

Charities and Trusts Committee

Tuesday, 12 June 2018

10.00 am

Ivanovo Room - County Buildings

NB. Members are requested to ensure that their Laptops/Tablets are fully charged before the meeting

John Tradewell
Director of Strategy, Governance and Change
4 June 2018

A G E N D A

1. **Apologies**
2. **Declaration of Interests**
3. **Minutes of the previous meeting** (Pages 1 - 2)
4. **Stafford 14-19 Partnership - Business Plan and Update** (Pages 3 - 44)
5. **The Broom - Update**
Oral Update
6. **Rugeley Endowment Registered Charity 258603** (Pages 45 - 64)
7. **Property support to the Committee**
Oral Update
8. **Confirmation of the Action of the Director of Finance and Resources in relation to Education Endowments** (Pages 65 - 66)
9. **Exclusion of the Public and Press**

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 paragraphs of Part 1 of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

PART TWO
(reports in this section are exempt)

10. **Exempt Minutes of the previous meeting** (Pages 67 - 70)
(Exemption Paragraph 3)
11. **Landau Forte Academy - Update**
(Exemption Paragraph 3)

Membership	
Michael Greatorex	Kath Perry (Chairman)
Dave Jones	David Smith (Vice-Chairman)
Ian Lawson	

Note for Members of the Press and Public

Filming of Meetings

The Open (public) section of this meeting may be filmed for live or later broadcasting or other use, and, if you are at the meeting, you may be filmed, and are deemed to have agreed to being filmed and to the use of the recording for broadcast and/or other purposes.

Recording by Press and Public

Recording (including by the use of social media) by the Press and Public is permitted from the public seating area provided it does not, in the opinion of the chairman, disrupt the meeting.

Minutes of the Charities and Trusts Committee Meeting held on 22 November 2017

Present: Kath Perry (Chairman)

Attendance	
Michael Greatorex Ian Lawson	David Smith (Vice-Chairman)

PART ONE

13. Apologies

14. Declaration of Interests

There were no Declarations of Interests.

15. Minutes of the meeting held on 7 August 2017

RESOLVED – That the minutes of the meeting held on 7 August 2017 be confirmed as an accurate record and signed by the Chairman.

16. The Broom

The Committee received an update in relation to the trust land adjacent to Dosthill Primary School known as The Broom. They were informed that the Dosthill and Two Gates Residents Association had requested permission to make improvements to the land by installing benches, planting trees, clearing shrub's, putting up a notice board and making improvements to the footpath.

The Local member informed the Committee that this area of land had sparked considerable interest in the local area as there were rumours about its potential development and local residents were keen to see it retained as an open space. In response, the Director for Strategy, Governance and Change indicated that it was understood that there were proposals for development on the Dosthill Primary School site but these were confined to the existing school site did not include land held in trust

The Committee were also requested to consider granting the School continued permission to use the trust land once it had converted to Academy status. They were informed that the school currently arranges for the grass on the trust land to be mown. Were the committee not minded to permit the school/academy to continue to use the land for recreational purposes then they may cease to maintain the land, placing a financial burden on the Trustees. The Committee considered the possibility of the Dosthill and Two Gates Residents Association or other local community groups being requested to maintain the land, however the local member informed the Committee that the Resident's Association's proposal was to tidy up the Broom and they were not interested in taking on the responsibility for the maintenance of the land.

The Committee were reassured that any change to the use of the land would require the approval of the Charities Commission.

RESOLVED – (a) That the request from the Dosthill and Two Gates Residents Association for permission to make improvements to the land by installing benches, planting trees, clearing shrub's, putting up a notice board and making improvements to the footpath be agreed.

(b) That the Dosthill Primary School be allowed to continue to use the Broom once converted the School converts to Academy status and that the necessary arrangements be made to amend the objects of the charity accordingly.

Note by Clerk: County Councillor Michael Greatorex asked that his name be recorded as not supporting the above resolutions.

17. Exclusion of the Public and Press

RESOLVED - 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 paragraphs of Part 1 of Schedule 12A (as amended) of the Local Government Act 1972 indicated below.

PART TWO

The Committee then considered the following matters:

18. Exempt Minutes of the meeting held on 7 August 2017

(Exemption paragraph 3)

19. Chetwynd Centre Update

(Exemption paragraph 3)

20. Landau Forte Academy, Tamworth

(Exemption paragraph 3)

21. Trust land forming part of Thomas Alleynes High School, Uttoxeter

(Exemption paragraph 3)

22. Sale of the Former Short Street Infants School, Burton-on-Trent

(Exemption paragraph 3)

Chairman

Charities and Trusts Committee – 12 June 2018

Stafford 14-19 Partnership: Revised Business Plan 2016-2020v3

Stafford 14-19 Partnership (formerly known as Stafford Collegiate) previously had its central administration based on Trust land known as the Chetwynd Centre until August 2017 when it relocated to Stafford Manor High School, as a result of the Trustees authorising the sale of the Chetwynd Centre.

Recommendations:

The Trustees of the Charities and Trusts Committee to:

1. review and approve the Stafford 14-19 Partnership revised Business Plan 2016-2020 (version 3 refresh - hereinafter called the Business Plan) – copy attached.
2. consider for approval the funding request to the Staffordshire Education Centre Charity (registered number 528604) as set out in the Business Plan for 2018/19 and 2019/20 academic years. If approved the release of funds will be from the charitable income, interest from the capital investment of the permanent endowment, from the Staffordshire Education Centre Charity:
 - 2.1 For 2018/19 academic year this will be a sum of £92,516 as set out in the Business Plan, this is an increase of £7,516 on the amount (£85,000) approved in principle by the Trustees last year. The increase is due to additional costs relating to the relocation of the Partnership's computer server and support for GDPR implementation costs;
 - 2.2 For 2019/20 academic year the Stafford 14-19 Partnership is requesting a sum of £150,000 as set out in the Business Plan. This is a 62% increase on the 2018/19 request as the Partnership wish to develop a wider alternative vocational curriculum for 14-19 year olds. This will be explained in more detail at the Committee meeting.
3. consider giving approval in principle to the Stafford 14-19 Partnership to be supported by Staffordshire Education Centre Charity with financial contributions for a further five years based on the production of a new Business Plan for 2020 to 2025, to be produced in May 2019.
4. approve Staffordshire County Council's County Commissioner for Skills and Employability to continue to be authorised to approve the release of funds set out in the second recommendation above subject to the successful delivery of the 2016-2020v3 Business Plan.

Staffordshire County Council's role as a Charity Trustee:

1. Trustees have and must accept ultimate responsibility for directing the affairs of a Charity, ensuring that it is solvent, well-run and delivers the charitable outcomes for the public benefit for which it has been set up.

2. Local Authorities are well suited to being a charity trustee as they are:
 - rooted in the local community;
 - open and transparent in their dealings;
 - highly accountable for their actions; and
 - have the high standards of public conduct embedded in the way they work.
3. Charity trustees have a duty to act solely in the best interests of the Charity and its beneficiaries with a view to furthering its charitable purposes and for no other purpose whatsoever. They must also ensure that any charitable assets are managed independently and prudently in accordance with their charitable purpose and any restrictions in the charity's governing document.

Background to the Stafford Education Centre Charity:

1. Staffordshire County Council (the Council) is the sole administrative trustee of the Stafford Education Centre Charity (SECC - registered number 528604) and is responsible for the general control, management and administration of the Charity. The Council discharges its obligations through the Charities and Trusts Committee.
2. SECC was governed by the Scheme dated 10 September 2010; however a revised Scheme was approved by the Trustees at the Committee meeting held on the 17 November 2015. The Charity Commission gave final approval of this revised Scheme on 11 March 2016. The revised Scheme sets out the object of the Charity which is *"the promotion of education of persons between the ages of 14 and 19 years who are resident in [or being educated in] Stafford in such ways as the trustee thinks fit."*
3. The Chetwynd Centre, built in 1860 a grade 2 listed building was the permanent endowment of the SECC and the Council held the land and buildings on trust status. The Trustees approved the sale of the Chetwynd Centre and the sale was completed in early 2018. The funds from the sale have been added to the endowment investment.

Background and Context:

1. The Charities and Trusts Committee agreed on 16 July 2015 the preferred option of the disposal of the Chetwynd Centre through sale and the Committee agreed to:
 - a) ensure current arrangements are stabilised for the next two years providing short-term continuity as requested by the Collegiate. Including producing an annual Business Plan and budget approval process;
 - b) explore the next steps to implement the preferred option this seeks permission to amend the objectives of the SECC removing the requirement on Trustees to retain the Chetwynd Centre;

- c) instruct officers of the Council from Legal, Finance, Learning and Skills teams to work with the collaborative of 14–19 education providers in Stafford to develop and implement appropriate and timely mechanisms for the submission and approval of a Business Plan to the Committee as the new application process for the use of the available charitable funds in the future. The Business Plan must set out how the Stafford 14-19 Partnership will meet the educational objectives of the SECC and provide assurance to the Committee on how the endowment funds requested will be deployed.

2. Progress towards the July 2015 recommendations:

- a) Council Officers have continued to have ongoing dialogue with the Manager of the Stafford 14-19 Partnership to consider the implications of developing a wider collaborative approach across all 14-19 providers in the Stafford district. This has been reflected in the refreshed Business Plan that is being presented to the Committee. The existing partners are committed to working collaboratively to improve and develop the delivery of 14-19 education in Stafford and to broaden the Partnership to work with other educational providers to ensure the best outcomes for young people across Stafford. Collaborative working is a key thread throughout the Business Plan.
- b) The Council's Legal team worked with the Charity Commission for a revised Scheme for SECC. The Charity Commission gave final approval of this revised Scheme on 11 March 2016. This approval allowed for the disposal of the Centre by way of sale, but without requiring the Centre to be replaced with equivalent land. Following the sale of the Centre in early 2018, the capital receipts have been invested in the permanent endowment of the SECC.
- c) Council Officers have supported the developments of the Stafford 14-19 Partnership including the third refresh of the Business Plan that is attached for the Trustees approval and this sets out plans for the operational delivery of the Partnership. The Plan clearly identifies the objectives of the Partnership and it sets out the case of how the endowment funds requested will be deployed and it requests that the Committee continues to approve financial support. The Trustees are being asked to approve the allocation and release of funds from the charitable income, interest from the capital investment of the permanent endowment, from the SECC (registered number 528604). The Stafford 14-19 Partnership is requesting the following contributions that are set out the refreshed Business Plan:
 - For 2018/19 academic year this will be a sum of £92,516 as set out in the Business Plan, this is an increase of £7,516 on the amount approved in principle by the Trustees last year. The increase is due to additional costs relating to the relocation of

the Partnership's computer server and support for GDPR implementation costs;

- For 2019/20 academic year the Stafford 14-19 Partnership is requesting a sum of £150,000 as set out in the Business Plan. This is a 62% increase on the 2018/19 request as the Partnership wish to develop a wider alternative vocational curriculum for 14-19 year olds. This will be explained in more detail at the Committee meeting.
- d) The Council Officers will continue to work with the Partnership Manager to promote good financial management and an agreed approach to managing the delivery of the Business Plan. Colleagues from the Partnership will attend the Committee on an annual basis to present progress against the Business Plan and to demonstrate the positive action and outcomes from receiving the financial contribution from the SECC.

Equalities Implications:

1. None identified.

Legal Implications:

1. The Committee (in its capacity as Trustee of the SECC) is legally obliged to ensure that the SECC is managed in accordance with its objectives and to prevent any conflicts of interest between the administration of the SECC and of the Council.

Resource and value for Money Implications:

1. The Committee may apply the income and capital of the SECC in meeting the proper costs incurred when administering the Charity and managing its assets.

Risk Implications:

1. Decisions made by the Committee must be made in the capacity as Trustee only and must ensure that any decisions are made in accordance with the Charities Act 2011 and Charity Commission guidance.

Report Author:

Anthony Bamsey, Skills and Employability Commissioning Team, Staffordshire County Council.



STAFFORD
SIXTH FORM

**Stafford 14-19 Partnership
Business Plan 2016-2020 v3 April 2018**

Reviewed by
Maria Woodward
Stafford 14 -19 Partnership Manager

Table of Contents

	Page
Foreword	3
1. Stafford 14-19 Partnership: Forward Together	4
2. Contextual Summary	5
3. Stafford 14-19 Partnership	7
<i>Aims and Objectives</i>	7
<i>Governance</i>	8
<i>Educational Partnership</i>	9
4. Analysis of Current 16-19 Provision	10
5. Marketing	13
<i>Protocol</i>	13
<i>Marketing strategy</i>	14
6. Future Development: The Timeline	14
<i>Operational Action Plan</i>	22
7. <i>Funding</i>	29
8. <i>Appendices</i>	32
8.1 <i>Projected Student Numbers</i>	32
8.2 <i>Excerpts from recent Ofsted Reports</i>	33
8.3: <i>Measuring Examination Results</i>	35

Foreword

Vision

In a time of increasing change in education we look forward to meeting the challenges that will enable us to provide the very best education in Staffordshire and nationally.

The Stafford Partnership is committed to a shared vision:

'Blessed William Howard, King Edward VI, Sir Graham Balfour, Stafford Manor and The Weston Road Academy High Schools have come together to create a unique provision for young people in the Stafford area: a high quality sixth form built on firm foundations.'

The Governing bodies of all the Partnership Schools and that of the Partnership are entirely committed to the continuing development of the work of the Partnership in order to provide an outstanding education for the students of Stafford and to improve their life chances.

Blessed William Howard Catholic High School

King Edward VI High School

Sir Graham Balfour High School

Stafford Manor High School

The Weston Road Academy

Stafford 14-19 Partnership

We thank you for the continued support of the Charities and Trust Committee on behalf of the Stafford Education Centre Charity (SECC) in achieving our aims, without which the Stafford 14-19 Partnership would not be able to continue to work with the young people of Stafford to broaden their opportunities and support them on their journey to becoming enthusiastic and capable members of the work force of Stafford in the future.

Maria Woodward.

1. Stafford 14-19 Partnership: Forward Together

Working in partnership may not be unique either in the county or nationally, but we believe that the case for Stafford demonstrates that it is worth the continued support of the Stafford Education Centre Charity [SECC]:

- It allows the Stafford 14-19 Partnership [the Partnership] to benefit from operational support that has allowed schools to work successfully together for a number of years, so that students benefit from joint curriculum provision. This includes an overall Partnership Manager, bursar and data manager officer who work closely with all partners to bond together the collaborative working.
- By working in partnership we can offer a curriculum programme in the sixth form that is one of the most extensive in Staffordshire and which guarantees that minority subjects, including French, Further Mathematics and Music, are available to students.
- There is already a broadly-common timetable for post-16 studies which allows the flexibility for learners to study at any of the partner schools. Partnership Exchange (established through Capita SIMs) allows transfer of progress and attendance data between partners.
- Our success rate for academic studies has been some of the best in Staffordshire; this is something we would like to celebrate as it comes with the recognition that the partnership has a highly inclusive entry criteria than many similar groups and institutions. Our A-level pass rate in 2017 was 96%, in line with county and national levels. Significant reform of the accountability system for 16-19 providers comes into effect with the publication of results for summer 2016.

Headline figures for attainment report the average grade attained by students. The national average grade per entry was C. The Partnership had an average grade per entry of C- which was in line with the Local Authority (LA) average.

- Our working practices have been used by several other groups as a model on which to build their own version. This includes the Trinity in Newcastle and Stoke-on-Trent Schools.
- As well as positive attainment outcomes, we also enjoy extremely good progression into higher education. In 2017 100% of students who wanted a place at university gained one, with the vast majority taking a place at their first choice university. This is a **truly outstanding accolade for the Partnership providers** and will in turn contribute to the work force of the future for our town. Students went on to study a wide variety of courses from accounting and finance through to sports business and management. Partner schools have reported feedback from students that the support and encouragement they had during their time in the Sixth Form was significant in their success.
- We have also seen a big increase in the number of students applying for and gaining places within the apprenticeship scheme from a wide range of employers including national employers such as Ernest and Young. Ensuring that students go on to achieve the success that they have worked hard for and thus to empower them to become active citizens within Stafford with skills needed to contribute to employment and the growth of Stafford and the County of Staffordshire.

2. Contextual Summary

The partners are committed to working collaboratively to improve and develop their delivery of 14-19 education in Stafford and to broaden their partnership to work with other educational providers to ensure the best outcomes for their students.

This plan is to show how the schools, academies and other educational providers can work in partnership, with the continued support of the SECC, to develop and deliver 14-19 education in Stafford.

The Partnership's ambition is expressed in terms of both quality and breadth: to progress from its position in Staffordshire performance tables (despite very low course entry requirements to promote inclusion) to a position of regional leader, but also to extend the benefits of expertise-sharing and collaborative delivery to the 14-16 phase.

Whilst Staffordshire County Council has a statutory responsibility to ensure that every child in the county has an offer of suitable post-16 education or training when they need one, post-16 education is funded centrally. Clearly there are advantages to working collaboratively, and this builds on over 20 years' experience with a proven track record of continued improvement and success in the 16-19 sector. History shows us that this is something that works well and with sufficient funding could grow and blossom again and continue to allow each partner to maintain its own ethos.

The plan for Stafford Borough Council 2011-2031 states that, "By 2031 the County Town of Stafford will have...increased educational attainment at all levels and retained high quality graduate skills delivered by further education facilities and bolstered by significant inward investment." The partners in this plan wish to be allowed to play a significant part in achieving this, which is a key reason for requesting that they continue to receive the advantage of the additional funding provided by the SECC for delivery of high quality education and to enable long term development planning.

HM Government's Review of post-16 Education and Training Institutions wishes to see 'clear, high quality professional and technical routes...alongside robust academic routes.' We believe that we have a well-established track record on providing the latter.

The Partnership model will initially work to the benefit of the students and staff based in the five partner schools and academies, but develops opportunities for further establishments to join the Partnership to help ensure that the 14-19 curriculum offers all students the best and most suitable pathways open to them. Close working relations with Stafford College existed for many years and it is hoped that with a new direction to the College that these can be developed again. It should also encourage engagement with Walton High School, despite them having currently left the 16-19 Partnership. The landscape in education is constantly changing and there may be new possibilities in the future with providers of 14-19 education in Stafford such as E-Quality, NOVA Training and APM to develop new course opportunities that meet the needs of the students and employers of the future. It is highlighted in Staffordshire *Strategic and Economic Plan [March 2014]* that 'the future prosperity of the...Staffordshire economy depends on growth and competitiveness, and for this the education of young people in the town is paramount.

It has been recognised both by Stafford Borough Council [SBC] and Staffordshire County Council [SCC] that, “Stafford has also experienced a rapid contraction of its manufacturing base in recent years leading to large scale job losses, many of which have not been replaced due to limited private sector job growth.” This makes the work of the providers of 14-19 education crucial in helping support young people and the contribution they can play in helping the local economy to grow. In its plans, Stafford Borough Council recognises that, “the local economy will be sustained by supporting the location, diversity and intensity of new economic development through...Increasing the levels of skills and educational attainment of the Borough's workforce, to promote the area as a place to invest through delivery of enhanced higher and further education facilities.”

The track record of the providers in the Partnership and formally in the Stafford Collegiate has shown the strength of collaborative working, and its success post-16 is evidence of the advantages gained through working together. In SCC *Achieving Excellence in Learning Skills* it states that ‘a good education is one of the best investments we can ever make in life.’ This is one of the key reasons why we are requesting that we are allowed to continue to receive the support of the SECC to develop our Partnership work model.

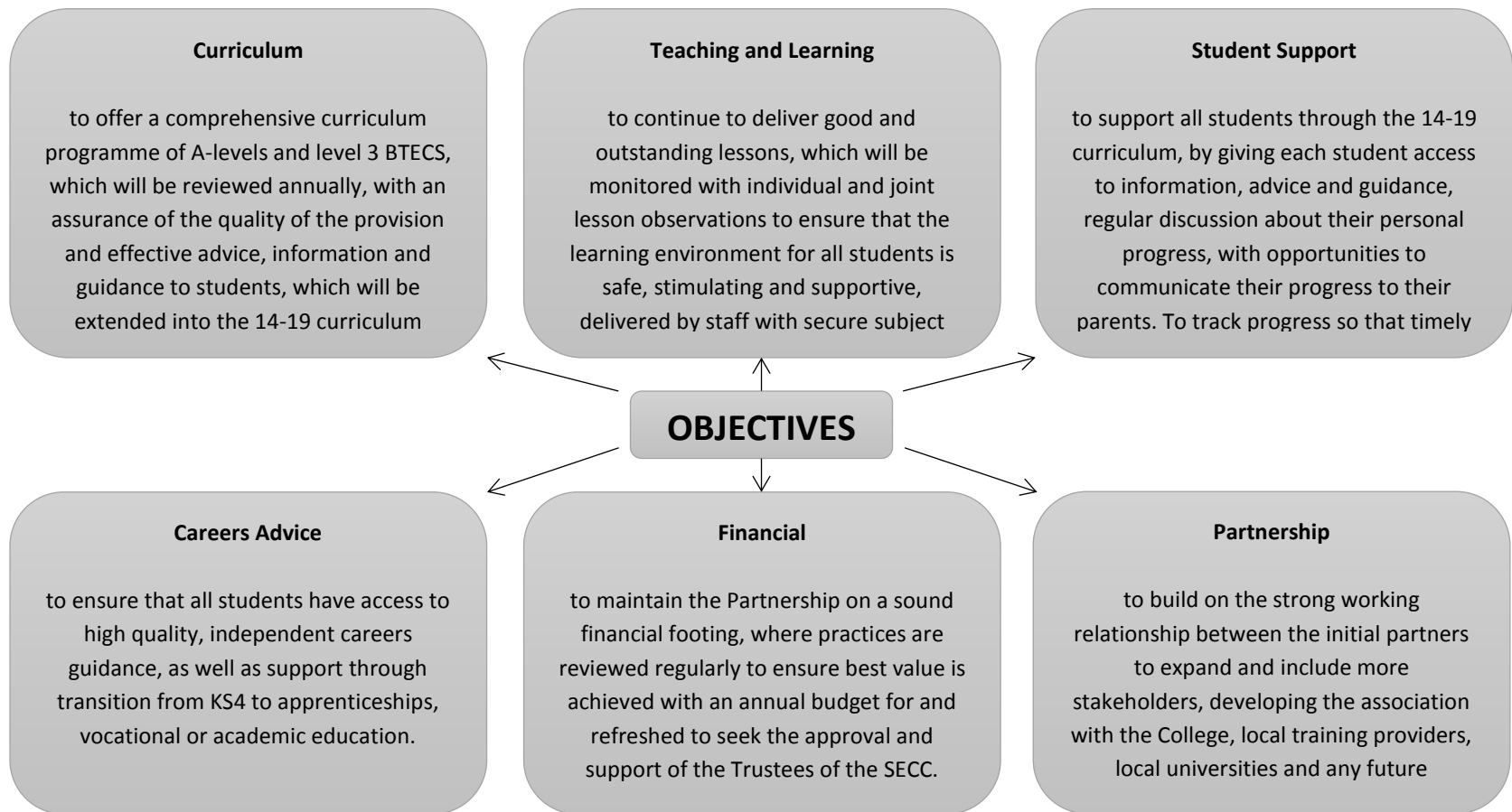
In terms of students who will benefit from the Partnership, the unknown quantity will always be in the sixth form. We know the size of the year groups working through the partner schools and our aim is to continue to place students in the most appropriate post-16 option for them, be it apprenticeships, on vocational qualifications or following academic qualifications.

3. Stafford 14-19 Partnership

Aim

To develop continuity of well-established strong collaborative delivery of 14-19 education in Stafford, thus helping to fulfil the objects of the SECC for the promotion of education of persons between the ages of 14 and 19 years who are resident in [or being educated in] Stafford

Objectives



The Stafford 14-19 Partnership members are:



**Blessed William
Howard Catholic High
School**



**King Edward VI High
School**



**Sir Graham Balfour
School**



**Stafford Manor High
School**



**The Weston Road
Academy**

These schools and academies wish to work in partnership and continue to offer an outstanding curriculum programme to their sixth form students. The future of sixth forms has been under discussion in recent years, particularly in light of the changes in funding for 16-19 students. Central funding has continued to decline significantly in recent years and this has had a significant impact on school sixth forms. Smaller classes are no longer viable and this jeopardises minority subjects. The DfE recognises that individual sixth forms with less than 200 students are at risk of not being financially viable. No individual partner could operate an independent sixth form where students could access the breadth of curriculum possible when resources are pooled. By working in partnership we can guarantee the availability of subjects such as French, Further Maths and Music. As each student has unique needs we understand that the best way to meet the requirements of 16-19 students in our schools is to work collaboratively. We believe that **only** with the support of the SECC we can continue to offer an outstanding post-16 A-level and BTEC programme, which is the first step in fulfilling the charity's objectives.

The status of local schools is changing. Blessed William Howard Catholic High School, Sir Graham Balfour School and Weston Road Academy have already converted to academy status, and orders are in place for King Edward VI to follow. The schools are committed to collaborative working at 14-19 and any future academy conversion should not affect their future 14-19 working arrangements. None of them has a sixth form large enough to work viably on its own and in recent Governance and executive group meetings have made a commitment to continue to work together.

Governance

Governance of the Partnership is through the Partnership Governance Forum [PGF], a body comprising one representative from the governing bodies of each school, two heads or principals, a nominated representative from the trustees of the SECC and an officer of the local authority.

Their role is to monitor, scrutinise and challenge the work of the partnership, looking closely at its budget, educational provision and results. It monitors the quality control measures in place, looking at:

- Appropriate curriculum programme in place for sixth form students
- Numbers of students progressing from Y11 to Y12
- Numbers of students on each course
- Quality of teaching
- Retention on courses

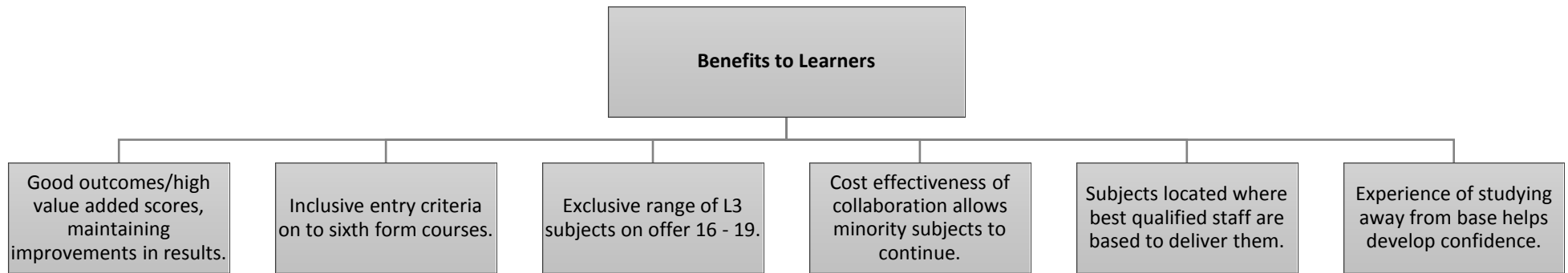
- Outcomes in terms of results (pass rates/APS/Student destinations)

The PGF’s role would be to ensure that regular reports are submitted to the Trustees for scrutiny to show the SECC contribution is being used effectively to fulfil the objects of the charity. Thus ensuring complete transparency and providing evidence that the investment being made fulfils the SECC objectives.

Educational Partnership

We continue the strong 16-19 curriculum model that has proved successful in the town for many years through the Collegiate. This has allowed students from any of the partners to follow level-3 courses in any school within the Partnership curriculum offer. This has provided an outstanding common curriculum offer, allowing students greater choice and more opportunity to choose their strongest subjects for continuing study, outstanding and good teaching supported by rigorous ongoing assessment and progress tracking and excellent advice, guidance and pastoral support, all of which have been recognised by Ofsted in inspection reports of partner schools.

Page 15



These strengths will continue to be facilitated by a management structure that fosters openness and trust, and which is based on joint decision-making. The management framework comprises the headteachers’ group (executive leadership, policy, quality assurance), the curriculum leaders’ group (curriculum policy development), the Heads of Sixth group (operational leadership, policy recommendations), student forum (learner experience inputs to QA and policy development), and the finance officer group (financial policy). These management groups are made up of staff in the partner schools. They are served by a part-time Stafford 14-19 Partnership Manager (currently on secondment from King Edward VI School), a part-time administrator, and a part-time bursar.

4. Analysis of Current 16-19 Provision

Analysis

Broader political, economic, social and technological:

- Education funding is frozen, but with increases in staff on costs there is a pressure maintaining transport which underpins access to courses of choice (i.e. students moving to partner schools in order to be able to take their strongest subjects)
- Performance table emphasis on academic subjects could depress attainment at age 16 and reduce enthusiasm for further academic study (increasing need for schools to collaborate)
- Low aspiration due to restricted local employment opportunities
- Trend to more cross-sector collaboration (e.g. schools and local universities).

Strengths, weaknesses, opportunities and threats

Strengths

- Supportive and developmental approach to sharing skills and resources
- An exceptional offer for post 16 students in Stafford
- Vast experience gained in working collaboratively for over 20 years
- Schools where Ofsted has already identified that aspirations are high
- Common approach to Quality Assurance procedures

Weaknesses

- Travel is time consuming (offset to a degree by the way we timetable lessons)
- Students may not be able to study all chosen subjects on one site
- Funding at Sixth Form has been reduced over recent years and remains frozen
- Transport infrastructure developments in the local area will create short term transportation concerns for students and staff

Opportunities

- Develop collaboration to the full 14-19 age group
- Involve more institutions in the Partnership for delivery including training providers and local universities
- To involve new education providers in Stafford in the work of the Partnership
- To work more with local businesses and LEP to address the employment and skills needs

- Local house building programmes and service personnel relocating to MOD Stafford could increase the number of 14-19 students
- Avoid further fragmentation following the decision by Walton High School over post-16 provision

Threats

- Several years before numbers 16-19 students increase again
- Plans for additional school places in Stafford outside of the partner schools
- Perceived lack of economic growth resulting in fewer opportunities for school leavers
- Frozen funding for 16-19 education sector, which could realistically result in staff reductions in schools

We know that potentially numbers in the sixth form could fall for a further. It is not until 2019 that the numbers coming through secondary school will give a larger cohort from which to draw in to the sixth form which is a good reason why the Partnership must encompass the 14-19 age groups in all partner institutions.

Projected Numbers

Looking ahead over five years it is possible to observe that:

- up to 2018 numbers potentially coming through to Y12 have been fairly constant
- after 2019 numbers potentially moving into sixth form increase
- to increase numbers in 2020 – 21 more students need to stay on into sixth form

Curriculum Programme over Five Years

Overall it should be possible to maintain and enhance the current curriculum programme for three years. There will be a few courses which, because of demand, fail to be viable, but subjects such as Modern Foreign Languages and Music would be protected against this despite probably attracting only small numbers.

One of the issues facing sixth form is the implementation of reformed A-levels. One of the consequences of this will be that a majority of students will follow only three A-levels or equivalents, thus reducing the demand for courses experienced in previous years.

Funding

There is always uncertainty in planning the financial plan for sixth form for a number of reasons:

- Funding under the Coalition Government was cut to circa £4,000 per student and the only assurance given is to freeze funding for post-16; however, costs continue to increase: staffing costs with incremental drift, higher NI payments and pension contributions etc., are only part of the picture which includes rising costs in terms of utility bills and resources.
- Whilst there is every opportunity to consolidate the Sixth Form offer in Stafford, the opportunities for expanding this and moving the model further to cover the full 14-19 curriculum will depend on the proactive promotion to attract and engage with new partners, which may include any new education providers in Stafford.
- In addition to any funding received from the Stafford Education Centre Charity, it would be incumbent on the bursar to source additional forms of funding to support the curriculum programme and associated provision.

Profile of Other Providers

How attractive is the collaborative offer for students in the Stafford Schools?

- In Stafford students can opt to go to Stafford College who offer level 3 vocational courses and a range of A Level courses,
- In the private and selective sector parents can opt to send their children to Stafford Grammar, Adams Grammar and Newport Girls School, but none of these offer as wide a curriculum as the Stafford Schools.
- There are some local schools (Walton, Alleynes and Burton Borough) who also offer A-levels but again not as extensive a range of subjects as the Stafford Schools can working in collaboration.
- In the wider area there is a Sixth Form College in Stoke on Trent and South Staffordshire College also offers vocational courses post-16.

Advantages of a wider 14-19 Partnership

SCC has identified that there are 'advantages and opportunities inherent in being part of a strong network of provision,' and that this will change 'the way that schools work together.' [*Achieving Excellence in Learning and Skills, 2014*] The experience that the partners already have in succeeding in strong collaborative working will prove useful in developing the model in the next five years; this is another reason for us wishing to request a commitment to support from the SECC for the next five years.

What the Partnership can offer above other sixth forms is the over-arching operational team of a management committee, administrative support and bursar, which allows for the successful collaborative working relations, giving the additional value of the organisation. This brings several advantages:

- It offers an outstanding choice for post-16 learners which are delivered by experienced teaching staff with excellent subject knowledge, which enables minority subjects to run.
- Students have the opportunity to experience learning in other centres beyond their own, and access subject specialisms located at the school which has the best resources to deliver that subject. Each student receives individual tutorial support, including independent information, advice and guidance (I.A.G.), support through UCAS and careers guidance and an extensive Enrichment programme.
- There is an IT infrastructure in place to monitor attendance and progress, which offers data for an established quality assurance programme. This has led to a track record of good results through timely intervention when underachievement is identified and regular dialogue and monitoring of progress and attendance between partners at several levels and at regular intervals.
- Through the existing groups who work collaboratively there are extensive opportunities to share good practice, develop robust quality assurance systems and enjoy collaborative curriculum delivery. The Curriculum Manager's Group [CMG] already uses meeting time to consider curriculum issues from across the secondary range including opportunities for gifted and talented provision and for the development of opportunities to reduce the numbers of students in danger of becoming NEET in Stafford.

5. Marketing

Protocol

There are advantages to marketing the offer that Stafford Schools can make for Post-16 students: in attracting more students it makes courses more viable and allows them to access better resources. We have a unique selling point in that we can offer students both the opportunity to remain within their own school, or expand their horizons and study in other centres, giving them a taste of working with new teaching staff and other students, which is good preparation for those who may progress into higher education. Partners are currently developing strategies to ensure that all students and parents understand the unique and wide ranging offer.

The major disadvantage is that in the present climate marketing can be extremely expensive and not seen as a good use of limited funding. However, through a common prospectus, flyers, the internet and the press the offer which can be made should be publicised as widely as possible.

Strategy

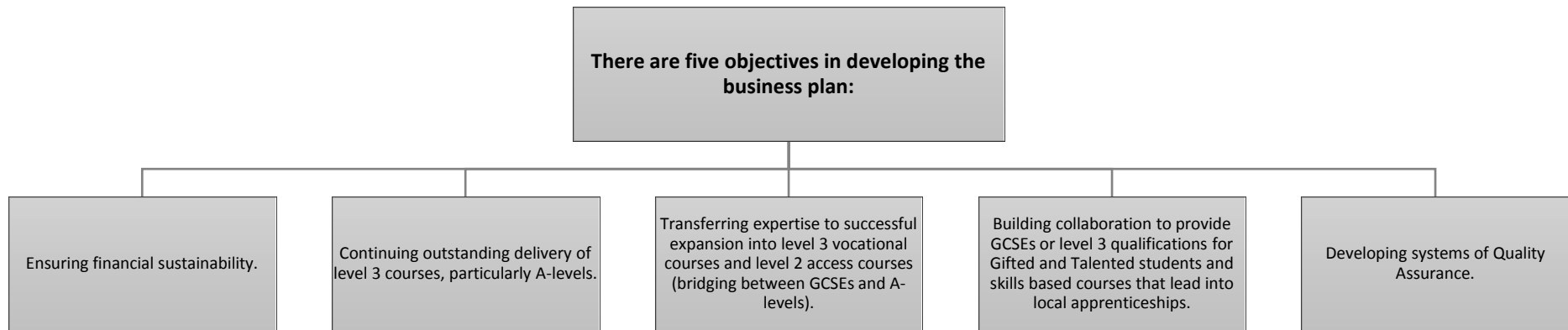
We should be aware that:

- We can offer a curriculum programme that is unique in the county with at least five 11-18 providers working in such close collaboration
- Attracting students into partner schools will ensure viability of the curriculum programme
- What we offer has a proven track record for success, especially in the support strategies for students as well as academic success
- We already know that there will be growth in the market from new housing
- We should develop appropriate relationships with local press, business and developers
- There are marketing representatives within the schools who focus on methods and developing a strategy to reach parents and students so they understand fully the context to the decision being made for post-16 education.
- Opportunities for communicating directly with people, such as open evenings, need to be well advertised and timely so that they influence the right people at the appropriate time. All points of access will comply with GDPR

6. Future Development: The Timeline

The five operational objectives, which are derived from the six partnership objectives identified on page 7 in the business plan are the focus of our work:

1. ensuring financial sustainability
2. continuing outstanding delivery of level 3 courses, particularly A levels
3. transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)
4. building collaboration into 14-16 to provide cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships
5. Becoming a centre of excellence for curriculum extension through e-learning could become a focus for gifted and talented provision and other enrichment opportunities, alongside providing a more comprehensive approach to help and support for the young people



Year 1 (2015-16): Planning

During the first year of the plan the Chetwynd Centre would remain open so that Y13 students can complete their courses, but this will put a strain on finances for our final year in the Centre as there will only be Y13 students based there. This will be seven A Level groups and three BTEC National Diploma courses to continue to their conclusion. The operational management team remains in situ and plans the exit from the Chetwynd Centre and appropriate siting of courses in the schools.

In addition to the partnership fees following the students and lettings (car park) the cost of remaining in the Chetwynd Centre would rely on the availability of the SECC funding for the academic year. (See appendices)

The year gives the partnership time to put this business plan onto a practical footing and allocate tasks to key personnel so that it can be developed and implemented as appropriate.

It should be noted that partners have considered the cost implications of remaining in the Chetwynd Centre in 2016-17 with only Y13 students and the core team based there. While potentially financially advantageous, as siting Y13 courses in partner schools would be a cheaper option than maintaining their use of the building, this creates potential planning difficulties for the local authority if Flash Ley needs access in 2016-17 and creates the difficulty for trustees in maintaining an empty Grade II listed building in a central and vulnerable position.

Year 2: (2016-17) Consolidate, Streamline and Plan

The key to the second year of the cycle is to use the skills and expertise that exists within the established partnership model to plan for the future delivery of 14-19 education within the Stafford schools and to develop relations with other providers and stakeholders. In particular, the education- business link is key to ensuring that students are offered opportunities to train in key skills areas. As Stafford has a long association with engineering the importance of S.T.E.M. subjects has to be taken into consideration. The successful collaboration with 16-19 students can equally be focused on the full 14-19 cohort. On the basis of more efficient use of financial resources, curriculum leaders will begin planning courses that will engage more post-16 learners.

Objective 1: ensuring financial sustainability

- Staffing review to ensure efficient operating costs
- Review Chetwynd Centre costs on energy
- Modelling new financial arrangements for future partnership working, including transport costs
- Explore further potential funding streams to develop the use of integrated transport, and access to alternative providers.

Objective 2: continuing outstanding delivery of level 3 courses, particularly A-levels

- Increase the range and availability of learning opportunities and pathways 14-19 to improve levels of participation of 16-19 in further education
- Continue to protect minority subjects at A level (MFL, Music)
- Re-establish subject hubs for sharing of good practice, develop opportunities for professional development
- Develop sufficient L2 and L3 provision across the partner schools which address the skills requirement of local and national business, including engineering and STEM subjects.
- Raise awareness of Apprenticeships and work-based learning available locally
- Provide and monitor additional targeted support for students at risk of becoming disengaged and those in vulnerable groups
- Develop systems to capture learner voice to support responsiveness and range of provision
- Develop and implement strategies to improve participation and retention of young people from vulnerable groups including Children in Care and those with specific needs
- Develop a transport plan to ensure accessibility to learning opportunities for young people
- Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies; plan trial so the Partnership can become a centre of excellence for curriculum extension through e-learning.

Objective 3: transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)

- Identify expertise within partners to deliver level 3 vocational courses to widen participation
- Plan for level 2 bridging course to be delivered for Year 12, with the view to further expanding the inclusive nature of the Partnership and enabling us to support students to achieve the very best that they can

Objective 4: building collaboration into 14-16 Provision to deliver cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships

- Create working party to survey KS4 pupils and build partnerships with local universities to plan extension GCSEs or level 3 courses for the most-able pupils in KS4, (e.g. delivered in twilight lessons or holidays)
- Other working party to engage with local employers to improve KS4 vocational learning that addresses local employer needs.
- Systematically track and analyse learner destinations at the end of KS4 and KS5
- Develop information, advice and guidance on post-16 options, including academic, vocational and Advanced and Higher Level Apprenticeships
- Develop suitable programmes to increase the percentage of learners progressing to higher education particularly from vulnerable groups, working with Careers and Participation Service (Entrust)
- Review and develop transition planning and processes the end of KS4 and KS5

Objective 5: develop further systems for Quality Assurance

- Monitor and review the quality of provision of learning in schools, and where appropriate for students on college courses, work-based learning providers and in other settings and provide support and ensure that there is challenge where there is cause for concern
- Monitor and review the quality of impartial IAG available to 14-19 year-old students
- Monitor and review the quality of provision of learning in schools to ensure there is challenge where there is cause for concern
- Develop systems to capture learner voice on satisfaction with provision, support and IAG

The development of the Partnership to support the full 14-19 curriculum would ensure that students in Stafford were supported in achieving their entitlement through:

- Excellent IAG and support to make the right choices at 14 and 16
- A 14–19 Prospectus setting out the courses and support available
- A Common Application Process linked to the Prospectus that makes it easier to apply for education and training
- A guarantee that all students have an offer of a suitable place in learning

- Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies and lead to the Partnership becoming a centre of excellence for curriculum extension through e-learning

Year 3: (2017-18) Implementation and Development

The exciting ideas that have been planned in Year 2 to enrich the 14-16 and 16-19 curriculum and to disseminate cutting edge classroom practice will be put in place or trialled. It is a year for further development of relationships with other providers and stakeholders. The education-business link is pivotal to ensuring that students are offered opportunities to train in key skills areas.

Objective 1: ensuring financial sustainability

- Review staffing structure
- Model alternative transport arrangements and financial impact of curriculum changes that might reduce transport needs
- Report to SECC trustees on budget and value for money

Objective 2: continuing outstanding delivery of level 3 courses, particularly A-levels

- Maintain subject hubs for sharing good practice, extending this to inter-school lesson observation of outstanding practitioners
- Continue professional development events for the whole Partnership, extending it to subject leader collaboration on quality assurance systems

Objective 3: transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)

- Begin delivery of level 3 vocational courses to widen participation
- Launch level 2 bridging course to be delivered in Y12

Objective 4: building collaboration into 14-16 Provision to deliver cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships

- Trial extension GCSEs or level 3 courses for the most-able pupils in KS4
- Start cross-partnership KS4 work skills or vocational courses that meet needs to local employers, where possible building work experience opportunities through employer input

Objective 5: develop further systems for Quality Assurance

- Trial accredited online courses that can complement A level studies

Year 4: (2018-19) Embedding and Review

During the year there is an opportunity to embed the developments and ensure that targets are being met so that there are fewer disengaged students in 14-16 education and an increase in percentage of 16-19 in continuing education. Performance indicators will include national level 3 measures and level 3 value added, Progress 8 and NEET measures. 'GCSEs in England have been reformed to keep pace with universities' and employers' demands. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The new grade scale makes it clear to everyone that students have studied the new GCSEs. It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.'

[OFQUAL]'have designed the grading so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. We have been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades.

Reference: <https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

Relationships with stakeholders are developed to ensure that 14-19 students benefit from the most appropriate education and training. Quality assurance will ensure that there is sufficient high quality provision at all levels.

Embed processes of evaluation and reviewing, with regular reports to Governance Forum and Trustees.

Develop links with other local providers to establish programmes of Technical Qualifications that will focus on practical skills; reduce summative assessment, focus on sector specific knowledge; and local employer needs.

Continue to focus on the operational actions laid out in the plan on page 22.

Year 5: (2019-20) Future Development and Planning

As the five-year cycle comes to the end of its period it is time to reflect and review what has been achieved and begin to plan for the next five years. As the educational landscape has moved on and new initiatives will move to the forefront of planning and priorities will have progressed. Therefore there will be the production of a new business plan seeking a five year commitment to support from the SECC for its delivery. Consider the local and national needs that will be highlighted through the Industrial Strategy 2017 that states 'It will help young people develop the skills they need to do the high-paid, high-skilled jobs of the future. It backs our country for the long term: creating the conditions where successful businesses can emerge and grow, and helping them to invest in the future of our nation'. At the heart of the new business plan will be educational policies such as Keeping Children Safe in Education; CEIAG Policy; Alternative Provision requirements; SEND Code of Practice; and Participation of Young People in Education, Employment or Training Statutory Guidance and providing young people of Stafford with the provide the very best education in Staffordshire and nationally.

To support this we will further endeavour to build links with the LEP, other local employers, training providers and educational establishments that would enhance the opportunities for the young people of Stafford.

Review of Year 3: (2017-18) Implementation and Development

In September 2017 we moved the final classes from the Chetwynd Centre to be fully immersed in the Partnership schools. Where our teaching staff delivering Y12 and Y13 qualifications including Criminology, Health and Social Care, Law, Psychology and Sociology as elements of the Partnership offer. The operational management team is now fully embedded in our new office based at Stafford Manor High School.

In addition to the partnership fees following the students and remaining lettings (car park) the cost of maintaining the Partnership continued to rely significantly on the availability of the SECC funding for the academic year.

The year has continued us to enable the Partnership to embed this business plan and allocate tasks to key personnel as appropriate.

During the course of the year we have successfully addressed a number of headline points on our operational business plan including:

- Relocated all teaching and administrative teams from the Chetwynd Centre to Partnership schools
- Reviewing the funding formula for the Partnership
- Staffing review to ensure efficient operating costs
- Operational costs review, including energy efficiency
- Developed the curriculum plan
- Re- established hubs for sharing of good practice and opportunities for professional development
- Raised awareness of apprenticeship and work based training providers locally for young people

- Reviewed transition planning
- Developed further systems for Quality Assurance across all levels of the Partnership

The key to the third year of the cycle is to use the skills and expertise that exists within the established partnership model to plan for the future delivery of 14-19 education within the Stafford schools and to develop relations with other providers and stakeholders. The objectives below have been the focus for the Partnership.

The following are aspects of the operational action plan described in the previous plan that we will be continuing to work on with the financial support requested from the SECC.

Operational Action Plan

Objective 1	Tasks	Success Criteria	Time Frame	Resources	Costs ¹
Ensuring financial sustainability	Continue to review financial arrangements for future partnership working, including transport costs to ensure value for money. CEG & Business Managers.	Review funding formula in place for September 2018.	September 2018	Partnership Executive Group (PEG)/Partnership Finance Group (PGF) meeting time	£500
	Explore further potential funding streams to develop the use of integrated transport, and access to alternative providers. Bursar, 14-19 Manager & Curriculum Managers Group (CMG).	Develop relationships and programmes for apprenticeships and or traineeships with training providers and the Partnership. Establish links with the Stoke-on-Trent & Staffordshire Local Enterprise Partnership (LEP) and local employers.	November 2018 Summer term 2018		Costs outlined below.

¹ All costs are subject to change/update.

Objective 2	Task	Success Criteria	Time Frame	Resources	Costs
Continuing outstanding delivery of level 3 courses, particularly A-Levels	Increase the range and availability of learning opportunities and pathways 14-19 to improve levels of participation of 16-19 in further education.	Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision. Develop the role of University mentors for students across a range of subjects delivered within the Partnership. Begin an inter partnership enrichment programme to develop 14-16 year olds confidence and employability skills.	Sept 18 November 18 Autumn 18	CMG meeting time CMG meeting time	Approximate cost £2000
	Continue to protect minority subjects at A level (MFL, Music).	All Y12 & Y13 classes taught in the schools within a sustainable funding methodology and to enable the principle of minority subject availability for all KS5 students within Stafford. Develop the role of University mentors for students across a range of subjects delivered within the Partnership.	September 18 November 18		Approximate cost £159,000
	Develop subject hubs for sharing of good practice, develop opportunities for professional development.	Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision.	September 2018	Meeting time allocated on all school calendars	£150
	Develop sufficient L2 and L3 provision across the partner schools which address the skills requirement of local and national business, including engineering and STEM subjects.	Establish links with the LEP and local employers. Work experience provided for 14-19 students that is career related, to provide a realistic experience of the world of work. Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision in line with local labour market needs.	September 2018	Work experience coordination within each of the schools	£7500 (approx. per school)
			September 18 September 18		

Objective 2	Task	Success Criteria	Time Frame	Resources	Costs
	Continue to raise awareness of Apprenticeships and work-based learning available locally.	All students to take part in an impartial careers related experience. Sector specific apprenticeship IAG presentations.	On going	Transport	Approx. £750 per school
	Provide and monitor additional targeted support for students at risk of becoming disengaged and those in vulnerable groups.	Development of collaborative provision to support vulnerable students across the Partnership to reduce the risk of NEETs.	September 2018	Outsource Provision	Approx. cost £50,000
	Develop systems to capture learner voice to support responsiveness and range of provision.	Partnership wide student voice questionnaire using online questionnaire software. Review of feedback from the student questionnaire. Focus student groups to discuss aspects of student voice.	October 2018 May 2019 June 2019	Transport	Approx. cost £50 per school
	Develop and implement strategies to improve participation and retention of young people from vulnerable groups including Children in Care and those with specific needs.	Begin an inter partnership enrichment programme to develop 14-16 year olds confidence and employability skills. Identify vulnerable groups, focus IAG and provide targeted subject support materials and intervention as required.	On going		Costs outlined below.
	Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies; plan trial so the Partnership can become a centre of excellence for curriculum extension through e-learning.	Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies.	July 2018		Costs approx. £50 per qualification.

Objective 3	Task	Success Criteria	Time Frame	Resources	Costs
Transferring expertise to successful expansion into level 3 courses and level 2 access courses (bridging between GCSE & A 'Level)	Identify expertise within partners to deliver level 3 vocational courses to widen participation.	Shared audit of staff within Partnership schools that could deliver level 3 vocational courses.	July 2018	Questionnaire.	Approx. cost £750 per school

Objective 4	Task	Success Criteria	Time Frame	Resources	Cost
Building collaboration into 14-16 provision to deliver cross town GCSEs or L3 courses for G&T students and skills based courses that	Create working party to survey KS4 pupils and build partnerships with local universities to plan extension GCSEs or level 3 courses for the most-able pupils in KS4, (e.g. delivered in twilight lessons or holidays)	KS4 student survey of gifted and talented (G&T) Y11 students. Students to sign up for summer schools held at and hosted by universities.	September 2018 Summer 2019	CMG plan and set up links. Transport between sites	£2500 approx. Approx. cost £200 per student
	Additional working party to engage with local employers to improve KS4 vocational learning that addresses local employer needs.	Develop links with Stoke & Staffordshire NHS trust. Develop links with the LEP via initial breakfast meeting.	Ongoing Autumn 2019	Meeting time Refreshments Location & parking	Approx. £1000

can lead to apprenticeships.	Develop suitable programmes to increase the percentage of learners progressing to higher education particularly from vulnerable groups, working with Entrust Skill & Employability Team (Careers).	<p>Provide representation at all Post 16 events in Partnership schools with corporate branding of all materials.</p> <p>Review curriculum offer to include a variety of L3 qualifications that meet the needs of learners and the local labour market.</p> <p>All schools to identify their most vulnerable students and provide access to impartial IAG for these students.</p> <p>Provide printed copies of the Partnership Prospectus for students.</p> <p>Identify in advance of courses starting any additional materials required for the courses.</p>	<p>Dec 18</p> <p>Summer 2018</p> <p>Annual</p> <p>November 2018</p> <p>January 2018</p>	Regular interviews.	<p>£500</p> <p>Approx. £1 per student.</p>
	Review and develop transition planning and processes the end of KS4 and KS5.	<p>Review of transition arrangements through the PSG group.</p> <p>Review of online bridging materials.</p> <p>All transition resources available on schools and Partnership websites.</p>	<p>January 2019</p> <p>June 2018</p> <p>July 2018</p>	Use of schools and Partnership websites to host materials	

Objective 5	Task	Success Criteria	Time Frame	Resources	Costs
Develop further systems for Quality Assurance.	Monitor and review the quality of provision of learning in schools, and where appropriate for students on college courses, work-based learning providers and in other settings and provide support and ensure that there is challenge where there is cause for	<p>Working party set up to develop QA systems within all Partnership schools for delivery of sixth form courses.</p> <p>Lesson observations and learning walks as elements of monitoring provision.</p>	Ongoing	Joint lessons observation opportunities for subjects delivered by 'Chetwynd teachers' within Partnership	Costs included in the manager's role.

	concern.			schools.	
	Monitor and review the quality of impartial IAG available to 14-19 year-old students.	Introduction of Unifrog Careers Platform.	May 2018	ICT facilities in school	£1750 per school (approx.)
	Monitor and review the quality of provision of learning in schools to ensure there is challenge where there is cause for concern.	Working party set up to develop QA systems within all Partnership schools for delivery of sixth form courses. Lesson observations and learning walks as elements of monitoring provision. Use of targeted CPD to support and develop staff that have been identified as causing concern. Development of T&L policies to include Teacher Improvement Plans.	Ongoing	Joint lessons observation opportunities for subjects delivered by 'Chetwynd teachers' within Partnership schools.	Between £600 and £1000 per day for external support as required.

Year 4: 2018-19 Embed and Review

During the year there is an opportunity to embed the developments highlighted in the operational action plan above and ensure that targets are being met so that there are fewer disengaged students in 14-16 education and an increase in percentage of 16-19 in continuing education. Performance indicators will include national level 3 measures and level 3 value added, but also GCSE, Progress 8 and NEET measures.

Relationships with stakeholders are developed to ensure that 14-19 students benefit from the most appropriate education and training. Quality assurance will ensure that there is sufficient high quality provision at all levels.

Embed processes of evaluation and reviewing, with regular reports to Governance Forum and Trustees.

The key teams within the partnership will be ready to put into place the issues outlined above, having brought key stakeholders and providers on board. These may include further 14-19 providers, colleges, Entrust Skills & Employability team and local training providers.

Curriculum developments will reflect government reforms and also the aims to develop opportunities for 14-19 year olds.

Year 5: 2019-20 Future Development and Planning

As the five-year cycle comes to the end of its period it is time to reflect and review what has been achieved and begin to plan for the next five years. As the educational landscape has moved on and new initiatives will move to the forefront of planning and priorities will have progressed. Therefore there will be the production of a new business plan seeking a five year commitment to support from the SECC for its delivery. Consider the local and national needs that will be highlighted through the Industrial Strategy 2017 that states 'It will help young people develop the skills they need to do the high-paid, high-skilled jobs of the future. It backs our country for the long term: creating the conditions where successful businesses can emerge and grow, and helping them to invest in the future of our nation'. At the heart of the new business plan will be educational policies such as Keeping Children Safe in Education; CEIAG Policy; Alternative Provision requirements; SEND Code of Practice; and Participation of Young People in Education, Employment or Training Statutory Guidance and providing young people of Stafford with the provide the very best education in Staffordshire and nationally.

To support this we will further endeavour to build links with the LEP, other local employers, training providers and educational establishments that would enhance the opportunities for the young people of Stafford.

7. Funding

Sixth form students are funded directly by EFA, and each student receives a flat rate of £4,000, irrespective of how many qualifications they follow, whether any of these are costlier to deliver (such as science, technology and practical subjects) and this payment has to include all additional support that a student would expect, such as enrichment, tutorial, careers advice and other IAG. Schools find it impossible to subsidise sixth forms from their budgets.

In the medium term we would look for additional funding which may be available from grants or local agencies, but to support the work of the partners we request that we continue to receive the funding from the Stafford Education Centre Charity, which has supported the work of 16-19 education through the Collegiate for a number of years.

The request being made for 2018-19 is £92,516 from the SECC to support the next year of the five year plan as we continue to deliver the curriculum and pastoral offer that students' of the Partnership are able to access and develop further opportunities for collaborative working at specifically for the 14-16 age group. Alongside this we request the assurance of funding from the SECC for a further five years in order to allow for the continued development of the work of the Partnership, whilst welcoming the addition of any new organisations that will enhance the curriculum provision for the young people of Stafford.

This funding would be used for:

- Staffing (Management Administrator, Bursar)
- Marketing, Equipment and Premises
- Support for delivery of minority subjects
- Development of collaborative extra-curricular and curriculum opportunities 14-19 students including the development of technical courses for 14-16 year olds that will encourage them to continue to engage in education beyond their statutory school time in to Post 16 provision with the most appropriate provider for them.
- Delivery of the operational action plan

There are a number of areas where support from SECC funding could be used however one of the main areas, which are accepted as one of the key reasons why collaboration in Stafford has proved to be successful and effective, is the core staff.

Management Committee

Is pivotal in the running of the Partnership. The role is to work with partner leaders and governors to provide strategic leadership for the Partnership by calling and chairing meetings, ensuring robust data is available to partners, ensuring the vision is shared, understood and acted upon effectively by all partners, to translate values and visions into objectives and operational plans to develop and improve the Partnership, and to monitor and review the curriculum, keeping abreast of national and local developments. There is a day-to-day role in supporting students, staff and partner leaders to ensure that curriculum provision is engaging and appropriately challenging, with effective quality assurance and robust monitoring of progress, to ensure that the Partnership works within its budget, to organise transport, the application process and analyse data and results.

Administrative Support

The administrator's role ensures the smooth running of the Partnership on a day-to-day basis. The job includes organising and recording meetings, keeping the website up-to-date, keeping the systems used for data exchange (SIMS), applications (UCAS Progress), timetabling across partners running smoothly. The administrator distributes necessary information such as the calendar and ensures that relevant staff are aware of deadlines, including administrative, examinations and teaching staff.

Bursar (Part Time)

The bursar works in collaboration with finance staff and business managers from all partners to ensure that there is a robust and cost-effective budget for the Partnership, and ensure that fees for students who follow courses away from their own school are transferred.

The core support team now has its office in one of the Partner schools, Stafford Manor High School.

Accountability

In terms of accountability, the core team work in accordance to the strategic planning from the Partnership Executive Group, and their work is scrutinized by the Partnership Governance Forum. Further to this the budget and outcomes of the Partnership would also be presented annually to the Partnership Governance Forum for their scrutiny.

Funding

In our estimated budget for 2018-19 we anticipated a deficit of £-84,772.00, the SECC agreed to support an £85,000 contribution to the Partnership for this budget year. As this was an estimated budget we are now in the position to confirm that we do require the full £85,000 to continue our work as we are currently projecting a deficit budget.

We would therefore like to make an additional request this year an additional £7744. 00, this would be used to relocate our Partnership server that transfers data between all the Partner schools and to support GDPR across the Partnership.

Total request: £92,516

Estimated Budget for 2019-20

			-
<u>Income</u>	Y12	218 students	£872,000.00
	Y13	175 students	£700,000.00
	Other Income		<u>£1572,000.00</u>

Expenditure

Teaching	£1,064,013.00
Teaching Support/Learning Resources/Enrichment	£507,987.00
Support for partnership Partnership DPO	£110,962.00
	£3,600.00
KS4 Collaborative Developments	£35,438.00
Total Expenditure	<u>£1,722,000.00</u>
Deficit	-£150,000.00

This assumes only 2% increase in teaching costs, although there are other changes in NI, pension contributions and incremental drift to consider.

8. Appendices**8.1 Projected Year 12 numbers in 2020-2022**

Current predicted Year 11 numbers for 2020-2022:

	Sep-20	Sep-21	Sep-22
BW	162	142	163
GB	166	172	183
KE	136	110	135
SM	54	67	90
WR	174	163	185
Total Y11	692	654	756

Potential Numbers in Y12

BW	65	55	65
GB	50	52	54
KE	55	44	54
SM	22	27	36
WR	87	82	93
Total	279	260	302

These calculations are based on figures supplied by the partner schools and take into account potential increases from house building programmes in the town.

8.2: Excerpts from recent Ofsted Reports

'Students consistently make good progress on A-level courses in almost all subjects. Levels of challenge are high and teaching is a little stronger than in the main school. Students are confident and articulate and they enjoy being in the sixth form. They take part in a variety of activities beyond their studies, including work experience and volunteering.'

'Students are provided with excellent pastoral care and speak very positively about the academic support they receive in order to prepare them for the next stage in their education, employment or training.'

'Students have individual study programmes that build on their prior attainment. The head of sixth form ensures that students are well matched to their chosen courses. Students receive additional independent careers advice so that they can make informed decisions. As a result, retention and attendance rates are positive.'

'Leaders provide effective guidance for students to make plans and consider their next steps in education, employment or training. As a result of this improved guidance, there has been an increase in the number of students applying for places at higher education institutions.'

'Students in the sixth form continue to contribute to the life of the school through the organisation of enrichment days for pupils in Years 7 to 11. Students also benefit from a personal, social and health programme which covers a wide range of topics, including religious education.'

'The sixth form is good. Students achieve well because of the good teaching and wide range of courses that they are offered that meet their needs well.'

'Students achieve well in the sixth form. Results over the past three years show that attainment at advanced level has been above average, with the proportion gaining the highest grades increasing strongly in 2013. In 2013 all sixth form leavers went on to higher education or employment.'

'Sixth form students told inspectors that the teaching they receive across the collegiate is good and that they value the encouragement they receive. Observations confirmed this. In a Year 12 science lesson, students were observed making outstanding progress as a result of well-planned and varied tasks. The teacher's expert subject knowledge ensured that tasks were appropriately challenging and enabled students to develop their independence and take responsibility for their own learning.'

'Students in the sixth form are enthusiastic about the support that they can provide to younger students and the enjoyment they get from the contributions they make to the life of the school. They take their responsibilities in this respect very seriously.'

'Sixth form courses, provided in collaboration with other Stafford schools, provide a very wide range of choices that is flexible to meet all students' needs and interests. Strong procedures exist within the collegiate to ensure assessment information is shared and moderated effectively. Students appreciate the careers advice and guidance they receive.'

'Sixth formers provide excellent role models for younger students. They demonstrate positive attitudes to their learning. Their attendance is good; they get on well together and contribute greatly to supporting the school's activities in a number of ways. Examples include: listening to students read; acting as sports' coaches; mentoring younger students; carrying out duties at break and lunchtime; and acting as ambassadors at different school events.'

'Students are positive about the quality of careers information and guidance they receive. The vast majority who complete their courses go on to study at university, some opting to take up apprenticeships.'

'Leaders of the sixth form manage the work with other members of the consortium well. They ensure that students are well cared for and safe.'

Appendix 8.3: Measuring Examination Results

Average Points Score (APS)

Since 2006, all level 3 qualifications approved under Section 96 of the Learning and Skills Act 2000 have been reported in the Achievement and Attainment Tables (AAT) using Qualification and Curriculum Authority's (QCA) point scoring system.

A Level A to U grades at KS5 all have corresponding point scores attached, explanation of this scoring system is as follows:

Grade	Points
A*	300
A	270
B	240
C	210
D	180
E	150
U	0

APS per Student

APS relates to the total points score attained by an individual student or a group of students. This method of scoring in general terms can be attributed to *quantity* and does not indicate individual grade attainment per entry. It is mainly concerned with the volume of entries relating to a total score, for this reason the best way to understand totals points is *quantity* of total entries not *quality* of individual entries.

APS per Entry

APS per entry relates to the APS attained by an individual student or group of students. This method of scoring in general can be attributed to *quality* of entries. As you can see APS per Entry does not indicate the volume of entries, but is concerned mainly with how well the student has attained on average over all the subjects in which they were entered. For this reason, the best way to understand APS per Entry is *quality* of attainment over all entries, and not *quantity* relating to volume of entries.

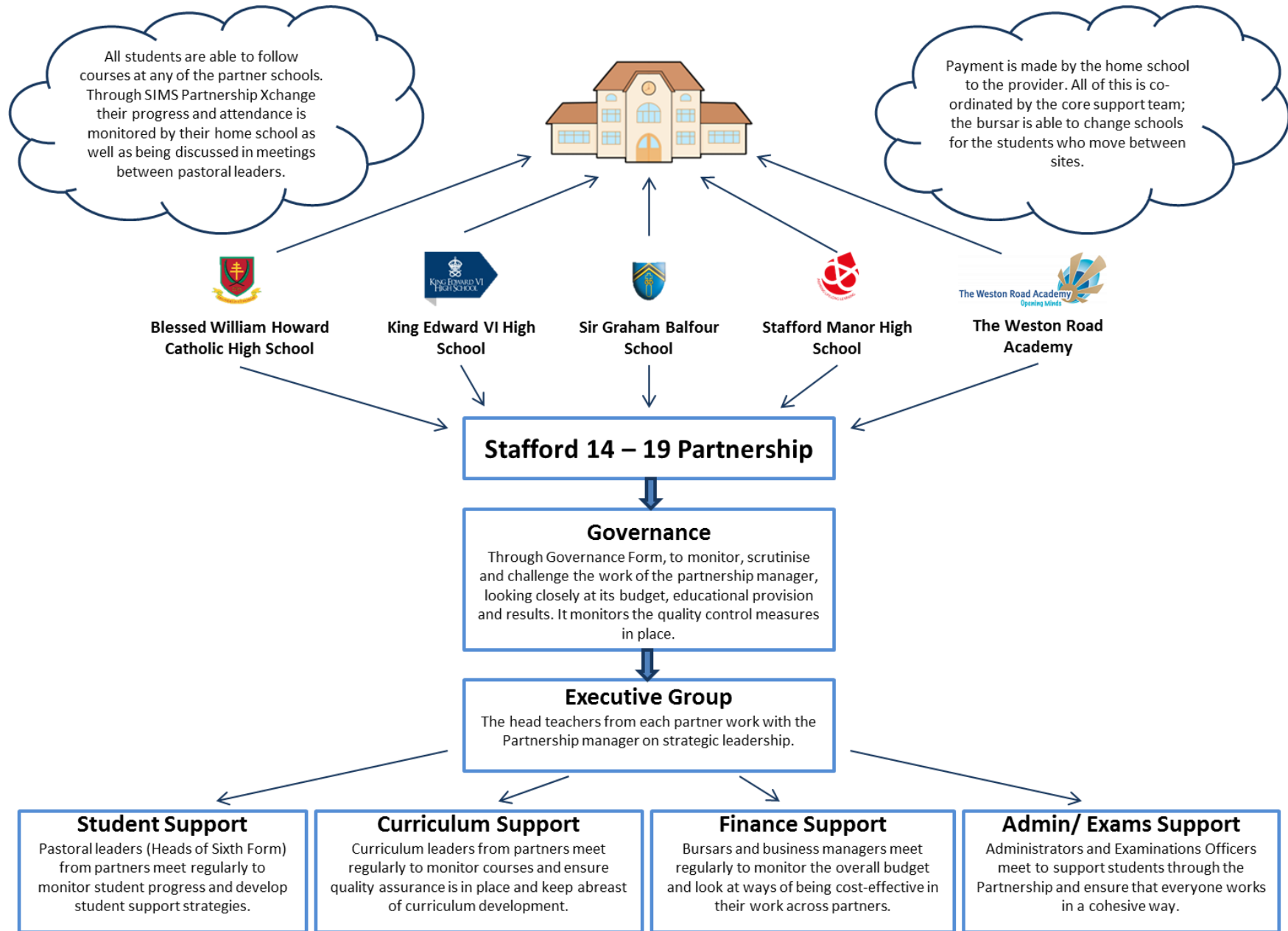
GCSEs in England have been reformed to keep pace with universities’ and employers’ demands. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The new grade scale makes it clear to everyone that students have studied the new GCSEs. It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.’

[OFQUAL]’have designed the grading so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. We have been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>



Local Members' Interest	
Alan Dudson	Rugeley
Mike Sutherland	Rugeley

Charities and Trusts Committee 12 June 2018

Rugeley Endowment Registered Charity 528603

Proposal

1. That the Committee approves the decision to apply to the Charity Commission for a scheme for the Rugeley Endowment (“the Charity”) to alter the existing Scheme dated 31 March 1994 (“the Scheme”) which will amend the definition of “Eligible School” (which currently means any voluntary, grant maintained or county secondary school in the area of benefit or by which the area of benefit is substantially served the area of benefit being the Urban District of Rugeley) to include an Academy to allow the Charity to support the new Academy in the Urban District of Rugeley.
2. That the Committee notes the allocation of charitable income from the Charity is not permanent endowment and the income only can be applied in furthering the objects of the Charity and must not be used to relieve public funds.
3. That the Director of Strategy, Governance and Change be authorised to prepare, negotiate, execute, seal and complete all necessary documentation to give effect to the above decision.

Report of the Director of Strategy, Governance and Change

Staffordshire County Council’s role as a Charity Trustee

1. Trustees have and must accept ultimate responsibility for directing the affairs of a charity, ensuring that it is solvent, well-run and delivers the charitable outcomes for the public benefit for which it has been set up.
2. Local Authorities are well suited to being a charity trustee as they are:-
 - rooted in the local community;
 - open and transparent in their dealings;
 - highly accountable for their actions, and
 - have the high standards of public conduct embedded in the way they work.
3. Charity trustees have a duty to act solely in the best interests of the charity and its beneficiaries with a view to furthering its charitable purposes and for

no other purpose whatsoever. They must also ensure that any charitable assets are managed independently and prudently in accordance with their charitable purpose and any restrictions in the charity's governing document.

Background of the Rugeley Endowment

4. The Rugeley Endowment is a very long established charity, which was formerly called "The Rugeley Grammar School Foundation". The Staffordshire County Council ("County Council") became the trustee of the Charity in 1930. The current main asset of the Charity is Chancel Infants School ("the School") which was formerly known as the Rugeley Grammar School and is held on trust together with various investments, which yield an income, this income is to be spent in furthering the objects of the Charity.
5. The County Council is the sole administrative trustee of the Charity and is responsible for its general control, management and administration.
6. The County Council as trustee must apply the income, expendable endowment and permanent endowment of the Charity in meeting the proper costs of administering the Charity and of managing its assets (including the repair and insurance of the School). After payment of these costs, the County Council must apply the remaining income in furthering the objects of the Charity.
7. Currently the County Council in its corporate capacity as Local Education Authority maintains and insures the School.
8. The objects of the Charity
 - (1) The Charity is regulated by a scheme made in 1972 and was subsequently amended on 24 January 1983 and 31 March 1994. The schemes are to provide any Eligible School with school equipment and other items, services and facilities and to promote the education either generally or individually for the benefit of "persons of either sex who have not attained the age of 25 years who are attending, or who have for not less than two years at any time attended, any comprehensive school situated within the Urban District of Rugeley and who, in the opinion of the County Council, are in need of financial assistance" in the following ways:-
 - (a) "in awarding the beneficiaries scholarships, grants or maintenance allowances tenable at any school, university or other place of learning approved by the County Council;
 - (b) in providing financial assistance, outfits, tools, instruments or books to help beneficiaries on leaving school, university or any other educational establishment to prepare for, or, to enter, a profession, trade, or calling;

- (c) in awarding bursaries or maintenance allowances to enable beneficiaries to travel whether in this county or abroad to pursue their education;
 - (d) in providing financial assistance to enable beneficiaries to study music or other arts;
 - (e) in otherwise promoting the education (including social and physical training) of beneficiaries; and
 - (f) in providing for any comprehensive school situated within the former Urban District of Rugeley such special benefits of any kind not normally provided by the local education authority as may from time to time be agreed between the school governors and the County Council”;
- (2) That the School shall be held upon Trust for the provision and conduct therein of a county school for boys and girls.
9. The current annual income up to the 31 March 2017 from the investment of part of the permanent endowment is £79,152. The Eligible Schools that benefited in respect of the investment income under the Scheme were Fair Oak and Hagley Park Schools which were both comprehensive schools in the Urban District of Rugeley.
10. In 2011 both Fair Oak and Hagley Park applied separately to the Secretary of State to become an Academy, and subsequently an academy order was granted on the 5 October 2011 and two 125 year Academy Leases were granted to the Creative Education Trust, in respect of both Fair Oak and Hagley Park. Both the freehold land and school buildings of Fair Oak and Hagley Park are owned by the County Council as part of their corporate estate.
11. Fair Oak and Hagley Park Academies merged and became the Hart School in September 2016 and are still sponsored by the Creative Education Trust.
12. Accordingly the approval of the Charity Commission has been obtained for the definition of Eligible School to be amended to include an Academy and the Charity Commission has provided a draft scheme.

Implications of approving the draft scheme

13. Amending the objects of the Charity by way of the scheme means that the Charity can support the Hart School.
14. The Charity Commission will also amend reference to Fair Oak Comprehensive School (in clause 14) of the Scheme which relates to prize funds. Fair Oak school is now part of the Hart School.

15. The existing scheme dated 31 March 1994 is attached at Appendix 1, the new draft scheme is attached at Appendix 2 and a copy of the latest accounts are at Appendix 3.

Equalities Implications

None identified.

Legal Implications

The Committee (in its capacity as Trustee of the Charity) is legally obliged to ensure that the Charity is managed in accordance with its objectives and to prevent any conflicts of interest between the administration of the Charity and of the County Council.

Resource and value for Money Implications

The Committee may apply the income and capital of the Charity in meeting the proper costs incurred when administering the Charity and managing its assets.

Risk Implications

Decisions made by the Committee must be made in the capacity as Trustee only and must ensure that any decisions are made in accordance with the Charities Act 2011 and Charity Commission guidance.

Report Author: Legal Services Unit, Staffordshire County Council

Appendix 1 – Scheme dated 31 March 1994

Sealed 31st March 1994

N58(S)

94

C

County - Staffordshire
Place - Rugeley
Charities administered in connection with
The Rugeley Endowment



Legal(Liv)
528,603 A/1

Adjudged not chargeable
with stamp duty

Scheme including appointment of
Trustee and vesting

CHARITY COMMISSION

In the matter of the following Charities administered in connection with the Charity called The Rugeley Endowment, at Rugeley, in the County of Staffordshire, comprised in a Scheme made by the Secretary of State for Education and Science on the 16 February 1972 and a Scheme of the Charity Commissioners of the 24th January 1983:-

1. The Charity called the Rugeley Grammar School, comprised in a Scheme made by the Board of Education on the 26th November 1930 and a Scheme made by the said Secretary of State on the 12th December 1966;
2. The Charity called the Alex Payne Conversation French Prize, comprised in a trust deed dated the 5th June 1956 and in the said Scheme of the 12th December 1966;
3. The Charity called Mrs. Lucy Cottrell's Prize, founded by will and comprised in the said Scheme of the 12th December 1966;
4. The Charity known as the Reverend J.Thomas Walters' Prize Fund; and

In the matter of the Charities Act 1993.

THE CHARITY COMMISSIONERS FOR ENGLAND AND WALES HEREBY ORDER that the following Scheme be approved and established as the Scheme for the regulation of the above-mentioned Charities:-

S C H E M E

1. Administration of Charities. (1) The above-mentioned Charities and the property thereof shall be administered and managed subject to and in conformity with the provisions of this Scheme.

(2) The Charities numbered 2 to 4 above shall be administered and managed together as one Charity under the title of the Rugeley Schools Prize Fund (hereinafter referred to as "the Prize Charity").

(3) The Charity numbered 1 above shall be administered and managed under the title of the Rugeley Educational Foundation (hereinafter referred to as "the Foundation").

(4) The Foundation and the Prize Charity shall be administered and managed by the Trustee hereinafter appointed and are hereinafter referred to together as "the Charities".

2. Investment of cash. All sums of cash now or at any time belonging to the Charities, other than income needed for immediate working purposes, shall be invested in trust for the Charities respectively.

3. Meaning of expressions. In this Scheme the following expressions shall have the following meanings -

"area of benefit" shall mean the area of the former Urban District of Rugeley as constituted on the 31st March 1974.

"eligible school" shall mean any voluntary, grant-maintained or county secondary school in the area of benefit or by which the area of benefit is substantially served.

"beneficiaries" shall mean persons under 25 years of age who are or who have been pupils of an eligible school.

4. Trustee. The Staffordshire County Council shall be the Trustee of the Charities.

5. Vesting. Any land belonging to the Foundation not already vested in the Trustee is hereby vested in it for all the estate and interest therein belonging to or held in trust for the Foundation.

6. Minutes. The Trustee shall keep, in books maintained for the purpose, minutes of the proceedings of their meetings.

7. Accounts and annual report. (1) Until such time as Part VI of the Charities Act 1993 comes into force, statements of account in relation to the Charities shall be prepared and transmitted to the Commissioners in accordance with the Charities Act 1960, except if and in so far as the Charities are excepted by Order or regulations.

(2) Upon Part VI of the Charities Act 1993 coming into force, the Trustee shall comply with its obligations under that Act with regard to:

- (a) the keeping of accounting records for the Charities;
- (b) the preparation of annual accounts for the Charities;
- (c) the auditing or independent examination of the statements of account of the Charities;
- (d) the transmission of the statements of account of the Charities to the Commissioners; and
- (e) the preparation of annual reports and their submission to the Commissioners.

8. Annual return. The Trustee shall comply with its obligations under the Charities Act 1993 with regard to the preparation of annual returns and their transmission to the Commissioners.

THE FOUNDATION

9. Sale or letting. The Trustee shall sell or let all the land belonging to the Foundation subject nevertheless to such consents and requirements as are stipulated by law.

10. Leases. The Trustee shall provide that on the grant by it of any lease the lessee shall execute a counterpart thereof. Every lease shall contain covenants on the part of the lessee for the payment of rent, and all other usual and proper covenants applicable to the property comprised therein and a proviso for re-entry on non-payment of the rent or non-performance of the covenants.

11. Repair and insurance. The Trustee shall keep in repair and insure to the full value thereof against fire and other usual risks all the buildings of the Foundation not required to be kept in repair and insured by the lessees or tenants thereof and shall suitably insure in respect of public liability.

12. Proceeds of sale. The Trustee shall invest the clear proceeds of any such sale in trust for the Foundation.

13. Application of income. (1) The Trustee shall apply the clear income of the Foundation in one or more of the following ways:-

- (a) in providing for any eligible school equipment and other items, services and facilities for such school and thereby advance education thereat;

- (b) in otherwise promoting the education (including social and physical training), either generally or individually, of beneficiaries.

PRIZE CHARITY

14. Prize Charity. (1) The Trustee shall apply the clear income of the Prize Charity in awarding prizes to pupils of Fair Oak Comprehensive School, in Rugeley, in recognition of their academic, artistic, moral or physical achievements, thereby furthering their education.

(2) If and in so far as income of the Prize Charity is not required for application as aforesaid, the Trustee shall apply the same in the same manner but for pupils of an eligible school.

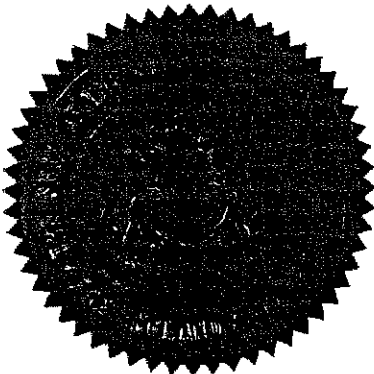
(3) The award of prizes under this clause shall be in accordance with rules made from time to time by the Trustee which may provide for the value and method of ascertainment and selection of prize-winners and, where appropriate, for any prize to bear the name of the donor or other person commemorated in the original title of any endowment contributed to the Prize Charity.

GENERAL PROVISIONS

15. Charity not to relieve public funds. The Trustee shall not apply income of the Charity directly in relief of rates, taxes or other public funds.

16. Questions under Scheme. Any question as to the construction of this Scheme or as to the regularity or the validity of any acts done or about to be done under this Scheme shall be determined by the Commissioners upon such application made to them for the purpose as they think sufficient.

Sealed by Order of the Commissioners this 31st day of March 1994.



Neil M. Mackenzie

ASSISTANT COMMISSIONER

- (b) in otherwise promoting the education (including social and physical training), either generally or individually, of beneficiaries.

PRIZE CHARITY

14. Prize Charity. (1) The Trustee shall apply the clear income of the Prize Charity in awarding prizes to pupils of Fair Oak Comprehensive School, in Rugeley, in recognition of their academic, artistic, moral or physical achievements, thereby furthering their education.

(2) If and in so far as income of the Prize Charity is not required for application as aforesaid, the Trustee shall apply the same in the same manner but for pupils of an eligible school.

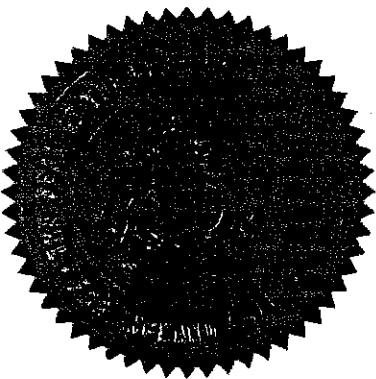
(3) The award of prizes under this clause shall be in accordance with rules made from time to time by the Trustee which may provide for the value and method of ascertainment and selection of prize-winners and, where appropriate, for any prize to bear the name of the donor or other person commemorated in the original title of any endowment contributed to the Prize Charity.

GENERAL PROVISIONS

15. Charity not to relieve public funds. The Trustee shall not apply income of the Charity directly in relief of rates, taxes or other public funds.

16. Questions under Scheme. Any question as to the construction of this Scheme or as to the regularity or the validity of any acts done or about to be done under this Scheme shall be determined by the Commissioners upon such application made to them for the purpose as they think sufficient.

Sealed by Order of the Commissioners this 31st day of March 1994.



ASSISTANT COMMISSIONER

Appendix 2 – Draft Scheme

THE CHARITY COMMISSION FOR ENGLAND AND WALES

Under the power given in the Charities Act 2011

Orders that from today, the

this

SCHEME

will alter or affect the existing trusts of] the charity

known as

THE RUGELEY EDUCATIONAL ENDOWMENT (528603)

at

Staffordshire

DRAFT

**A member of staff of the Charity Commission authorised to act on behalf of the
Charity Commission**

1. Definitions

In this scheme:

“the charity” means the charity identified at the beginning of this scheme.

“the Commission” means the Charity Commission for England and Wales

“existing trusts” means the scheme dated 31 March 1994.

“the trustee” means Staffordshire County Council.

2. Administration

The charity is to be administered in accordance with its existing trusts as altered or affected by this scheme.

3. Alteration of the existing trusts

The existing trusts will take effect with:

- (a) the definition of “eligible school” changed to any within the meaning of the Education Acts as defined in section 578 of the Education Act 1996 as amended from time to time and any regulations made under the Education Acts (including an Academy) in the area of benefit or by which the area of benefit is substantially served.

- (b) the following clause inserted immediately before clause 9:

The school premises of the foundation shall be held by the trustees on trust for the purposes of a school within the meaning of the Education Acts as defined in section 578 of the Education Act 1996 as amended from time to time and any regulations made under the Education Acts (including an Academy).

4. Questions relating to the Scheme

The Commission may decide any question put to it concerning:

- (1) the interpretation of this scheme; or
- (2) the propriety or validity of anything done or intended to be done under it.

Appendix 3 – Copy of Latest Accounts

Trustee's Annual Report for the period: 1 April 2016 until 31 March 2017

Administration details:

Charity name:	Rugeley Educational Endowment
Charity registration number	528603
Charity principal address:	2 Staffordshire Place, Tipping Street, Stafford, ST16 2LP

Objective:

Governing document:	Title Deed registered with Charity Commission on 16 February 1972 and 31 March 1994
Objective of the Charity	To provide for any eligible school equipment and other items, services and facilities for such school and thereby advance education thereat. In otherwise promoting the education either generally or individually of beneficiaries. The Trustee shall apply income in awarding prizes to pupils in recognition of their academic, artistic, moral or physical achievements, thereby furthering their education. Area of Benefit shall mean the area of Rugeley. Eligible school shall mean any secondary school in the Area of Benefit. Beneficiaries shall mean persons under 25 years of age who are or who have been pupils of an eligible school.

Structure, governance and management:

Registered Trustee	Staffordshire County Council
Managing Trustees	Managing Trustees are Teachers, Governors or representatives of the eligible schools appointed by each school. Required checks were carried out prior to commencement of employment.

Schools represented were :

The Hart School Academy

Financial details and summary of the allocation of funds

The Managing Trustees met regularly to consider requests and to allocate awards and grants to individual pupils and to each school to support various projects including the purchase of digital learning services and the award of student prizes and rewards.

The financial statements were supplied and analysed by the Managing Trustees minimum twice a year.

During the 2016/17 financial year, total income received from permanent and temporary investments was £79,152.49 and total expenditure was £66,369.30.

The details of the expenditure from the endowment was as follows:

Area of expenditure	Amount £
Financial Assistance/ Grants/ Awards	37,902.19
Educational Equipment	5,451.45
Cultural Activities	16,470.66
Educational Visits	6,545.00
Total	66,369.30

Investments

Name of Investment	Number of Units	Value at 31 March 2017 £
COIF Investment Fund	159,215.19	2,212,135.85

Additional information

During the 2016/17 financial year, the Registered Trustee agreed to reinvest proceeds from the sale of all the holdings in the COIF Fixed Interest Fund, to buy further shares in the COIF Investment Fund.

Managing Trustees also committed expenditure to the value of £39,990.95 towards individual schools projects, which was unspent at the year end.

Independent Examination

The financial accounts of the charity for the financial year 2016/17 were checked and approved by an independent examiner from the Staffordshire Audit Service.



Signed on behalf of the Charity Trustees

Full name: Melanie A. Stokes

Position: Strategic Investment Manager

Date: 28/7/2017

RUGELEY EDUCATIONAL ENDOWMENT - TA0010

Statement of Income & Expenditure for the period 1 April 2016 - 31 March 2017

	£	£
Balance on temporary investment b/fwd 1 April 2016		45,510.47
<u>Income</u>		
Interest on permanent investments	79,040.86	
Interest on temporary investments	<u>111.63</u>	79,152.49
<u>Expenditure</u>		
Financial Assistance	(37,902.19)	
Educational Equipment	(5,451.45)	
Sporting/Cultural Activities	(16,470.66)	
Education Visits	<u>(6,545.00)</u>	(66,369.30)
Surplus income on temporary investment with: Staffordshire County Council at 31 March 2017		<u>58,293.66</u>
<u>Committed Expenditure</u>		
(Please see attached breakdown for full details)		(39,990.95)
Total available for expenditure at 31 March 2017		<u><u>18,302.71</u></u>

Summary of Investments

<u>Permanent Investment Type</u>	<u>Purchase Price</u>	<u>Nominal Value</u>	<u>Market Value as at 31 March 2017</u>	<u>Approx. Annual Income</u>	<u>Due</u>
	£		£	£	
COIF Fixed Interest Fund Shares*	0.00	0.00 units	0.00	15,768.00	jun/sep/dec/mar
COIF Investment Fund Shares	1,504,736.04	159,215.19 units	2,212,135.85	61,703.00	jun/sep/dec/mar
Total Market Value as at 31 March 2017			<u>2,212,135.85</u>	<u>77,471.00</u>	

*23 November 2016 - Charities & Trust Committee decision made to transfer COIF investments
295,649.59 units of COIF Fixed Interest Fund shares sold @ 137.60p per unit on 19.01.17
£393,053.94 proceeds reinvested to buy 28,377.7 units of COIF Investment Fund Shares @ 1386.08p per unit

RUSELEY EDUCATIONAL ENDOWMENT FUND
TAC0016

Breakdown of Expenditure
1 April 2016 to 31 March 2017

Expenditure	The Hart School £
1. Financial Assistance and Discretionary Grants	27,668.24
Total Financial Assistance and Discretionary Grants	27,668.24
2. Bursaries	
Total Bursaries	0.00
3. Educational Equipment	5,451.46
Total Educational Equipment	5,451.46
4. Project Activities	0.00
Total Project Activities	0.00
5. Music, Sporting and Cultural Activities	26,714.61
Total Music, Sporting and Cultural Activities	26,714.61
6. Educational visits	6,546.00
Total Educational Visits	6,546.00
Total expenditure to 31 March 2017	68,388.30

RUSELEY EDUCATIONAL ENDOWMENT FUND

Breakdown of Committed Expenditure
as at 31 March 2017

Committed expenditure	The Hart School £
Green Car (min 910-5, Nov 2013)	1,832.62
Geography, Lego, Kerboodle, OS Dictionaries (min 919-5, Nov 2013)	0.00
Art-Frames and Warhammer Club (min 919-11, Nov 2013)	121.25
Ceramics Event in RAF Cosford (min 928 b, Feb 2014)	0.00
Provision of 8 lecterns and 6 pop-up displays (min 928d, Feb 2014)	131.62
Grant for Dean Priest to attend an event in Kenya (min 928e(8), Feb 2014)	0.00
Art-Art Gallery (min 937, June 2014)	0.00
Humanities-O.S.Dictionaries (min 937, June 2014)	0.00
Art- Improvements to Art Garden (min 937, June 2014)	131.24
Art- Artists in Residence across the academy (min 937, June 2014)	386.60
Media Studies- HD Camcorder, Microphone (min 937, June 2014)	0.00
Educational Visits (min 950 (1), Feb 2015)	0.00
Reward and Prizes (min 958(2), Feb 2015)	0.00
Reward and Prizes (min 962- Oct15)	1,023.50
Head's Discretionary Fund (min 992 - Feb 16)	0.00
School trip to Cambodia/Sier City £50 each for 20 pupils (min 994b - Feb 16, min 1028-3 - Feb 17)	900.00
Purchase of Ias for Hart Academy (min 994dii - Feb 16)	0.00
Kerboodle, digital learning service (min 1004i - June 16)	148.03
P.E. kit provision (min 1004ii - June 16)	0.00
Leisure Centre Autumn Term Twilight hours (min 1016(1)- Oct 16)	0.00
Discretionary fund Autumn term (min 1016(1)- Oct 16)	1,910.26
Prizes and Rewards Autumn Term (min 1016(1)- Oct 16)	3,000.00
Educational visits Autumn Term (min 1016(1)- Oct 16)	750.00
University Bursaries (min 1016(2)- Oct 16)	300.00
PE Kit provision (min 1016(3)- Oct 16)	0.00
Curriculum days (min 1016(4)- Oct 16)	408.00
Period 8 Curriculum (min 1016(5)- Oct 16)	0.00
Young enterprise (min 1016(6)- Oct 16)	0.00
Coaches (min 1016(7)- Oct 16)	100.00
Data logging solution science (min 1016(8)- Oct 16)	1,806.53
Leisure seating (min 1016(9)- Oct 16)	4,820.00
Discretionary fund Spring term (min 1028(1)- Feb 17)	2,000.00
Prizes and Rewards Spring Term (min 1028(1)- Feb 17)	3,000.00
Educational Visits Spring Term (min 1028(1)- Feb 17)	2,000.00
University Bursaries (min 1028(2)- Feb 17)	85.00
Curriculum days (min 1028(4)- Feb 17)	2,700.00
Coaches (min 1028(5)- Feb 17)	2,000.00
WestKey Dance (min 1028(6)- Feb 17)	3,425.00
Tasteful Online learning science (min 1028(7)- Feb 17)	3,217.00
Steel Pans tuition (min 1028(8) - Feb 17)	3,942.50
Total committed expenditure	39,990.95

Independent Examiner's Report to the Trustees of The Rugeley Educational Endowment - 528603

I report on the accounts of the Trust for the year ended 31 March 2017

Basis of independent examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no matter has come to my attention:

- 1) which gives me reasonable cause to believe that in any material respect the requirements
 - to keep accounting records in accordance with section 130 of the 2011 Act; and
 - to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Act have not been met; or
- 2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



Susan Bachelor
Audit Assistant
Staffordshire County Council
Finance
Staffordshire Place No 2
Floor 2
Stafford
ST16 2LP

Date: 12th June 2017

CHARITY & TRUSTS COMMITTEE – 12 JUNE 2018

**Confirmation of the action of the Director of Finance and Resources
in relation to Education Endowments**

In agreeing:

- 1) The acceptance of a £2,000 donation from the estate of the late Mr Malcolm William Dale. Such sum to be invested as part of the permanent endowment of the Stafford Educational Endowment Charity.

- 2) The approval of expenditure up to the sum of £5,000 for land registry application and associated legal fees in relation to land owned by the Brewood Educational Charity.

Andrew Burns
Director of Finance and Resources

Contact : Melanie Stokes, Head of Treasury & Pensions
Telephone No. (01785) 276330

Not for publication by virtue of paragraph(s) 3
of Part 1 of Schedule 12A
of the Local Government Act 1972

Document is Restricted

