secondary schools (28 out of the 29) than primary schools (61 out of the 78) responded. There was also an increase in schools reporting positively, with 39% either somewhat or extremely satisfied in 2016, compared to 34% last year. When omitting those schools that did not answer, there has been an increase of two percentage points for those expressing satisfaction.

20% of secondary schools responded they were either somewhat or extremely satisfied with accessing additional support compared to 45% of primary schools.

Q7h) Timely involvement of statutory social work where concerns for children and young people remain or have become more acute

Timely involvement of statutory social work

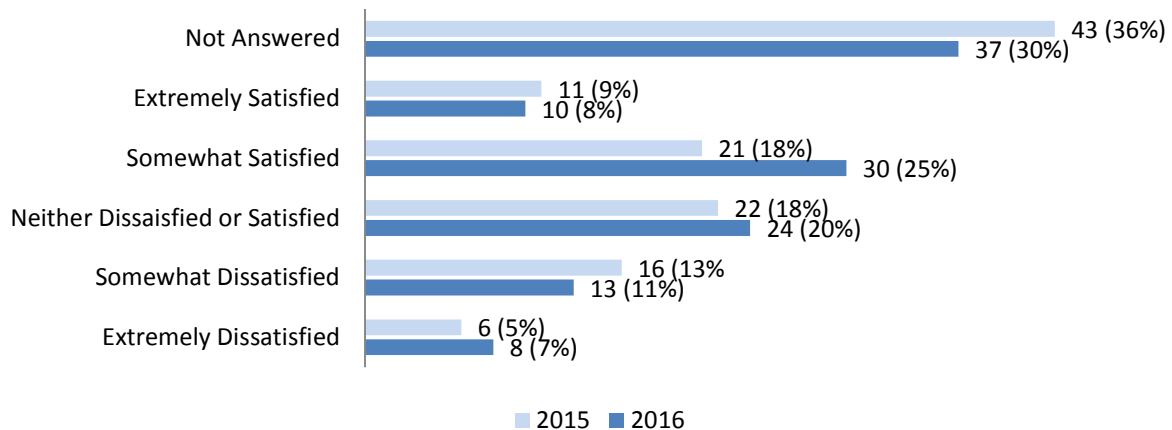


All secondary schools answered this question. For the primary schools that did not answer, it is likely that it would not have been applicable if statutory social work hasn't been required. Of those that did respond, more were somewhat satisfied this year by six percentage points (23% in total), with a further 15% stating they were extremely satisfied.

Over half (55%) of secondary schools reported being either somewhat dissatisfied or extremely dissatisfied with the timely involvement of statutory social work, 24% said they were somewhat satisfied with another 3% extremely satisfied. 44% of primary schools responded they were either somewhat or extremely satisfied.

Q7i) Supporting children and families as they leave statutory intervention (i.e. care, children in need)

Support when leaving statutory intervention



A third of schools did not respond to this question and this was mainly from primary schools (28 out of 78 did not answer), suggesting that support when leaving statutory intervention had either not been applicable or may not have been considered. There was an increase of seven percentage points in schools that responded that they were somewhat satisfied this year and another 8% were extremely satisfied.

37% of primary schools reported being either somewhat satisfied or extremely satisfied, whereas 38% of secondary schools said they were either somewhat or extremely dissatisfied.

Summary of Comments

There were 23 comments made under the section asking about what the LST did well: nine schools chose to submit negative responses. These related to action not being completed, case drift and thresholds not being clear, LST caseloads being too large and cases being closed too early.

Positive responses stated that there had been good recent improvements, agreement that the LST worker role was a good one to have to support families early on, staff were available and responded promptly. LST workers were doing some positive interventions and support was making a difference to children/families.

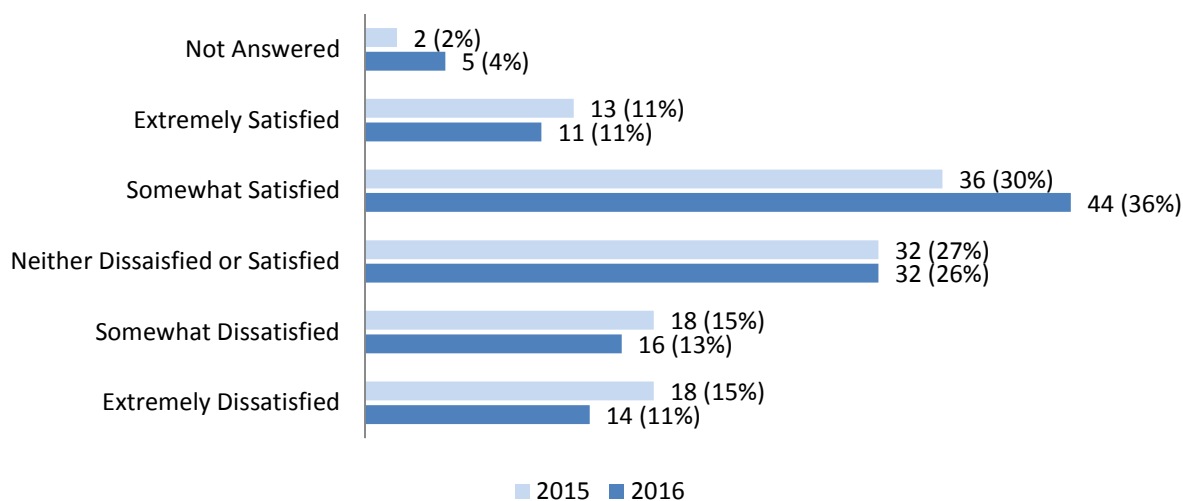
There were three comments made relating to clarification of the FIP and LST key worker role as well as more consistency around thresholds/step up/step down.

Overall Effectiveness

Q8) How satisfied are you with the following aspects of the work of the LSTs?

Q8a) Consistency of practice and decision making?

Consistency of practice and decision making

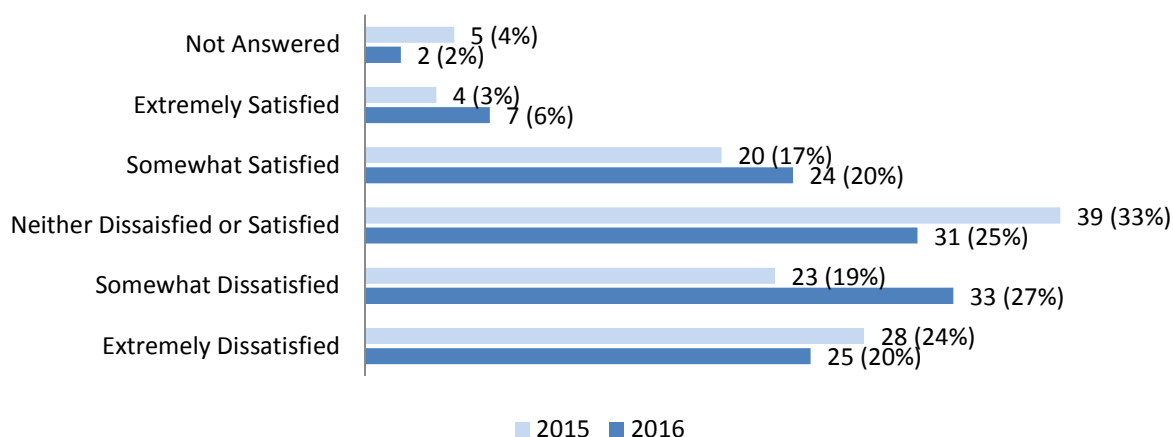


There was an increase of six percentage points from schools that stated that they were somewhat satisfied with the consistency of practice and decision making, as well as a decrease in those saying they were dissatisfied (from 30% to 24%).

Over half (53%) of primary schools reported being either somewhat or extremely satisfied with the consistency of practice and decision making compared to 28% of secondary schools. However, 59% of secondary schools were either somewhat or extremely dissatisfied.

Q8b) Staffing Capacity

Staffing Capacity



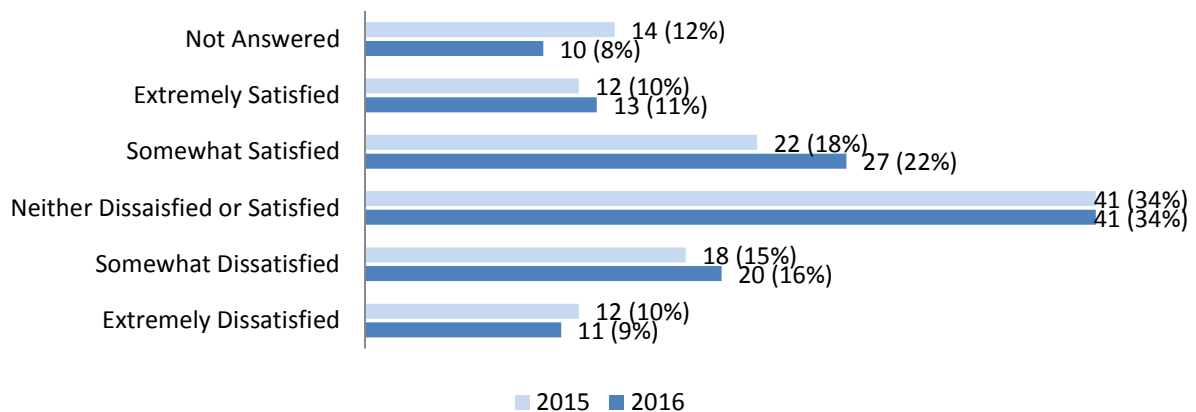
There was an improvement of six percentage points in schools being either somewhat or extremely satisfied with staffing capacity, however, there was also an

increase of 8 percentage points in those that were somewhat dissatisfied. Schools reported being more dissatisfied (47%) than satisfied (26%) with staffing capacity.

66% of secondary schools stated being either somewhat or extremely dissatisfied with staffing capacity, compared to 41% of primary schools. 29% of primary schools expressed satisfaction, and 21% of secondary schools.

Q8c) Step Up/Step Down to statutory social work

Step Up/Step Down to statutory social work

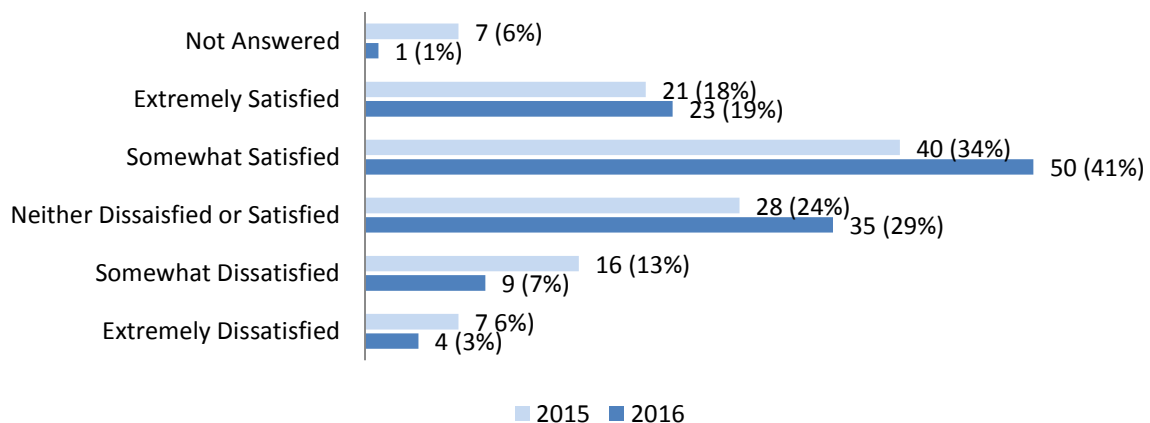


10 schools did not answer this question and another 34% were neither dissatisfied nor satisfied with step up/step down to statutory social work, possibly indicating that this was not applicable to work undertaken at their school. There was a small increase or 4 percentage points in those that were somewhat satisfied this year.

More secondary schools expressed dissatisfaction (55%) more than satisfaction (21%) with step up/step down to statutory social work, whilst more primary schools were satisfied (40%) than were dissatisfied (17%)

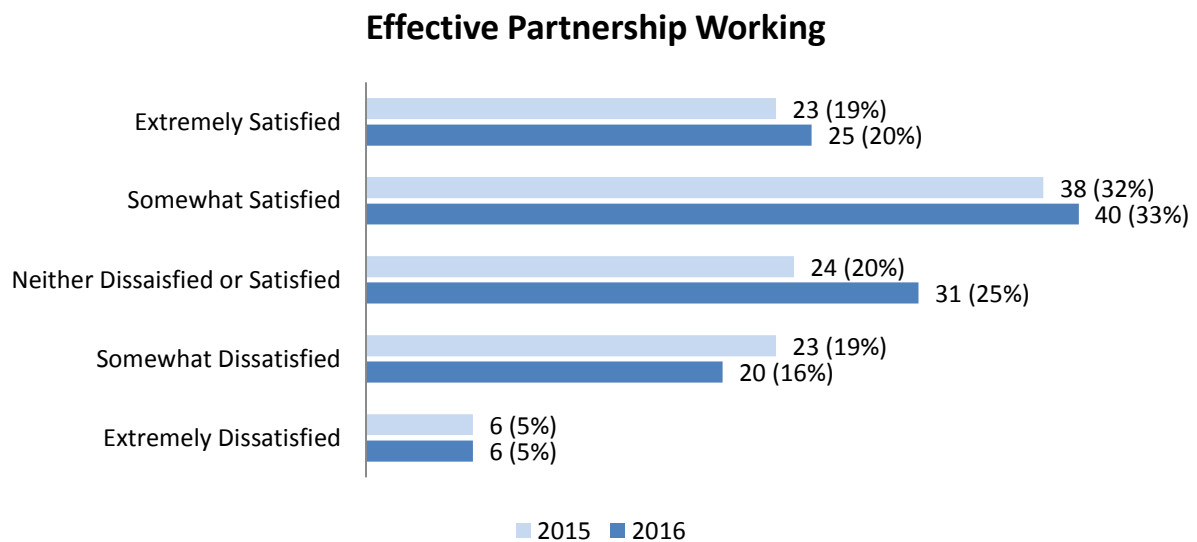
Q8d) Staff Skills and Knowledge

Staff Skills & Knowledge



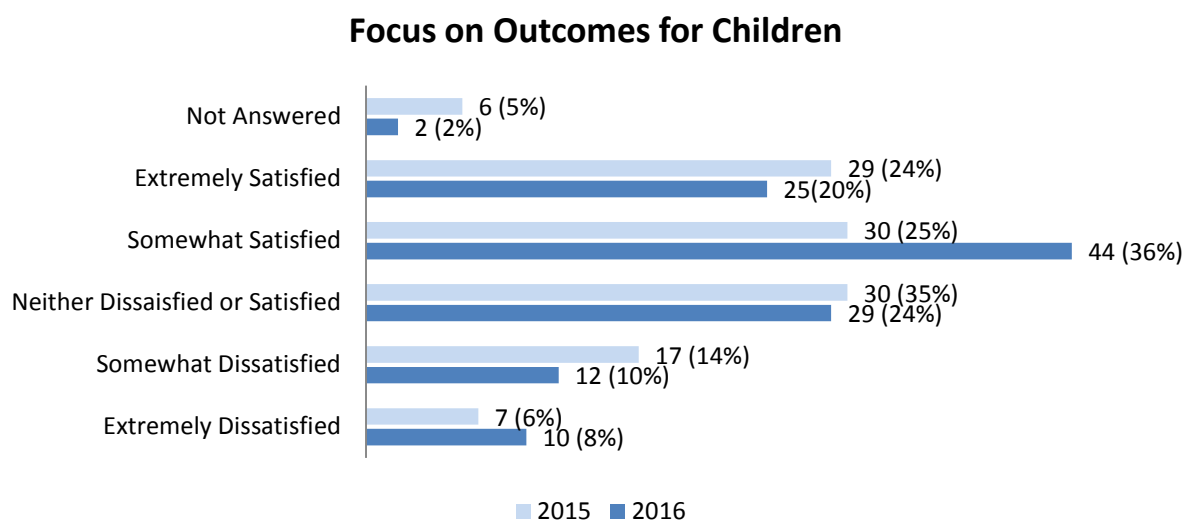
Schools stated they were more satisfied with staff skills and knowledge this year with an eight percentage point increase to 69% being either 'somewhat satisfied' or extremely satisfied. 69% of primary schools reported being either somewhat or extremely satisfied with staff skills and knowledge, compared to 34% for secondary schools.

Q8e) Effective Partnership Working



There was a small increase of 2 percentage points of satisfaction with effective partnership working, with just over half (53%) of all schools reporting they were either somewhat or extremely satisfied with effective partnership working. More secondary schools reported dissatisfaction (48%) than satisfaction (28%) with effective partnership working, whilst primary schools reported they were more satisfied (64%) than dissatisfied (15%).

Q8f) Focus on outcomes for children

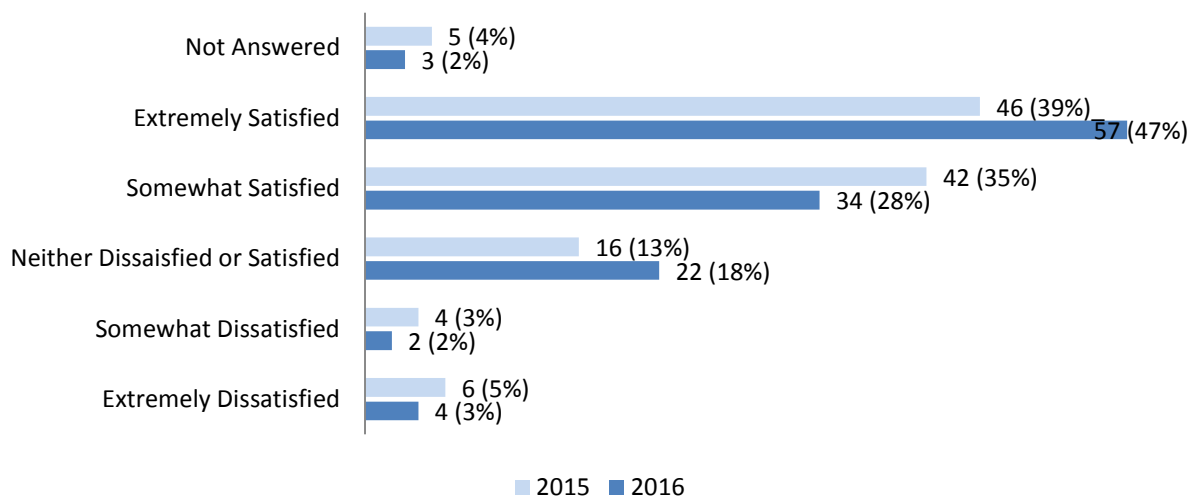


There was increase of 11 percentage points in school stating they were somewhat satisfied with LSTs focus on outcomes for children and over half of schools (56%) reported being either somewhat or extremely satisfied.

More secondary schools were dissatisfied (41%) than satisfied (31%) with focusing on outcomes for children; for primary schools, 68% reported either somewhat or extreme satisfaction, with 13% responding they were either somewhat or extremely dissatisfied.

Q8g) Professional conduct when in school

Professional Conduct when in school



Schools responded very positively to this question and those reporting extreme satisfaction with professional conduct in schools rose by eight percentage points to 47%.

81% of primary schools reported being either somewhat or extremely satisfied, compared to 59% of secondary schools.

Summary of Comments

28 schools provided comments for overall effectiveness and ten related to consistency of Service provided by the LST, stating that quality of service was dependent on worker and sometimes capacity issues, high caseloads and frequent staff changes.

Other comments said changes in process and the use of the Early Help Assessment slowed access to appropriate support, improved communication about outcomes of casework was needed, lack of assertiveness of some staff has impacted on intervention, consistency of how thresholds are applied and clarity around step up/down would be helpful.

Value for Money

Q9) Explain what you would consider 'value for money' and how this could be it be measured.

There were 70 responses to this question. 37 responses specifically expressed improved outcomes and impact of intervention for children and families as being a good measure of value for money. Comments included improved attendance, attainment, child and parent confidence, wellbeing, engagement, reduction of risky/poor behaviour and willingness to learn as outcome measures. Seven responses related to improved communication specifically about case progress and outcomes.

Other responses included having a consistent workforce and approach with named staff linked to schools, quicker response times and regular meetings would also constitute value for money. A range of evidence based solutions to match need is required to ensure the right results. More resource at an earlier stage would also prevent escalation resulting in better value for money in future.

4) CONCLUSIONS

From responses it is apparent that some improvements have been made from last year's survey including satisfaction with time taken to respond to the initial enquiry, LSTs co-ordination of team around the child/family and improved partnership working. Responses about the workforce are also more positive in terms of staffing capacity, professional conduct and skills and knowledge; the individual comments nevertheless highlight inconsistency in staffing as an issue. Responses relating to impact showed the least improvement from last year and schools saw this as important as improved outcomes for children and families featured highly in comments made. Although responses showed an improvement in communication, open comments made still showed concern that not all staff fed back in a timely way, schools sometimes did know about LST involvement and not all case outcomes were communicated.

There is a significant difference between responses from primary and secondary schools, with primary schools expressing more overall satisfaction with the service they receive from LSTs than secondary schools. This needs to be reflected in the wider discussions about a refreshed LST Offer to Schools.

LST Review Survey 2016: Overview Analysis

QUESTIONS	Extremely Satisfied			Somewhat Satisfied			Extremely Dissatisfied			Somewhat Dissatisfied		
	2015 %	2016 %	up or down	2015 %	2016 %	up or down	2015 %	2016 %	up or down	2015 %	2016 %	up or down
LST Intervention Impact on Attendance	15	16	↑	26	26	→	7	10	↗	16	16	→
LST Intervention Impact on Attainment	5	4	↘	17	20	↑	5	8	↗	27	21	↓
LST Intervention Impact on Behaviour	8	8	→	26	26	→	5	10	↗	21	16	↓
LST Impact on Emotional Wellbeing	14	14	→	30	34	↑	3	11	↗	19	14	↓
LST Impact on Family Engagement	14	15	↑	31	35	↑	3	4	↗	19	19	→
Time taken by LSTs to Respond to Initial Enquiries	23	23	→	24	28	↑	5	5	→	16	16	→
Thresholds for Involvement by LSTs	13	11	↘	29	30	↑	8	7	↓	19	19	→
Providing updates on Case Progression	13	12	↘	31	34	↑	8	11	↗	19	19	→
Communicating Case Outcomes	14	13	↘	21	36	↑	13	12	↓	19	19	→
Link Worker Meetings Impact	22	27	↑	22	27	↑	11	11	→	15	15	→
Overall Effectiveness to Improve Attendance	13	13	→	13	13	→	10	10	→	11	11	→
Overall effectiveness to improve child wellbeing	22	15	↘	34	40	↑	3	5	↗	16	11	↓
Overall effectiveness to improve challenging / risky behaviour	11	10	↘	21	22	↑	12	6	↓	12	16	↗
Co-ordinating & Leading a team around the child / family	13	16	↑	22	35	↑	7	8	↗	14	9	↓
Delivery of parenting programmes	12	11	↘	22	20	↘	8	6	↓	10	11	↗
Attendance clinics	10	11	↑	13	15	↑	6	7	↗	13	10	↓
Accessing Additional Services	13	16	↑	21	23	↑	9	8	↓	9	10	↗
Timely involvement of statutory social work	15	15	→	17	23	↑	8	11	↗	16	13	↓
Support when leaving statutory intervention	9	8	↘	18	25	↑	5	7	↗	13	11	↓
Consistency of practice and decision making	11	11	→	30	36	↑	15	11	↓	15	13	↓
Staffing capacity	3	7	↑	17	20	↑	24	20	↓	19	27	↗
Step up/Step down to statutory social work	10	11	↑	18	22	↑	10	9	↓	15	16	↗
Staff Skills & Knowledge	18	19	↑	34	41	↑	6	3	↓	13	7	↓
Effective Partnership working	19	20	↑	32	33	↑	5	5	→	19	16	↓
Focus on Outcomes for Children	24	20	↘	25	36	↑	6	8	↗	14	10	↓
Professional conduct when in school	39	47	↑	35	28	↘	5	3	↓	3	2	↓

KEY

<p>Satisfied</p> <p>↑ improvement from 2015</p> <p>→ same as last year</p> <p>↘ worse than 2015</p>	<p>Dissatisfied</p> <p>↓ improvement from 2015</p> <p>→ same as last year</p> <p>↘ worse than 2015</p>
--	---

Annual Schools Review Survey 2016 : Overview of Results split by Primary and Secondary School Response

Q no.	Question	Extremely Satisfied			Somewhat Satisfied			Somewhat Dissatisfied			Extremely Dissatisfied		
		Primary	Secondary	Difference	Primary	Secondary	Difference	Primary	Secondary	Difference	Primary	Secondary	Difference
6	LST Intervention Impact on Attendance	17%	21%	-4%	31%	7%	24%	13%	34%	22%	5%	24%	19%
	LST Intervention Impact on Attainment	5%	0%	5%	22%	17%	5%	14%	34%	20%	5%	21%	16%
	LST Intervention Impact on Behaviour	9%	10%	-1%	29%	14%	16%	12%	24%	13%	4%	24%	20%
	LST Impact on Emotional Wellbeing	18%	10%	8%	42%	10%	32%	12%	28%	16%	5%	24%	19%
	LST Impact on Family Engagement	22%	3%	18%	38%	21%	18%	12%	38%	26%	3%	10%	8%
7	Time taken by LSTs to Respond to Initial Enquiries	23%	21%	2%	33%	21%	13%	12%	21%	9%	5%	7%	2%
	Thresholds for Involvement by LSTs	14%	10%	4%	33%	17%	16%	10%	31%	21%	5%	14%	9%
	Providing updates on Case Progression	13%	10%	2%	40%	24%	16%	15%	21%	5%	9%	17%	8%
8	Communicating Case Outcomes	15%	7%	8%	41%	28%	13%	17%	21%	4%	10%	21%	10%
	Link Worker Meetings Impact	27%	24%	3%	29%	21%	9%	12%	21%	9%	10%	17%	7%
11	Overall Effectiveness to Improve Attendance	13%	21%	-8%	31%	7%	24%	8%	28%	20%	6%	21%	14%
	Overall effectiveness to improve child wellbeing	21%	3%	17%	47%	21%	27%	9%	24%	15%	4%	10%	6%
	Overall effectiveness to improve challenging / risky behaviour	12%	10%	1%	21%	17%	3%	12%	24%	13%	4%	14%	10%
	Co-ordinating & Leading a team around the child / family	23%	7%	16%	29%	28%	2%	10%	7%	-3%	4%	24%	20%
	Delivery of parenting programmes	17%	3%	13%	24%	10%	14%	8%	17%	10%	4%	14%	10%
	Attendance clinics	10%	14%	-4%	14%	17%	-3%	9%	17%	8%	4%	17%	13%
	Accessing Additional Services	17%	10%	6%	28%	10%	18%	5%	21%	16%	6%	17%	11%
	Timely involvement of statutory social work	19%	3%	16%	24%	24%	0%	5%	31%	26%	8%	24%	16%
	Support when leaving statutory intervention	24%	10%	14%	44%	21%	23%	8%	21%	13%	5%	21%	16%
	Consistency of practice and decision making	12%	3%	8%	41%	24%	17%	9%	24%	15%	5%	34%	29%
12	Staffing capacity	8%	3%	4%	22%	17%	5%	26%	24%	-2%	15%	41%	26%
	Step up/Step down to statutory social work	14%	3%	11%	26%	17%	8%	12%	34%	23%	5%	21%	16%
	Staff Skills & Knowledge	21%	17%	3%	49%	17%	31%	4%	21%	17%	3%	7%	4%
	Effective Partnership working	26%	10%	15%	38%	17%	21%	12%	38%	26%	4%	10%	6%
	Focus on Outcomes for Children	24%	10%	14%	44%	21%	23%	8%	21%	13%	5%	21%	16%
	Professional conduct when in school	54%	34%	19%	27%	24%	3%	3%	0%	-3%	1%	10%	9%

Local Support Team Report Card for Schools

January –July 2016

Schools and Local Support Partnership Working Group

15 September 2016

CONTEXT

This report represents the culmination of much discussion and interrogation of data. The questions that it has been designed to answer are:

- **What is the nature of the work that Families First Local Support Teams do with school-age children in Staffordshire?**
- **Does it make a difference?**

In Local Support Teams we have a system that requires managers to have oversight of all work, to sign it off and to be held accountable for key decisions. They review the quality of assessments and interventions, and sign off the closure of LST involvement only when it is clear that there is no more work for the LST. Whilst this system is designed to ensure that internally we can manage for quality and performance, we are nevertheless clear that this means very little to external stakeholders. The challenge is therefore to demonstrate the impact in a way which is more directly reflective of outcomes for children.

In the first half of this year we have been putting in place a more systematic means of securing stakeholder views and of using these as a yardstick for LST performance. The numbers of responses are still low, but increasing steadily. In addition, LST District Leads are making arrangements for the joint audit with head teachers of LST case work to see to what extent our joint expectations can be moderated and a consensus reached on 'what Good looks like'. All of this work has taken longer to come to fruition than we would have wanted.

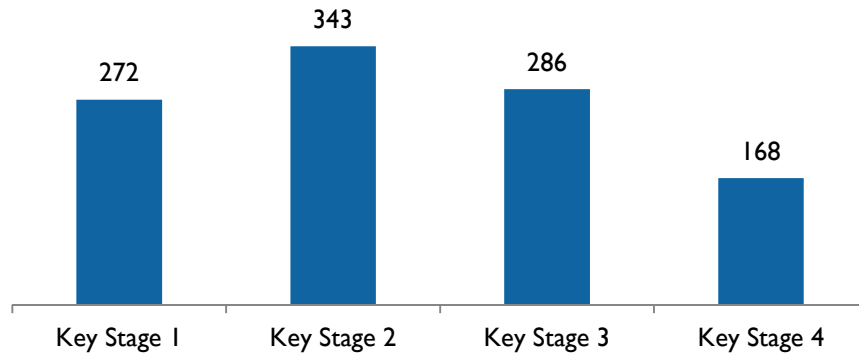
At this stage we can report with confidence on the issues for those school-age children and their families with whom Local Support Teams are involved, the levels of demand, and on the way in which we manage our capacity. We can also report on stakeholder views of the impact as gathered thus far, and on the extent to which Local Support is preventing children from requiring statutory intervention. With regard to the latter, we are challenging our recording systems to provide additional data.

Good data often raises as many questions as it answers: this data set is no exception. The answers though are as likely to lie in engagement and discussion between schools and Families First about how we can work differently together, as they will in further graphs and tables. Improved communication and shared expectations are key outcomes that should emerge from this work.

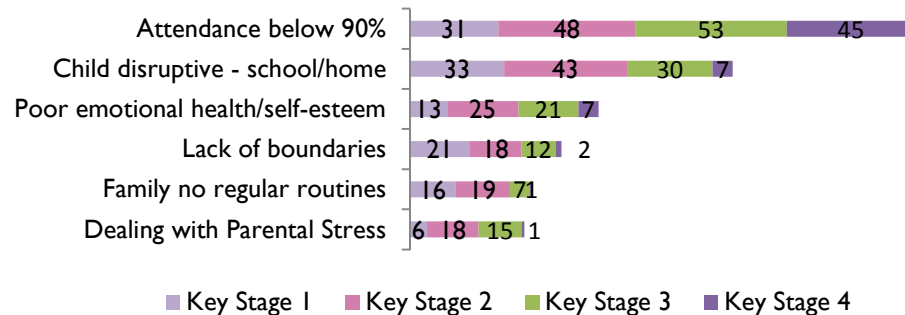
Quantity

LST practitioners routinely record the origin of the requests for support for families. On average, schools currently account for between 35-40% of the referrals to LSTs, and are the highest source of requests for support.

Requests for Support from Schools



Requests for Support from Schools - Top 6 Focuses for LST Engagement with School-age Children



Source: Capita

What this data tells us

1069 (39%) of all requests for support were received from schools in this period. The majority of children in families requesting support are in Key Stages 1 & 2.

Local Support Team practitioners categorise their work in **'Focuses of Engagement'** to enable Families First to track the nature of demand for LST support – the main 'issues' for families. There are 61 'focuses' in total, and most families will have more than one issue to address. An analysis of work with school-age children during this period has identified the six most frequently recorded focuses: and the spread between the Key Stages.

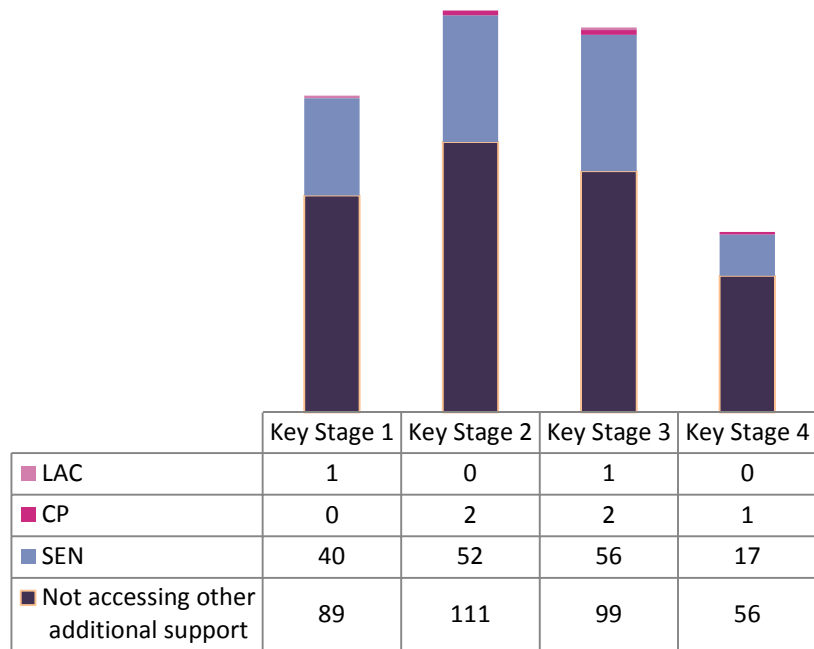
Poor school attendance is the most frequent focus of LST engagement with school-age children (34%), followed by disruptive behaviour either at school or at home (22%) - although this was far less of an issue for KS4. At this stage, there is minimal overlap with these two reasons for engagement as both together represent 54% (Note: These figures do not include penalty notices for unauthorised leave of absence during term time.)

Of note is the higher proportion of involvements with primary phase children for poor emotional health/self esteem which, if consistent over the next few months, will be the subject of an internal audit to explore further and inform the commissioners of services for lower level support for emotional well-being.

Quantity

Head teachers asked for information about the extent to which the children that Local Support Teams were working with, were also receiving additional support from other children’s provision.

Open LSTs involvement at end of July 2016 with children who are subject to other additional support



What this data tells us

The majority of pupils that LSTs are working with are not accessing other additional support.

Local Support Teams work as part of Families First, making their skills, experience and integration with local agencies and community provision available as additional capacity for work with families where there are children on a statutory plan. We know that most children and young people, when asked, want to remain safely at home with their families. If additional support can make this possible, then LSTs are part of that package.

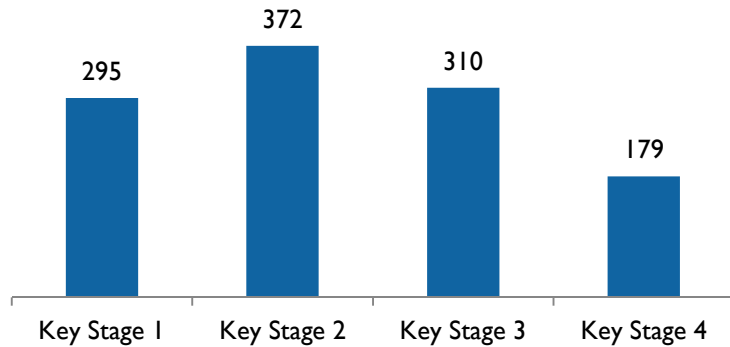
At the end of the reporting period, LSTs are working with two Looked After Children and four children subject of a Child Protection Plan; two from KS2 and two from KS3.

There were 165 children with SEN across all Key Stages at the end of July, mostly in KS1, 2 & 3.

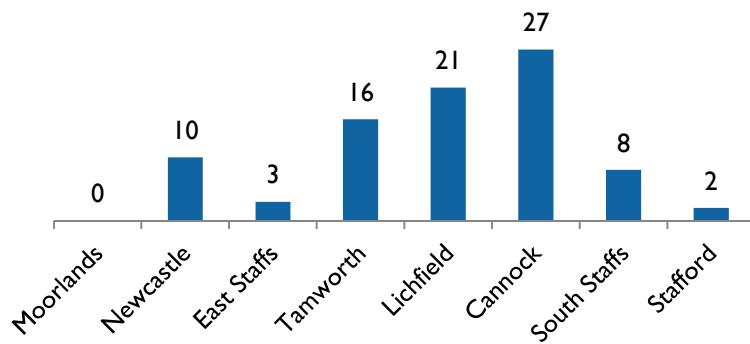
Quantity

Staffordshire Safeguarding Children Board monitors the extent to which agencies from outside of the authority are using the Early Help Assessment: this is a proxy measure for how engaged the wider sector is in identifying children and families who need additional support, early enough for that support to make a difference before problems escalate. The LST 'Offer to Schools' asks that an Early Help Assessment is started with a family and informs a school's request for the LST to become involved.

Number of Early Help Assessments lead by LST and Started By Schools



Schools Leading on Early Help involvements, by District



Source: Capita

What this data tells us

1156 Early Help Assessments are being led by the LST that have been started by schools during the reporting period 1 January – 31 July 2016; the highest proportions were in the Newcastle Borough and East Staffordshire District. Most Early Help Assessments were started for children in Key Stages 2 & 3.

Where the Early Help Assessment is used by an agency external to the authority and that agency is continuing to lead on the work with the family, then the EHA guidance is clear that the LST should be notified. This is so that reports can be generated for the SSCB on partnership engagement with families to provide early help. Schools are leading on 87 of Early Help involvements following use of the EHA. The LST will play only a minor role in the Team Around The Family for these interventions.

Cannock District schools are leading on the highest number of EHAs, followed by Lichfield and Tamworth. There is an even spread across all key stages.

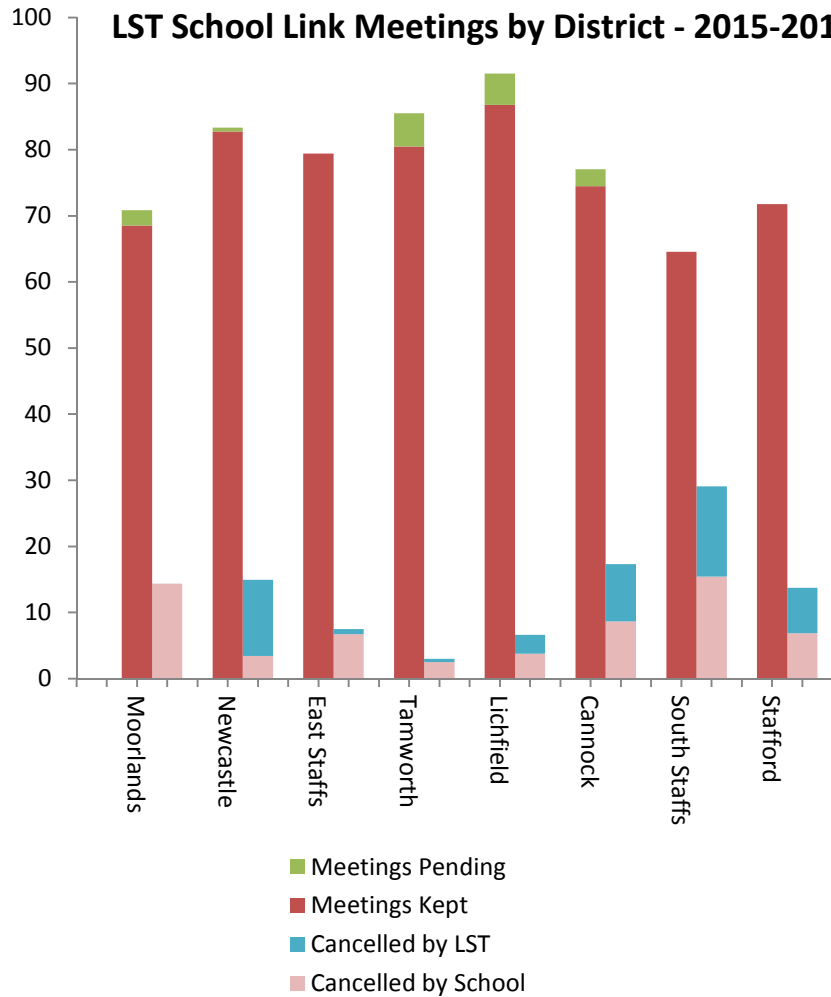
Actions

Link Meetings need to ensure that they capture all early help activity in a school, and that this is then recorded to ensure that all of the early help that school currently deliver, is reported and recognised.

Quantity

A local tracker is maintained across each district, providing senior managers with up-to-date information about the extent to which school link meetings are taking place as scheduled. Now that regularity has been secured, there will be a focus on promoting consistent and effective practice, and aligning this with the annual survey results in which schools are able to provide their overall view of their value.

LST School Link Meetings by District - 2015-2016



Source: School Link Meetings Spreadsheet

What this data tells us

This is the first time we have captured this data, and this graph represents the status of districts at the end of the last academic year.

It must be noted that whilst this is a positive end to the year, throughout the year this graph has previously shown a need to improve services in specific districts.

The content and usefulness of these meetings can be judged from the annual survey, which reported that there has been an improvement with the impact of link meetings: over 54% responded that they were either somewhat or extremely satisfied.

Actions

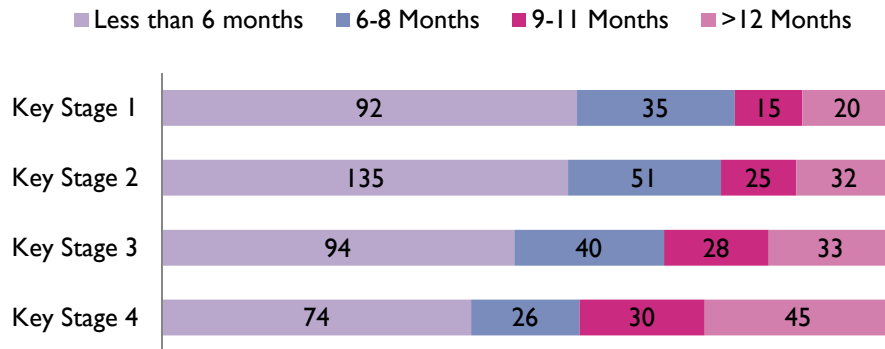
South Staffs, Stafford and Newcastle are all districts that need to focus on reducing the number of meetings cancelled by the LSTs, whilst along with the aforementioned districts, Staffordshire Moorlands LSTs need to work with schools to reduce the number of meetings that the schools have to cancel.

To further improve the quality and consistency of school / LST link meetings LSTs will now be using an approved standard agenda and recording template, ensuring that all LST and school representatives have clear expectations for, and understanding of the outcomes of the meetings.

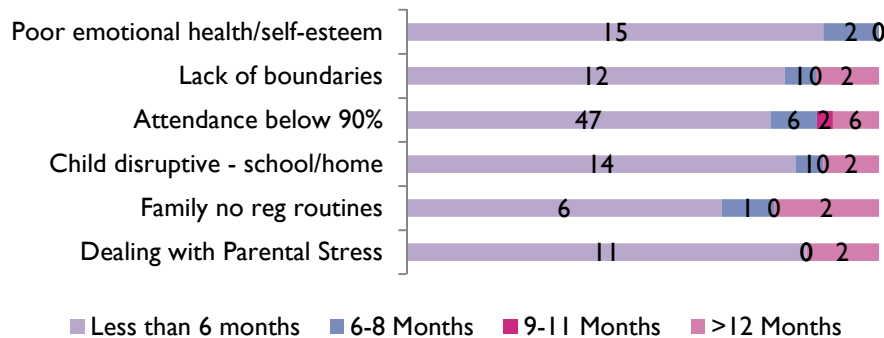
Quantity

A concern for all case work-based services is that work with clients is conducted with pace and focus, and that ‘drift’ is avoided. Local Support Team practitioners review all of their involvements on a regular basis in order to ensure that there is progress. Involvements are closed when there is evidence that the outcomes identified in the Plan have been achieved; in some cases, where it is very difficult to progress and circumstances fail to improve, then discussions are held with Safeguarding colleagues in Families First and - if appropriate – the family may be ‘stepped up’ for social work intervention. Head teachers were interested in the profile of the length of time that cases are open.

Length of LST Involvements for School-Age Children



Length of involvements for LST cases for the Top 6 Focuses for School-Age Children



Source: Capita

What this data tells us

LSTs ceased to work with 775 school-aged children in the period; half of all these involvements had a duration of less than six months.

57% of involvements with KS1 and 2 pupils had a duration of less than six months. One in five involvements with KS4 pupils had a duration of more than 12 months.

For the top focuses of engagement, the majority (80%) were closed by the end of 6 months. Work to support improving attendance is the most likely reason for cases to be open for more than 6 months.

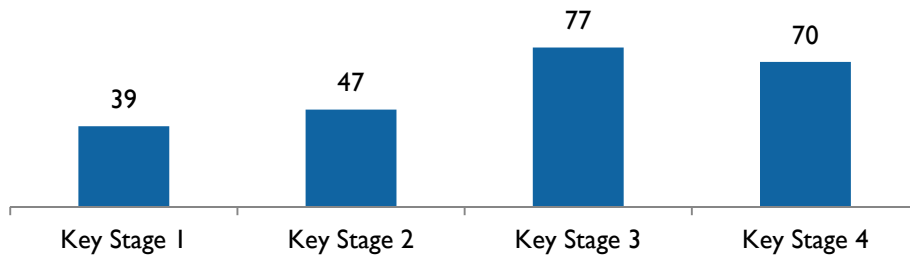
Actions

Further data has been requested to show what the focuses have been for the work that has lasted for the longest period of time. If there are efficiencies to be made in improved partnership working with schools, then a joint review of those circumstances where LST involvement lasts for a long period of time may provide some opportunities to work differently and to better engage local community organisations in providing families with ongoing, longer lasting support.

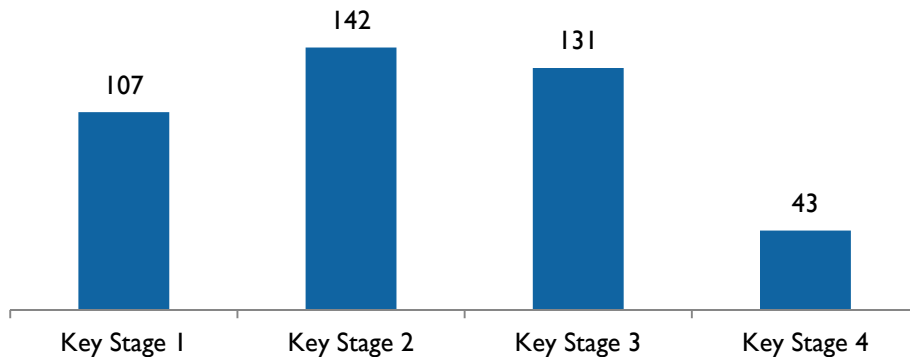
Quantity

Are Local Support Teams accessible and engaged with the right issues? Local Support Team practitioners maintain a record of a range of issues for the family with whom they work and these are summarised for service management and planning. The following issues have been selected as they form the majority of open cases with school aged children.

LST Involvement with ATTENDANCE BELOW 90% Focus as at 31 July 2016



LST Involvement with BEHAVIOUR Focus as at 31 July 2016



■ Behaviour - Boundaries, Disruption, Risk of Exclusion, Alternative Provision

Source: Capita

What this data tells us

This is the first of 3 slides showing the spread of work with school-aged children against four categories of issue for the child and family.:

Poor School Attendance

Behaviour – lack of boundaries, disruptive, in alternative provision or at risk of exclusion from school

Emotional Health and Well-Being – poor emotional health, low self esteem, , at risk of self harm, young carer

Family Life – no routines, chaotic household, family unable to provide for children’s basic needs

Physical Health – engaging in risky behaviour, poor personal hygiene and physical care, at risk of CSE

Parental Health and Well-being – Anxiety/ depression, substance misuse, domestic abuse

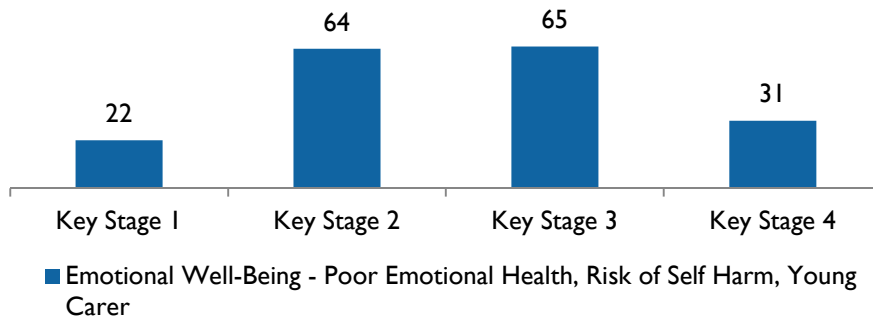
The data shows the number of LST focus of engagements across all key stages; the highest number of cases open at the end of July are those where behaviour issues have been identified, followed by poor attendance. Behaviour issues have been identified for KS 1, 2 & 3, whilst attendance is mainly an issue in KS 3 & 4.

For the 17 pupils at risk of school exclusion, nine pupils have not been excluded since LST work was completed. However, four young people received permanent exclusions during their involvement and three children received a fixed term exclusion after their involvement with the LST

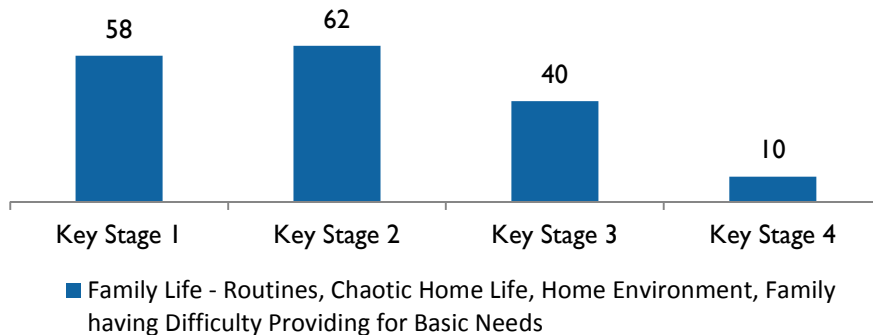
Quantity

Are Local Support Teams accessible and engaged with the right issues? Local Support Team practitioners maintain a record of a range of issues for the family with whom they work and these are summarised for service management and planning. The following issues have been selected as they form the majority of open cases with school aged children.

LST Involvement with EMOTIONAL HEALTH AND WELLBEING Focus as at 31 July 2016



LST Involvement with FAMILY LIFE Focus as at 31 July 2016



Source: Capita

What this data tells us

The majority of those children where emotional health and wellbeing issues have been identified are in key stages 2 & 3 with 129 involvements showing this as a focus of LST work. Regular monitoring of this information will show the extent to which this represents a consistent picture in which case, targeted case auditing will be undertaken to better understand the background for those children in Key Stage 1 where this has been highlighted as an issue as this is more common than would normally be anticipated. With regard to the data for Key Stage 4,

In contrast, Family Life has been identified via assessment as an issues mostly in key stages 1 & 2.

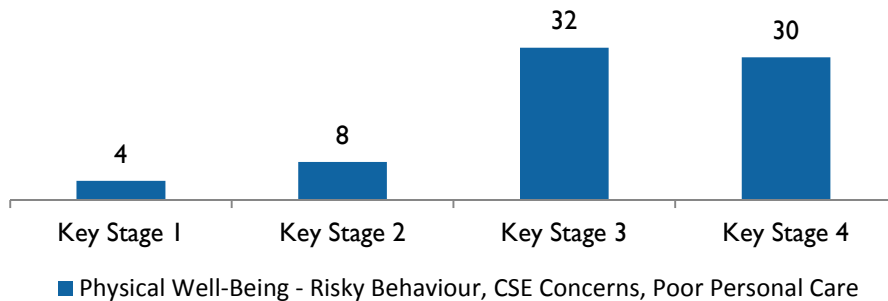
Actions

Further analysis is planned of this data in conjunction with the outcomes of the annual school survey and, in particular, the views expressed by secondary schools of the impact of work undertaken by the LST with families where life is chaotic. The hypothesis to test will be the extent to which LST practitioners engage with the whole family in addressing issues which impact on their children. This data suggests that – for older children – there is less recognition of the impact of the home environment on the young person.

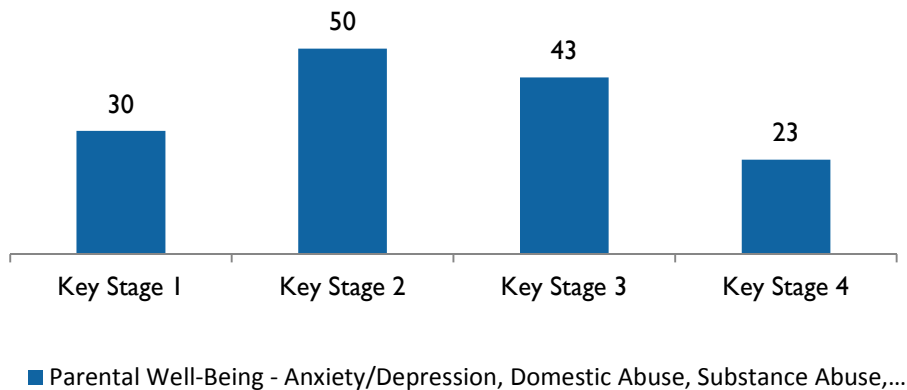
Quantity

Are Local Support Teams accessible and engaged with the right issues? Local Support Team practitioners maintain a record of a range of issues for the family with whom they work and these are summarised for service management and planning. The following issues have been selected as they form the majority of open cases with school aged children.

LST Involvements with PHYSICAL WELL-BEING Focus as at 31 July 2016



LST Involvements with PARENTAL WELL-BEING Focus as at 31 July 2016



Source: Capita

What this data tells us

Physical well-being has been assessed as being an concern in the older age group of children in key stages 3 &4. It is likely that this is as a result of the inclusion of 'Risky Behaviour' in this category (about one third for Key Stage 3), and that the indicator may require review. However, practitioners report few requests for support from primary schools where children are considered to have poor personal care as the schools themselves usually manage this and work with the family.

Parental well-being, including anxiety/depression, domestic abuse and substance misuse has been mostly identified in key stages 2 & 3. These issues are well recognised as important underlying causes of childhood neglect, but are often dependant upon either disclosure by the child, or by the development over time of a relationship with the family.

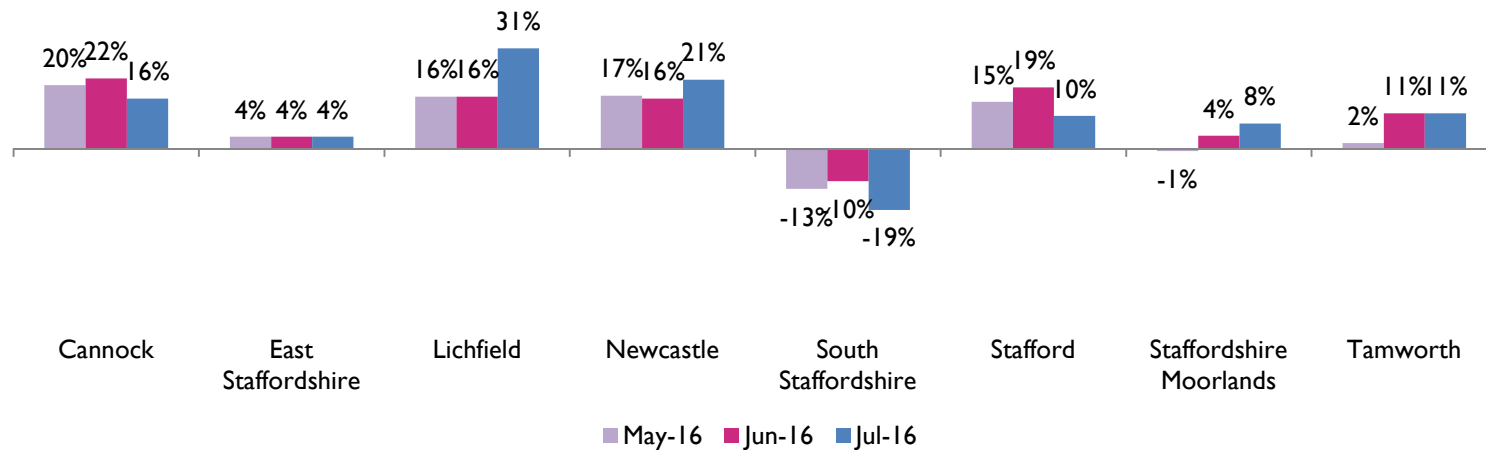
Actions

The combination of factors for demonstrating work led by concerns about 'Physical Wellbeing' will be reviewed and potentially separated for Primary and Secondary phases, to ensure that this information can be disaggregated as a data source.

Quality

One of the key issues identified in the survey to schools in 2015 was a concern about the capacity of Local Support Teams to be as effective as they need to be. One of the key issues is the size of teams and their capacity to manage local demand, particularly when reduced by maternity leave and long term sickness absence – neither of which we have the budget to fully cover.

LST Staffing Levels (FTE) - Variance Against 75% Target



Page 85

What this data tells us

In July 2016, South Staffordshire had a staffing level of 63%, due to vacant posts and long-term sickness.

Staffing levels improved in Lichfield and Newcastle due to staff returning to work following long-term sickness.

The staffing levels in Cannock and Stafford decreased due to long-term sickness.

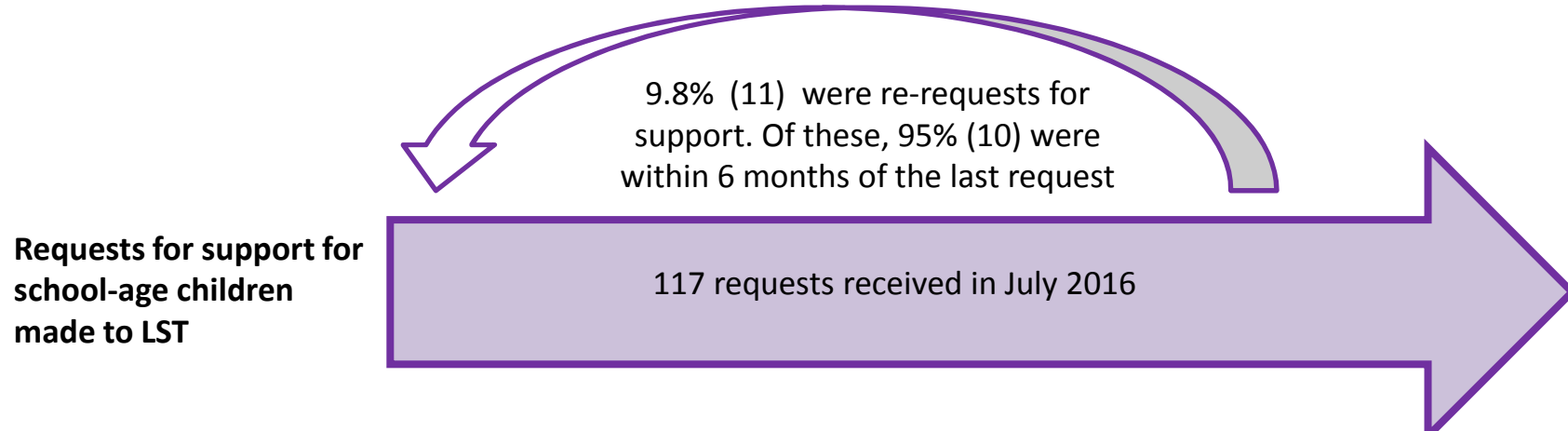
Source: Sap

Actions

An audit of establishment has identified unfilled posts which have been allocated to South Staffs, East Staffs and Staffordshire Moorlands to assist with the current capacity issues. Staff on long term sickness absence are being actively managed and this month will see one return to work and another leave the service. Experienced Co-ordinators are working across districts where needed to ensure that management oversight is retained even when capacity is compromised.

Impact

Re-referrals to LSTs.



What this data tells us

A re-request for support may happen for many reasons. It could be that the family situation has changed and there is a new reason for support. It could be that a family requires a short term involvement to improve their confidence in continuing to deliver their plan; or it could be a family who had been stepped up to children's social care being stepped back down. A certain level of re-requests should be anticipated and having no re-requests should not occur. There is no national benchmarking data available for Early Help, but within social care, 'good' performance is in the range of 15 to 20%.

In November 2015 significant changes were made to the Capita One case recording system. As a consequence, July 2016 is the first month for which can demonstrate re-request figures for cases that had previously been open for LST involvement. Of the 117 requests for support received in July 2016, 9.8% were for families where the LST had had previous involvement. 95% of these requests have come back within 6 months of the closure of the last involvement.

A regional benchmarking dataset for Early Help is being developed which will allow us to compare regionally the rate of re-requests and to gauge our comparative performance against statistical neighbour authorities.

Next Steps

It is important to note that whilst this figure is lower than the social care baseline, this may in part be due to delay in the closure of cases once Local Support Team involvement has concluded, eg if a case is no longer being worked, but a new request comes in, then the existing case will continue to be worked and this is not a re-request / re-referral. However, Slide 7 illustrates pattern of length of time for LST interventions, and demonstrates the extent to which LST involvements are closed within 6 months.

Regular management reporting through the service dashboard for Targeted Services includes re-request rates so this will be monitored. This facilitates monitoring at district level, and a focus on managing performance. Now that the transition to the revised case management system is complete, this data will be reported on a quarterly basis.

Impact

Referrals for statutory social work assessment , where there had been previous involvement with a Local Support Team.

Referrals accepted for assessment to social care

Between April and July 2016, 2158 referrals were made of school age children and accepted for assessment by statutory social work.

Of these, 21.3% had been known to Local Support from January 2016 onwards.

Source: Children’s Social Care / LST Capita One

Page 87

What this data tells us

When a referral is made to First Response, the needs of the family are assessed and triaged. If the family meets the threshold for a social work involvement, it is accepted as a referral and passed to the area safeguarding teams for a social work assessment.

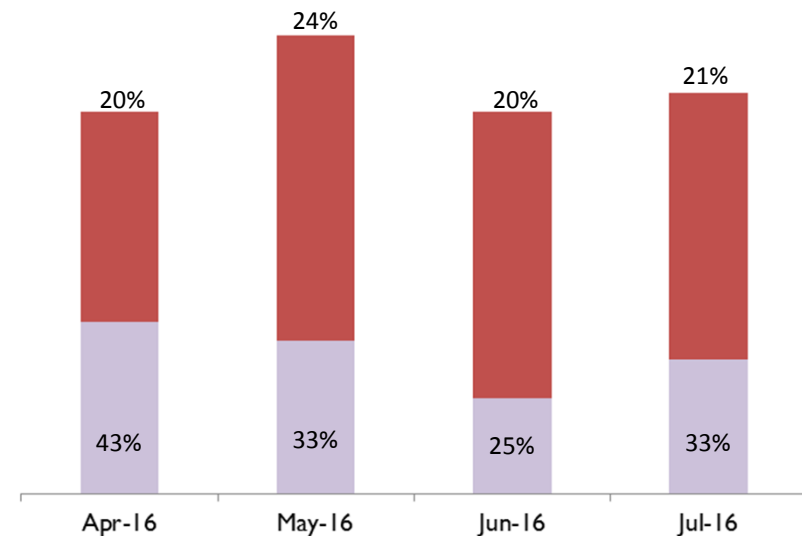
Of the referrals received in the period April to July, 21.3% (459) were known or had been previously known to the LST. Approximately one third (151) were where the LSTs had formally requested that the family were ‘stepped up’ to social care for statutory involvement; the remainder were direct referrals to First Response from partner agencies on the basis of an immediate safeguarding concern.

Actions

This is the first time that we have cross-matched the LST and Social Care two data sources in order to investigate the extent to which LST intervention is impacting in statutory social work. As a legitimate indicator of the extent to which LSTs are making a difference – particularly if tracked over time – this will be a rich source of information and we will continue to investigate this further.

Once we have a reliable set of trend data, then targets can be set for a reduction in the overall figure and an increase in the proportion of that figure that are cases stepped up.

Bar chart top show the % of referrals accepted by Social Care for assessment, where the family have been known previously to the LST either as an open case, or for Early Help Assessment. Within these are shown the % of these referrals where the family was accepted through the formal ‘step up’ process.



Feedback from Young People – Summary of responses

At the point that the LST conclude their involvement with young people, they offer all young people the opportunity to complete a short survey. This survey process is managed via the Voice Project & Business Improvement Team, who will collate and analyse the feedback.

66 feedback forms were received from young people

- 92% (60) said they were happy that it had been explained what was happening and why
- 87% (57) said they were involved and included
- 92% (60) had a chance to share their ideas and support needed
- 87% (57) thought they were listened to and that their views were used
- 95% (63) felt the support worker was kind and easy to talk to
- 83% (55) were happy that the help they had made things better for their family and them, however 16% were unsure (10)
- 78% (51) feel life is better because of the help they had, 16% (10) were unsure and 6% (4) felt sad

Feedback from Parents/Carers– Summary of responses

At the point that the LST conclude their involvement with families, they offer all parents / carers the opportunity to complete a short survey. This survey process is managed via the Voice Project and Business Improvement Team, who will collate and analyse the feedback.

82 feedback forms were received from parents/ carers

96% (78) felt happy about the explanation about why support had been offered and understood what was happening and why

98% (80) were happy about how they had been involved and included in the process

95% (77) said they were happy that they had a chance to set some of the tasks to be completed

93% (76) felt happy they were listened to and views were considered

98% (80) stated their support worker was supportive and easy to talk to

92% (75) reported that support received has helped the family to make positive changes to their lives, 4% (3) were unsure and 2% felt sad (1)

96% (78) were happy with the service they received

Impact Feedback from Schools – Summary of responses

At the point that the LST conclude their involvement with families, they offer schools the opportunity to complete a short survey. This survey process is managed via the Voice Project and Business Improvement Team, who will collate and analyse the feedback.

24 feedback forms were received from schools in Lichfield, Moorlands, Newcastle, Stafford & Tamworth

- 21 said they were invited to comment on the proposed conclusion of LST involvement and agreed with the decision
- 19 schools were either satisfied or extremely satisfied with the impact on attendance
- 20 were either satisfied or extremely satisfied with the impact on improving behaviour
- 19 school reported that they were either satisfied or extremely satisfied with the impact on wellbeing
- 20 schools responded they were either satisfied or extremely satisfied with the impact on family engagement
- 22 schools said they were either satisfied or extremely satisfied with the time taken by the LST to respond to their initial enquiry
- 22 were either satisfied or extremely satisfied with threshold definition/management of this case by the LST

Impact

Feedback from Schools – Summary of responses (cont.)

- 23 were satisfied with how the LST communicated updates on this case & its progression
- 23 stated they were either satisfied or extremely satisfied with consistency of practice and decision-making
- 23 said they were either satisfied or extremely satisfied with staffing capacity/availability
- 19 Schools said they were either satisfied or extremely satisfied with Step up/down to statutory social work
- All said that LST workers had the right skills and knowledge to do their job and worked well in partnership
- 23 responded they were either satisfied or extremely satisfied with the focus on outcomes for children
- 23 reported they were either satisfied or extremely satisfied with the service they received from the LST in this case

Schools Forum – 4 October 2016

Notices of Concern

Recommendation

1. Members note the issue of a Notice of Concern to the schools identified below.

Report of the Deputy Chief Executive and Director for People:

PART A

Why is it coming here – what decision is required?

2. No decision required.

Reasons for recommendation

3. The agreed protocol for issuing a notice of concern includes the provision that information on the issue and withdrawal of a notice of concern be provided to the Schools Forum on a termly basis.

PART B

Background:

4. Since the last meeting of the Schools Forum the County Council has issued no new Notices of Concern.
5. Since the last meeting of the Schools Forum the County Council has not withdrawn any Notices of Concern.
6. Following the amendment to the protocol for issuing of Notices of Concern at the last meeting work is currently being undertaken to establish an objective criterion by which to assess whether a school judged as Requiring Improvement is also causing financial concern. A further update along with any resulting Notices will be reported at the next meeting.

Report author:

Author's Name: Alison Wood, Head of Education Finance Services, Entrust Support Services Ltd

Ext. No.: 07583 018216

List of background papers:

Schools Forum Work Programme

There are a number of items the Schools Forum considers annually and these are set out in the work programme below.

The “Schools Forums: operational and good practice guide” (October 2013) states that:

Local authorities should as far as possible be responsive to requests from their School Forums and their members. Schools Forums themselves should also be aware of the resource implications of their requests.

Forum Members are therefore able to suggest an item for consideration at a future Forum meeting as long as it is within the remit of the Forum. Any request must be agreed by the Schools Forum before being included on the work programme. Each Forum agenda is set by the Chairman in consultation with the Director and the Clerk. The scheduling of items included on the work programme will therefore be agreed through this process and taking account of resource implications and agenda management.

NB: There are two standard items that appear on each agenda, these being Notices of Concern and Fairer Funding Update.

Meeting	Item	Details
Spring term	Schools Budget (last financial year) : provisional outturn	Annual item
	Schools Budget (forthcoming financial year)	Annual item
	Fairer Funding Update	Standard item
	Notices of Concern	Standard item
Summer term 5 July 2016	Schools Forum Membership – annual review	At its meeting of 9 July 2015 the Forum agreed to review its membership annually to ensure it remained broadly proportionate.
	Schools Budget (last financial year) : Final outturn and Dedicated Schools Grant (DSG) Settlement	Item deferred to October Forum

Meeting	Item	Details
	Fairer Funding Update – oral update	Standard item
	Notices of Concern	Standard item
	LST Review – progress report and evidence of outcomes of pilot	Update requested at 9 December 2015 Forum meeting (pilot also discussed at 23 March Forum meeting)
	Protocol for issuing notices of concern	Requested at 23 March Forum meeting
	Procurement Regulations	Considered at 23 March Forum meeting – results of consultation will be considered at July meeting
	Staffordshire Scheme for Financing Schools	Considered at 23 March Forum meeting – results of consultation will be considered at July meeting
	Facilities Time - LMSCC paper	Requested at 23 March Forum meeting (last considered at 7 October Forum meeting, report entitled: “Review of Trade Union Facilities Time for Maintained Schools”)
	SEND Assessment & Planning Process	Report to address the concerns raised at 23 March Forum meeting around the speed of the process

Meeting	Item	Details
Autumn term, first meeting 4 October 2016	Election of Chairman and Vice-Chairman	Annual item
	Spend Review – Exit Arrangements	Requested at 5 July Forum meeting
	Behavioural Support Service update, evidencing the outcome of changes made	Update requested at 9 December 2015 Forum meeting
	LST Review progress report – reference 5 July meeting	Update report including details of the second survey on the work of LSTs as well as further information requested at the July Forum
	School Improvement Service	Report requested at July Forum following discussions between the Chairman and Tim Moss (County Manager for Education), and the decision not to set up a working group on this issue
	Schools Budget Final Outturn	Deferred from July meeting
	De-delegation vote	Annual item
	Fairer Funding Update	Standard item
	Notices of Concern	Standard item
Autumn term, second meeting 7 December 2016	Schools Budget, Central Expenditure	Annual item
	Fairer Funding Update	Standard item
	Notices of Concern	Standard item

