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| DATE & TIME OF MEETING: | Thursday 21 May 2015 @ 2pm |
| VENUE: | The Grand Meeting Room County Hall, Northallerton, DL7 8AD |
| Please confirm attendance by e-mail to jayne.laver@northyorks.gov.uk or telephone 01609 534416. | |

Important information for those attending:

Declaration of Interests

Members of the Education Partnership who have an interest in an agenda item beyond the generality of the group they represent are required to declare the existence and nature of that interest to the Chair prior to the start of the meeting. *Further information can be found in paragraph 13 of the constitution of the North Yorkshire Education Partnership.*

Voting

Voting on proposals in relation to the school and early years funding formulae may only be undertaken by (i) those listed as "Schools' Members" on the Membership page of this agenda and (ii) the Early Years representative.

Where a phase-related de-delegation proposal requires a vote, only schools' members representing schools within that phase may vote.

All members are entitled to vote on proposals other than those relating to the funding formulae.

Observers cannot vote on any proposal brought before the Education Partnership.

Voting requirements will be clearly identified in the agenda item.

Information only reports

Reports marked for information only will not, under normal circumstances, be presented to the Education Partnership. Any comments or questions arising from the report should be directed to the Clerk who will either (i) seek a response from the author or (ii) request their attendance in order to respond directly to the members of the Education Partnership.

General Public

Meetings of the Education Partnership are public meetings

The Chair will request that any members of the public leave the meeting for items marked as confidential and which involve the likely disclosure of exempt information as defined in part 1 of Schedule 12A of the Local government Act 1972.

Further information can be found in paragraph 11 of the constitution of the North Yorkshire Education Partnership.

Agenda

Part 1: Procedural

| Item | Title | Lead |
|------|--|------------|
| 1.1 | Welcome and apologies | Chair |
| 1.2 | Membership update | Chair |
| 1.3 | Minutes from the previous meeting and matters arising | Chair |
| 1.4 | Notification of other urgent business | Chair |
| 1.5 | Revised constitution of the North Yorkshire Education Partnership and update | Pete Dwyer |

Part 2: School Funding

| Item | Title | Lead |
|------|--|--------------------------|
| 2.1 | Proposed changes to the sub-group structure of the Education Partnership | Pete Dwyer / Anton Hodge |
| 2.2 | Legionella exception | Anton Hodge |
| 2.3 | School sixth form funding 2015-16 For information only | Jayne Laver |
| 2.4 | Schools financial value standard 2015 For information only | Ian Morton |
| 2.5 | Traded Services update | Anton Hodge / Ian Yapp |

Part 3: School Improvement

| Item | Title | Lead |
|------|-------------------------------|-------------------------|
| 3.1 | Closing the gap strategy | Jill Hodges |
| 3.2 | Pupil Referral Service report | Les Bell / Andrew Terry |
| 3.3 | Scarborough education summit | Pete Dwyer |

Part 4: School Organisation

| Item | Title | Lead |
|------|--|---------------|
| 4.1 | School organisation briefing For information only | Suzanne Firth |

Part 5: Future Agendas

| Dates of future meetings | Title |
|---------------------------------|--|
| 16 Sept 2015 | a) School funding formula changes 2016-17 b) 2015-16 final school balances c) NYEP Meeting Dates 2016 Proposal |
| 15 Oct 2015 | a) School funding formula changes 2016-17 |
| 28 Jan 2016 | |
| 10 Mar 2016 | |

Membership

| Schools Members (27) | | | |
|------------------------------------|------------------|-------------------------------------|----------|
| Headteachers (16) | | | |
| Primary | Tammy Cooper | Ruswarp CoE VC Primary School | Jan 2016 |
| Primary | Ian Clennan | Selby Community Primary School | Dec 2017 |
| Primary | Rachel Wells | West Heslerton CE Primary School | Dec 2017 |
| Primary | Ian Yapp | Riverside Community Primary School | Jan 2018 |
| Primary | Vacancy | | |
| Primary | Vacancy | | |
| Primary | Vacancy | | |
| Primary | Vacancy | | |
| Secondary (Chair) | Carl Sugden | King James's School | Nov 2016 |
| Secondary | Michele Costello | Settle College | Sep 2017 |
| Secondary | Mark McCandless | Ryedale School | May 2018 |
| Secondary (IP Chair) | Rob Pritchard | St John Fisher Catholic High School | Apr 2019 |
| Secondary | Vacancy | | |
| Secondary | Vacancy | | |
| Special | Hanne Barton | The Dales Special School | Nov 2016 |
| Nursery | Jane Pepper | Childhaven Nursery | Aug 2015 |
| School Governors (8) | | | |
| Primary | David Gill | Long Marston Primary School | Aug 2015 |
| Primary | Ken Blackwood | Appleton Wiske Primary School | Oct 2015 |
| Primary | Helen Flynn | Hookstone Chase Primary School | May 2017 |
| Primary | Jim Martin | Newby and Scalby Primary School | Nov 2017 |
| Primary | Geoff Archer | Applegarth Primary School | Apr 2019 |
| Secondary | Denise Powley | Lady Lumley's School | Apr 2019 |
| Secondary | Gerry Price | Bedale High School | Apr 2019 |
| Secondary | Rosemary Rees | Settle College | Nov 2016 |
| Academy Representatives (2) | | | |
| Secondary | Andrew Cummings | South Craven Academy | Sep 2016 |
| Secondary | John Barker | Skipton Girls' High School | Dec 2017 |

| Pupil Referral Service Representative (1) | | | |
|--|----------|-----------|----------|
| PRS | Les Bell | Selby PRS | Oct 2018 |

| Non-Schools Members (6) | | | |
|--------------------------------|-----------------------|--|----------|
| Early Years | Josy Thompson | | Aug 2015 |
| RC Diocese | Vacancy | | |
| CoE Diocese | Lis Marsden | Carlton & Faceby CoE VA Primary School | Dec 2016 |
| Unison | Stella Smethurst | | Dec 2016 |
| Teachers Unions | Vacancy | | |
| 16-19 Providers | Debra Forsythe-Conroy | Harrogate College | Aug 2018 |

| Observers (4) | | |
|----------------------|---------------|--|
| County Councillor | Arthur Barker | Lead Member for schools, 16-19 year old education and early years provision |
| County Councillor | Tony Hall | Lead Member for children's services, special needs, youth justice, youth service and adult education |
| EFA Observer | Keith Howkins | Education Funding Agency |
| | Chris Head | Teachers' Association |

Vacancy Update:

Primary headteachers – 4: nominations are currently being sought via the electronic Red Bag.

Secondary headteachers – 2: nominations are currently being sought via the electronic Red Bag.

Non-schools vacancies are to be addressed separately.

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**NORTH YORKSHIRE
EDUCATION PARTNERSHIP**

| | |
|--|--|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Minutes of the Schools Forum – 4 March 2015 |
| Type of report: Delete as required | For information only |
| Executive summary: Including reason for submission | The minutes of the previous meeting of the then Schools Forum are presented for approval. |
| Budget / Risk implications: | N/A |
| Recommendations: | The minutes are approved as an accurate record |
| Voting requirements: | N/A |
| Appendices: To be attached | N/A |
| Report originator and contact details: | Jayne Laver – Clerk to the NYEP Tel: 01609 534416 jayne.laver@northyorks.gov.uk |
| Presenting officer: If not the originator | N/A |

PRESENT:

| | |
|--|--|
| <u>Chair:</u> | Carl Sugden (Harrogate) |
| <u>Primary Headteachers:</u> | Tammy Cooper (Scarborough), & Ian Yapp (JDP) |
| <u>Secondary Headteachers:</u> | Mark McCandless (Ryedale) |
| <u>Nursery Headteacher:</u> | Jane Pepper |
| <u>Special Headteacher:</u> | Hanne Barton |
| <u>Pupil Referral Service:</u> | Les Bell (Selby) |
| <u>Academy Representative:</u> | John Barker |
| <u>Governor Representatives:</u> | Primary: Ken Blackwood, Helen Flynn, David Gill & Jim Martin Secondary: Rosemary Rees |
| <u>Diocesan Members:</u> | Rob Pritchard (RC Diocese) & Lis Marsden (Diocese of York) |
| <u>16-19 Education Providers:</u> | Josie Guinness |
| <u>Observers:</u> | County Councillors: Arthur Barker & Tony Hall Chris Head |
| <u>In Attendance:</u> | Helen Coulthard, Suzanne Firth, Anton Hodge, Jayne Laver, Andrew Terry & Judith Walls |
| <u>Apologies (as advised):</u> | School Members: Ian Clennan (Selby), Rachel Wells (Ryedale), Gill Woods (Craven), Michele Costello (Craven), Mike Roper (Selby), Andrew Cummings Non-School Members: Stella Smethurst, Debra Forsythe-Conroy County Council Officers: Pete Dwyer |

622: MEMBERSHIP OF THE FORUM

The Chair advised that Mike Roper was leaving at Easter to take up a post outside the Authority and had, therefore resigned from the Forum. On behalf of the Forum, he expressed thanks to Mike for his commitment and support to the work of the Schools Forum, wishing him well for the future.

The Clerk clarified the position with regard to the May meeting which will be the first of the new Education Partnership Board. It is hoped that the majority of the Improvement Partnership Chairs will be confirmed by Easter after which the remaining headteacher positions will be filled. The intention, as highlighted in the January report to Forum, is to ask current members if they wish to continue in the role until their current membership ends then seek nominations from headteachers wishing to join the Partnership to complete the line-up. Members will be kept informed of progress. In the meantime, members were asked to keep the May meeting in their diaries unless advised otherwise.

623: MINUTES**RESOLVED –**

The minutes of the meeting held on 21 January 2015 were approved as an accurate record.

624: MATTERS ARISING

Anton Hodge gave a brief presentation to the Forum on the final arrangements for the allocation of the Schools Block budget for 2015-16.

625: HIGH NEEDS BUDGET 2015-16

Report prepared by: Anton Hodge, Assistant Director - Strategic Resources, and Judith Walls, Finance Manager - Strategic Resources

Purpose of report: to confirm the budget arrangements for the High Needs Block Budget in 2015-16. The report provided essential background to items 626 and 627.

In response to Jim Martin and Ken Blackwood, Andrew Terry advised that the difference between non-maintained and independent special schools related to the latter being profit-making organisations. Independent special schools (ISS) determine their own level of fees and are currently paid in accordance with the National Association of Special Schools Contract (NASS) which determines how these schools are paid, when they can apply for increases and the period of notices to be given. ISS are currently not part of the government's high needs funding arrangements. The DfE is looking to change this but the earliest this could happen is April 2016.

The Local Authority has a strategy in place to establish personalised learning pathways initially for young peoples aged 19-25 with high needs SEN. These are popular with young people and their families as they enable young people to stay closer to home. Hanne Barton echoed this by adding that the provision must be right for the young person. A significant financial saving of £2m has also been realised with the average annual Element 3 funding for an Independent Specialist Provider (ISP) being £55k, with the maximum being as much as £100k. By September 2015 it is forecast that there will be approximately 33 young people on Personalised Learning Pathways.

The estimated number of children and young people attending other provision by March 2016 is:

| | |
|--|-----|
| Independent Special Schools | 48 |
| Independent Specialist providers | 32 |
| Non Maintained Special Schools | 32 |
| Other Local Authority Special and Mainstream | 85 |
| Total | 197 |

Where possible, young people are educated in local authority maintained provision but, if their needs cannot be met, suitable provision is sourced elsewhere.

**Minutes of the Schools Forum meeting held on 4
March 2015**

In response to Ken Blackwood, Judith Walls advised that the High Needs Block Recoupment includes place-led funding in pre-16 children and young people attending special and alternative provision academies, place-led funding for post-16 children and young people attending special school, Element 2 funding for post-16 pupils attending mainstream provision and place-led funding for pre and post-16 children and young people attending non-maintained special schools. It does not include any Element 3 High Needs Funding as this is paid to providers by the home local authority of the pupil.

RESOLVED –

The Schools Forum noted the contents of the report.

626: ELEMENT 3 HIGH NEEDS FUNDING WITH EFFECT FROM APRIL 2015

Report prepared by: Judith Walls, Finance Manager – Strategic Resources, and Andrew Terry, Assistant Director – Access and Inclusion.

Purpose of report:

- i. to provide an update on the position of Element 2 funding allocated through the main school formula;
- ii. to outline the new Resource Allocation System will operate for all schools and settings, and for pupils and students aged 0-25 with transitional arrangements for 2015-16; and
- iii. to resolve the temporary arrangement that was put into place during 2014-15 which involved the allocation of £2.7m of the Element 3 'Top up' by reference to individual prior attainment.
- iv. to propose transitional arrangements for 2015-16.

In response to Rob Pritchard, Judith Walls advised that the Local Authority can choose which of the 13 approved factors are used to allocate Element 2 funding through the mainstream formula. Through consultation with schools and the Schools Forum it was agreed to use AWPU, IDACI, FSM, Mobility, LAC and Prior Attainment. The Chair added that the formula was still not perfect as some schools have significant numbers of children and young people with SEN who do not receive large allocations through Element 2 formula but the contingency to provide additional Element 2 funding where schools have a disproportionate number of children with a statement or EHCP goes a considerable way to resolving this issue.

The Chair aired the absent Andrew Cummings' views that the process for having to apply for an EHCP for children and young people above the threshold and below the former North Yorkshire threshold was subjecting pupils to a new layer of bureaucracy in order to be funded.

Judith Walls explained that, once the Resource Allocation System was approved, it was planned to issue a version of the CAN-Do questionnaire which would include the agreed weightings so that education providers could determine if the needs of the child or young person would generate an indicative Element 3 personal budget and whether it was necessary to complete the request for Statutory Assessment.

In terms of the capping arrangements for children and young people gaining from the application of the Resource Allocation System, Ian Yapp asked which of the two options the Local Authority would recommend. Judith Walls advised that Option 2

**Minutes of the Schools Forum meeting held on 4
March 2015**

would be recommended because, whilst a school may be gaining in the first year of operating the RAS, any subsequent reduction in the allocation following the annual review or moderation, that reduction would be limited by the level of cap in the first year.

Ken Blackwood questioned whether a cap of 25% was too high. The cap on mainstream funding is 7% although this is in relation to a significantly higher budget. The cap on gains will offset the losses experienced by other schools so that schools will be funded for the same children at the same level as the previous year.

Judith Walls confirmed Hanne Barton's understanding that over the course of the next year all high needs pupils will receive an Annual Review when schools will need to revisit the completed CAN-Do questionnaire to ensure that it accurately reflects the current needs of the child or young person; any changes must be evidenced to go through the RAS to determine the 2016-17 allocation. This will ensure that every child and young person is funded on an even playing field. The transitional proposals are, therefore, for a one year interim arrangement but this can be reviewed.

Hanne Barton expressed her concerns at the lack of moderation of the RAS given the levels of funding that will be allocated from it. In response, Andrew Terry highlighted that the current funding arrangements for Element 3 funding is not moderated either. Judith Walls explained that, if approved, plans will be developed to carry out more moderation, training and auditing of the new arrangements during 2015-16.

In response to Helen Flynn's question regarding proposed reductions in funding, Judith Walls advised that during the transitional year 2015-2016, annual reviews will need to revisit the CAN-Do questionnaire if it is felt that the needs of the child or young person have changed or are not accurate. If there is appropriate evidence to support this, the indicative allocation for 2016-17 will be changed. If, having checked the completed CAN-Do questionnaire, there are no proposed changes, the education provider will need to be informed of their indicative budget allocation so that they can consider how the agreed outcome can be supported.

The Chair concluded that the proposed transitional arrangements would give some time during 2015-2016 to assess whether or not there was a need to extend the transitional arrangements beyond 2015-2016. However, he added that there are other factors that need to be brought into the equation as we move forward to 2016-2017 including the full allocation of the £2.7m (previously allocated by reference to prior attainment) and the current MFG in special schools of £2.3m which would both become part of the overall Element 3 budget to be allocated through RAS. The outcome of the DfE review of the High Needs Block Funding will also be a factor.

Whilst in support of transition, Ian Yapp questioned the moderation and the capacity with the Local Authority to moderate. He added that he was not convinced that one year was long enough to enable the move to EHCPs and moderation.

Helen Flynn questioned the health authority's contribution to specialist equipment. Hanne Barton's experience has shown that this varies from authority to authority and that it is a constant battle to secure a contribution.

Judith Walls confirmed that the specialist equipment proposal covers all phases including Early Years albeit the contribution from early Years will be £300 (15/25ths of the £500).

RESOLVED –

The Forum:

- i. noted the position on Element 2 funding for 2015-16 for mainstream schools;
- ii. noted that the Element 3 funding previously allocated by reference to prior attainment has to end with effect from March 2015;
- iii. fully endorsed Option 1 to provide transitional funding for the Element 3 funding previously allocated by reference to Prior Attainment of 33% of the total allocation made during 2014-15 if the original allocation is greater than 15% of the total Element 2 formula allocation;
- iv. endorsed the proposal to implement the Resource Allocation System to determine Element 3 'Top up' allocations from April 2015;
- v. endorsed Option 2 to bring all Element 3 budgets together into one budget to enable a single set of weightings within the RAS;
- vi. endorsed that no education provider should receive less funding per high needs child or young person than they did in 2014-2015 unless that child or young person has left;
- vii. endorsed Option 2 to cap those education providers gaining from the implementation of the Resource Allocation at a maximum of 25% in 2015-16;
- viii. endorsed all education providers having access to contributions from the specialist equipment budget after making the first £500 contribution per child per financial year with a maximum school allocation of £10k in the first year; and
- ix. noted that indicative allocations for 2015-16 will be notified to education establishments following the Forum meeting and approval by Executive Members and the Corporate Director, on the condition that the completed 'CAN-Do' questionnaires have been returned.

627: PROPOSED CONTINGENCIES WITHIN THE HIGH NEEDS BLOCK

Report prepared by: Judith Walls, Finance Manager – Strategic Resources, and Andrew Terry, Assistant Director – Access and Inclusion.

Purpose of report: to review the contingency established in April 2014 to support schools with a disproportionate number of pupils with statements or EHCPs and to make proposals regarding contingencies within the High Needs Block from April 2015.

Judith Walls confirmed that the contingency for exceptional place-led funding for specialist provision would only apply to North Yorkshire pupils and North Yorkshire commissioned places. It was recognised that some special schools were already receiving additional exceptional place-led funding from other local authorities. This proposal has been developed so that North Yorkshire would not be faced with paying for decisions taken by other local authorities in placing pupils in special schools.

Judith Walls stated that Mowbray School had queried the basis of the proposed calculation, requesting that it be raised at Forum. Both calculations had been considered and it was recommended that the original calculation be retained.

The Chair thanked Judith Walls for taking the Forum through such a highly complex area and to Andrew Terry for his comments.

RESOLVED –

The Forum:

- i. noted the operation of the Contingency for SEN Exceptional Element 2 Funding during 2014-15;
- ii. endorsed the proposal for an SEN Exceptional Element 2 Funding Contingency for education providers that have a disproportionate number of children with statements or an EHCP worth £1m;
- iii. endorsed the proposal for an SEN Exceptional Element 3 Funding Contingency for education providers for pupils who require a high amount of additional and different support while the Statutory Assessment is being made with a budget of £200k;
- iv. did not endorse the setting up of a contingency to provide SEN Exceptional Element 2 Funding for education providers that have a disproportionate number of children requiring additional and different support less than the DfE's threshold of £6k when children and young people do not have Statements or EHCPs. It was felt that a school should consider their overall budget when providing support to pupils and not just the Element 2 funding. If a school was forecasting serious financial difficulties then it was felt that there are already procedures in place to address this if the school met the criteria;
- v. endorsed the proposal to provide additional exceptional place-led funding to Alternative Provision at the end of the financial year where the number of statutory places has exceeded the number of commissioned statutory places within a given financial year from within the existing budget;
- vi. endorsed the proposal to provide additional exceptional place-led funding for Specialist Provision at the end of the year where the number of North Yorkshire children and young people exceeds the number of North Yorkshire commissioned places within a given financial year from within the existing budget; and
- vii. noted that Element 2 and Element 3 funding will be determined by the CAN-Do questionnaire for Early Years funded pupils with effect from April 2015.

THE FOLLOWING REPORTS WERE PROVIDED FOR INFORMATION ONLY AND WERE NOT PRESENTED TO THE SCHOOLS FORUM. NO COMMENTS WERE MADE AND THE CONTENTS HAVE BEEN NOTED.

628: SCHOOLS CAPITAL PROGRAMME 2015-16

Report prepared by: Suzanne Firth, Strategic Planning Manager

Purpose of report: to inform the Schools Forum of the Schools Condition Allocations and a proposed capital programme for schools that will be considered by the executive on 7th April 2015.

629: DATES FOR FUTURE MEETINGS2015 North Yorkshire Education Partnership Meeting Dates

Thursday 21 May

Wednesday 16 September

Thursday 15 October

All meetings are to be held in the Grand Meeting Room at County Hall, Northallerton, commencing at 2pm.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

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|--|---|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Revised constitution of the North Yorkshire Education Partnership |
| Type of report: Delete as required | For decision |
| Executive summary: Including reason for submission | <p>The first constitution of the Education Partnership was endorsed by the Schools Forum in September 2015.</p> <p>A number of minor amendments have been made to that version to reflect enforced changes that have materialised in the implementation period.</p> |
| Budget / Risk implications: | N/A |
| Recommendations: | The Education Partnership endorses the amendments and this document is implemented, |
| Voting requirements: | Schools and non-schools |
| Appendices: To be attached | N/A |
| Report originator and contact details: | <p>Jayne Laver – Clerk to the NYEP Tel: 01609 534416 jayne.laver@northyorks.gov.uk</p> |
| Presenting officer: If not the originator | Pete Dwyer – Corporate Director, Children and Young People's Service |

NORTH YORKSHIRE EDUCATION PARTNERSHIP CONSTITUTION

| Version | Date of endorsement of amendments |
|----------------|--|
| 1 | Schools Forum - 18 September 2014 |
| 2 | NYEP - 21 May 2015 (proposed) |

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PART 1: INTRODUCTION

1. Name of Organisation

1.1 The body shall be known as the “North Yorkshire Education Partnership” otherwise called “Education Partnership”.

2. Authority, Commencement and Application

2.1 This constitution is governed by the Schools Forums (England) Regulations 2002 as amended by The Schools Forums (England) Regulations 2012 that came into force on 1 October 2012 (as amended by The Schools and Early Years Finance Regulations 2013).

2.2 The recommendations of the North Yorkshire Commission for School Improvement (May 2014) have resulted in the expansion of the role and remit of the Schools Forum to include responsibility for school improvement.

2.3 The Education Partnership and North Yorkshire County Council will monitor and review the content and operation of the Constitution in line with the publication of amended Regulations.

2.4 Changes to the Constitution will only be approved by the Education Partnership.

2.5 This Constitution supersedes any previously approved Constitution.

3. Mission Statement

3.1 The Education Partnership is an autonomous organisation accountable to the whole education community in North Yorkshire which will:

- i. carry out the statutory functions of the Schools Forum; and
- ii. inherit and champion the collective ambition of the North Yorkshire Commission for School Improvement and the mission statement developed by that Commission, which is:

High quality education transforms lives.

It brings to life knowledge and skills; and ignites enterprise and endeavour. It liberates the talent and ingenuity of everyone it touches.

Education is the driving force at the heart of our communities.

As educators, we are determined that every young person in our schools must have access to the right opportunities, experiences and support that they need to succeed.

That is why we commit to work together in a spirit of professional generosity in which the interests of young people come first.

PART 2: CONSTITUTION, MEETINGS AND PROCEEDINGS

4. Membership: General

- 4.1 The Education Partnership shall have a membership of 33.
- 4.2 Membership of the Education Partnership shall be made up of both schools and non-schools Members, as per paragraphs 5, 6 and 8, where the latter forms not more than one third of the total membership.
- 4.3 The appointment and subsequent replacement of schools Members and non-schools Members shall be to specific named categories.

5. Membership: School Members

- 5.1 Schools Members must comprise at least two thirds of the membership of the Education Partnership.
- 5.2 Membership shall include the following:
- Primary headteachers (8);
 - The Chair of the Secondary Improvement Partnership (1);
 - Secondary headteachers (5);
 - Primary school governors (5);
 - Secondary school governors (3);
 - Nursery school headteacher or governor (1);
 - Special school headteacher **or governor** (1);
 - Academy representatives (2); and
 - Pupil Referral Service representative (1).

The Chair of the Primary Improvement Partnership, if a current serving headteacher in North Yorkshire, would be elected to the Education Partnership under the Primary Headteacher heading. The Nursery and Special school representatives may also be the Chairs of the respective Improvement Partnerships.

- 5.3 The number of primary, secondary and academy representatives shall be proportionate to the ratio of pupils in each phase. Efforts will be made to ensure a good geographic spread of representation across the county.
- 5.4 This apportionment of School Member places shall be reviewed from time to time to ensure that it accurately reflects current arrangements in the County.
- 5.5 The election of the Nursery, Primary, Secondary and Special Schools headteacher and governor representatives shall be conducted by the Corporate Director, Children and Young People's Service and the Clerk to the Education Partnership.
- 5.6 The election of the Academy representatives shall be conducted by the governing bodies of the Academies.
- 5.7 The Clerk to the Education Partnership shall provide advice as to the options for selection processes, upon request.
- 5.8 All elections to the Education Partnership shall be conducted in accordance with the principles enshrined in "Schools Forums: Operational and Good Practice Guidance" issued by the

Education Funding Agency and dated October 2013 or such other relevant guidance as may be issued by the Department for Education from time to time.

5.9 Nothing in this constitution shall prevent the election of “a Principal”, “deputy headteacher”, “bursar” or other such person responsible for the financial management of the school in substitution for a headteacher representative.

5.10 If for any reason, an election for a schools Member does not take place within three months of the vacancy arising or any such election results in a tie between two or more candidates, the Local Authority shall be responsible for appointing the schools Member to the Education Partnership in consultation with the Education Partnership Chair.

6. Membership: Non-School Members

6.1 The Local Authority shall appoint non-school Members to the Education Partnership to represent relevant stakeholder bodies, the total number of which shall constitute not more than one third of the total Education Partnership membership. Membership shall include:

- representative of the Diocesan Board of Education for any diocese of the Church of England, any part of which is comprised in the County of North Yorkshire (1); and
- representative of the Bishop of any Roman Catholic Church Diocese, any part of which is comprised in the County of North Yorkshire (1);
- staff representatives, one each from UNISON and Teachers Unions (2);
- representative from Early Years’ and Childcare Providers’ **Improvement Partnership** (1); and
- representative of 16 to 19 education providers¹ (1).

6.2 The bodies listed are responsible for the election of their representative.

6.3 Where there are schools or academies in the local authority area with an officially recognised religious character other than those listed in paragraph 6.1, the appropriate faith group may be considered for representation on the Education Partnership.

6.4 The appointment of any non-schools Member shall be revoked if any instruction so to do is received from the Secretary of State, Department for Education.

7. Membership: Substitutes

7.1 The Clerk to the Education Partnership shall maintain a register of named persons prepared to act as substitutes for representatives elected under paragraphs 5 and 6 above.

7.2 The Register of Substitutes shall comprise:

- The Vice Chairs **of any** of the Improvement Partnerships **where determined**;
- One person nominated by each headteacher or governor elected to the Education Partnership on the basis of one substitute for each representative;
- One person nominated by the Pupil Referral Service representative from the County’s Pupil Referral Services;

¹ Eligible institutions are those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in SEN and LDD provision (SSPs), where 20% or more of their students reside in North Yorkshire.

- One person from and nominated by each of the relevant Diocesan Boards of Education;
- One person from and nominated by the Bishop of each relevant Roman Catholic Diocese;
- One person nominated by Unison and one person nominated by the Teachers Unions;
- One person nominated by the Early Years and Childcare Providers; and
- One person nominated by 16 to 19 education providers.

7.3 Any person elected under paragraph 5 above and who is unable to attend a meeting of the Education Partnership shall notify the Clerk to the Education Partnership not less than 5 clear days before the meeting. It is the responsibility of that person to arrange for their substitute to attend on their behalf.

7.4 In the case of an emergency resulting in the non-attendance of the person elected, the Clerk to the Education Partnership shall be notified and a substitute arranged if possible.

7.5 Substitute representatives shall have the same rights of participation and voting as if they had been formally elected under paragraphs 5 and 6 above.

8. Membership: Restrictions

8.1 The authority shall not appoint any executive Member or relevant officer of the authority to the Education Partnership as a non-schools Member.

8.2 “Relevant officer” is defined as:

- the Director of Children’s Services;
- any officer employed or engaged to work under the management of the Director of Children’s Services, other than one who directly provides education to children or who manages such a person; or
- any officer whose work involves the management of, or advice on, school funding.

9. Membership: Terms of Office

9.1 All Members of the Education Partnership shall be elected/appointed for a term of up to 4 years pursuant to paragraph 10.3i, i.e. the Chairs of the Improvement Partnerships shall be appointed for the period of their office as Improvement Partnership Chair.

10. Membership: Non-Attendance and Cessation of Term of Office

10.1 All elected/appointed Education Partnership Members will be expected to attend all meetings of the Education Partnership. In the event of their inability to do so, it is expected that their nominated substitute will attend in their place as per paragraph 7.

10.2 Failure to attend three consecutive meetings without the consent of the Chair of the Education Partnership will result in the immediate cessation of their term of office. Members are required to inform the Clerk to the Education Partnership of any extenuating circumstances that will result in their non-attendance as soon as they become known for consent to be sought.

10.3 Membership of the Education Partnership shall cease in the following circumstances:

- i. if the representative ceases to occupy the office by virtue of which they became eligible for election/appointment;
- ii. at the end of their term of office unless the representative is re-appointed or re-elected;
- iii. the resignation of the Member in writing to the local authority; or
- iv. in the event of the school at which they are employed or at which they are a Governor converts to Academy status.

10.4 The Education Partnership reserves the right to withdraw Membership of any Member deemed to be undermining of the Partnership's ability to fulfil its core functions.

11. Meetings and Proceedings of the Education Partnership

11.1 The Education Partnership shall meet at least four times each year.

11.2 All meetings of the Education Partnership will be public meetings unless there is a strong reason for the business to be conducted in private, i.e. where an agenda item will involve the disclosure of confidential or exempt information, the Members of the public attending the meeting will be asked to leave.

11.3 Members of the public may ask questions or make statements at ordinary meetings of the Education Partnership. Notice of the intention to do so must be given in writing² to the Clerk to the Education Partnership no later than midday three working days before the day of the meeting. Each submission must include the name of the person raising the question or making the statement. Where the question is aimed at a particular Member of the Education Partnership, their name should also be provided.

11.4 At any one meeting no person may submit more than one question or statement nor may more than one question or statement be made on behalf of one organisation.

11.5 The Chair of the Education Partnership may reject a question or statement if it:

- i. is not about a matter for which the Partnership has a responsibility or which affects the schools or academies within the County;
- ii. is defamatory, frivolous or offensive;
- iii. is substantially the same as a question which has been put at a meeting of the Education Partnership in the past six months; or
- iv. requires the disclosure of confidential or exempt information.

11.6 All questions and statements from Members of the public, including those which have been rejected, will be recorded and made available for public inspection.

11.7 During the meeting the Chair of the Education Partnership will invite the Member of the public to put their question or make their statement. In the absence of the Member of the public, the Chair may ask either the question on their behalf, indicate that a written reply will be given or decide that the question will not be dealt with.

11.8 The total time allowed at any meeting for questions and statements by the public will be half an hour and no person asking a question or making a statement may speak for more than three minutes.

² "In writing" includes e-mail.

11.9 Any written reply will be completed within two weeks of the meeting being held. Members of the Education Partnership will be furnished with a copy of both the question and the written reply.

11.10 The quorum for a meeting shall be 40% of the total Membership excluding observers and vacancies. Where a meeting is inquorate, the meeting may proceed but items for decision cannot be presented and must be deferred to the next scheduled meeting of the Education Partnership.

11.11 Participation is limited to:

- A Lead Member for Education, Children's Services or Resources;
- The Director of Children's Services or their representative;
- The Chief Financial Officer or their representative;
- Officers providing specific financial or technical advice to the Forum; and
- An observer appointed by the Secretary of State³.

11.12 The participation of other officers who are presenting a report is limited to their specific agenda item.

11.13 The Education Partnership shall elect a chair from amongst its membership, though this may not be an elected Member or officer of the authority. The term of office of the chair shall be up to 4 years pursuant to sections 9 and 10 above.

11.14 Voting in respect of the funding formulae to be used by the local authority to determine the amounts to be allocated to schools and early years providers in accordance with regulations made under sections 47 and 47ZA of the School Standards and Framework Act 1998, shall be by Schools Members and representatives of the Private, Voluntary and Independent sector only; all Schools Forum Members can vote on non-funding formulae decisions.

11.15 Voting in respect of the de-delegation of funding per phase shall be by the maintained primary or secondary Schools Members only.

11.16 In some cases, there may be a genuine business need for a decision or formal view to be expressed by the Education Partnership before the next scheduled meeting. Where it is not appropriate to call an additional or unscheduled meeting, the matter may be dealt with by means of either a vote by Members by e-mail or for the Chair to give a view on an urgent issue. Either shall be reported to the next ordinary meeting of the Education Partnership. In the event of an e-mail vote of Members, the period allowed for voting shall be not less than 5 working days including the day that the e-mail is sent to Members. For the purpose of this sub-section working days are Monday to Friday inclusive but excluding Bank and Public Holidays.

11.17 The agenda and associated papers for any meeting of the Education Partnership shall be despatched both electronically and by external post to all Members of the Education Partnership at least 7 clear days prior to the meeting. The Education Partnership will determine whether to accept any reports submitted less than 7 days prior or to defer them to the next agenda.

11.18 At the first meeting in the autumn term, the Education Partnership shall consider and approve a calendar of meetings for the ensuing year; the Clerk to the Education Partnership shall provide all Members with a copy of the calendar of meetings within 14 days of its approval.

³ The Education Funding Agency (EFA) has been granted observer status at Schools Forum meetings (regulation 8 (4) (f)) to provide support to the local process and provide a national perspective if Members think it helpful. The EFA observer for the Yorkshire and Humberside region is not expected to attend every meeting.

11.19 The Education Partnership has established a Formula Review working group to support the delivery of its agenda. The working group may, as and when required, establish task and finish groups to undertake specific projects. The membership and terms of reference of the Formula Review Group will be agreed by the Partnership which will, in turn, receive their recommendations for consideration and approval.

11.20 All agendas and papers shall be published on the cypsinfo website in advance of the day of the Education Partnership meeting. There shall be a link to this site from the public website, www.northyorks.gov.uk.

12. Ensuring the Effectiveness of the Education Partnership

12.1 The following characteristics or principles are central to the effectiveness of the Education Partnership:

- i. **Partnership:** a shared understanding of the priorities, issues and concerns of schools, academies and the local authority;
- ii. **Effective Support:** the business of the Education Partnership is supported by the local authority in an efficient and professional manner;
- iii. **Openness:** the provision of open, honest and objective advice to the Education Partnership is critical in enabling it to function;
- iv. **Responsiveness:** the local authority, whilst mindful of the resource implications, is responsive to requests from the Education Partnership and its Members;
- v. **Strategic Review:** Members of the Education Partnership consider the needs of the whole of the educational community and do not use their position to advance their own sectional or specific interests;
- vi. **Challenge and Scrutiny:** Members of the Education Partnership will scrutinise and challenge local authority proposals that will have an effect on some or all schools and academies in the County.

13. Code of Conduct and Conflict of Interests

13.1 The conduct of Members at meetings will follow the principles laid down by the County Council to govern the conduct of the County Council's Elected Members.

13.2 If at any time an Education Partnership Member has an interest in any Education Partnership business beyond the generality of the group they represent, or a personal interest in any business of the Education Partnership, they shall declare the existence and nature of that interest to their organisation and to any Education Partnership and/or Education Partnership Group meetings at which the matter arises and where the Member is in attendance. The Member concerned may address the meeting to explain any issues but must then leave the meeting room before the matter is considered and should not have any involvement in any decision making, voting or consequent action in relation to that matter.

13.3 A personal interest means any situation where the personal well-being or financial position of the individual, or of any relative, friend or close associate of theirs, may be affected (or may appear to a reasonable person having knowledge of the facts to be affected or likely to be affected) by a decision in relation to the matter in question.

13.4 However, Education Partnership Members need not withdraw from a meeting because of an interest that is no greater than that of other Members of the Education Partnership, e.g. primary school representatives should not withdraw from discussions on general primary school funding.

13.5 It is recognised that Education Partnership Members may have a particular interest in one or more schools (e.g. a school at which they are a head teacher/governor or which their children attend) or organisations represented on the Education Partnership. Members should declare an interest and not take part in any decision on matters which *uniquely* change funding for, or materially affect, such bodies.

PART 3: STATUTORY FUNCTIONS

14. Consultation

14.1 The authority must consult the Education Partnership in respect of any changes to the schools funding formulae and any revisions to the scheme for the financing of schools.

14.2 The authority must consult the Education Partnership annually in respect of the following:

- Arrangements for the education of pupils with special educational needs;
- Arrangements for the use of pupil referral units and the education of children otherwise than at school;
- Arrangements for early years provision;
- Administrative arrangements for the allocation of central government grants paid to schools via the authority.

14.3 The authority may consult the Education Partnership on such other matters concerning the funding of schools as they see fit.

14.4 The authority must consult the Education Partnership on the terms of any proposed contract for supplies or services (being a contract paid or to be paid out of the authority's schools budget) where the estimated value of the proposed contract is not less than the threshold which applies to the authority for that proposed contract pursuant to regulation 8 of the Public Contracts Regulations 2006 at least one month prior to the issue of invitations to tender.

14.5 The authority must consult the Education Partnership on any proposed exclusions to the calculation of the Minimum Funding Guarantee prior to submission to the DfE for approval.

15. Decision-making powers

15.1 The Education Partnership will consider and make decisions on the following:

- De-delegation from mainstream school budgets for prescribed services to be provided centrally (separate phase approval required);
- The creation of a Pupil Growth fund in line with DfE guidance;
- The creation of a Falling Rolls fund for good or outstanding schools in line with DfE guidance;
- The continued funding at existing levels for prescribed historic commitments where the effect of delegating would be destabilising;
- Funding for the local authority to meet prescribed statutory duties;
- Funding for central early years expenditure; and
- Authorising a reduction in the schools budget to fund a deficit arising in central expenditure to be carried forward from a previous funding period.

PART 4: NON-STATUTORY FUNCTIONS

16. School Improvement

16.1 The Education Partnership will, through collaboration between schools, seek school improvement and, as a result, school performance in North Yorkshire by means of seven “Improvement Partnerships”, five of which will be geographically based primary groupings, one secondary and one special. They will:

- facilitate challenge and support to ensure that all schools are good or outstanding;
- commission and/or broker the support that the schools in their area need to become (or remain) good or outstanding – either from the local authority or external providers;
- engage with schools facing challenge, working with the local authority to deploy specialist support to secure rapid movement; and
- influence school finance and organisation policy so that it is compatible with school improvement planning.

16.2 The Education Partnership will:

- hold an overview of the outcomes achieved by children and young people educationally across the County;
- have a sharp focus on monitoring progress in delivering against those outcomes where performance improvement has been particularly identified;
- work closely with the Children’s Trust Board to support delivery of education priorities and outcomes contained in the Children and Young People’s Plan 2014-17;
- promote and review progress made to deliver against the shared ambition of the North Yorkshire Commission for School Improvement to see all schools good or outstanding;
- commit to periodic review of the effectiveness of the approaches to school improvement deployed within the Authority and in particular the work of the Improvement Partnerships; and
- ensure school finance and school organisation policy is compatible with delivery of highly effective school improvement.

17. School Organisation

17.1 The Education Partnership will approve, alongside LA statutory responsibilities, the wider school organisation strategies developed within the County ensuring that schools are organised in ways best placed to deliver consistently high educational outcomes within available resources.

17.2 The Education Partnership will consider evidence and research findings nationally and internationally to inform school organisational planning.

17.3 The Education Partnership will not initiate, lead or respond to consultation conducted in relation to any specific individual school or group of schools.

18. Traded Services

18.1 Whilst not a working group of the Education Partnership, the Traded Services Panel shall act as a stakeholder and customer representative voice with regard to the Council's traded services for schools.

18.2 The aim is to ensure that the traded services, including their governance and management through the SmartSolutions Board, can benefit from advice in relation to cross-cutting and more general issues relating to quality and value for money.

18.3 The Traded Services Panel shall regularly report to the Partnership on matters relating to traded services to schools.

PART 5: FINANCE

19. Charging of Expenses

19.1 The expenses in relation to the running the Education Partnership by the Local Authority shall be charged to the Schools Block Budget. Such expenses shall include the direct servicing of meetings, the underlying overheads and the reimbursement of reasonable out of pocket expenses incurred by Members in connection with their attendance at meetings of the Education Partnership.

19.2 Travel expenses

Travel expenses will be paid at either the actual costs incurred using public transport or a mileage allowance.

For teaching staff, the mileage allowance is based on the prevailing teaching rate of the Local Authority.

Non-teaching school staff will be paid at the equivalent NJC mileage rate as per their terms and conditions of employment.

Volunteers, including school governors, early years' providers and 16-19 education providers will be reimbursed at the HMRC approved mileage rate.

A copy of the Education Partnership's expense policy is available upon request.

End of Constitution

| | |
|--|--|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Proposed changes to the working group structure of the NYEP |
| Type of report: Delete as required | For decision |
| Executive summary: Including reason for submission | To review the working group structure of the former Schools Forum with a view to <ul style="list-style-type: none"> i. transferring responsibility for traded service related working groups to SmartSolutions; ii. removing those that do not meet the statutory function of the schools forum; and iii. maintaining a single working group of the NYEP, the Funding Reform Group. |
| Budget / Risk implications: | It is expected that the proposals will result in savings and the budget will be reviewed following the endorsement of the proposals outlined in this report. |
| Recommendations: | The endorsement of the proposed changes |
| Voting requirements: | Schools and non-schools |
| Appendices: To be attached | 1. Draft terms of reference for the Funding Review Group |
| Report originator and contact details: | Jayne Laver Tel: 01609 534416 jayne.laver@northyorks.gov.uk |
| Presenting officer: If not the originator | Anton Hodge and Pete Dwyer |

**Proposed changes to the working group structure of
NYEP**

1.0 PURPOSE OF THE REPORT

- 1.1 In light of the development of the North Yorkshire Education Partnership, it is considered an opportune time to review the various sub-groups that have previously fallen within the budget of the Schools Forum.
- 1.2 The new Education Partnership achieves our ambition of ensuring that we no longer view issues of performance and organisation away from decisions about funding; or to view it through the opposite lens, we no longer spend money or propose school organisation structures without insights into the impact it will have on the quality of education available to North Yorkshire's children and young people. In reality, that was often not the case but this new forum enhances the opportunity for it to never be the case. As the remit of the Partnership changes so the opportunity must be taken to review the sub-group structure which supports delivery of the Partnership's strategic ambitions. A helpful starting point to that includes a review of the existing sub-group structure of the previous stand-alone Schools Forum.

2.0 THE CURRENT STRUCTURE

- 2.1 The current structure of sub-groups has evolved over a number of years to meet the requirements of School Funding Reform and other developments in the funding of education provision. Not all continue to meet on a regular basis, some have disbanded and it could be argued that some do not even relate to the statutory function of the Schools Forum.

3.0 PROPOSED STRUCTURE

- 3.1 The table below lists all of the current sub-groups, alongside which are the proposals for their treatment going forward.

| Current Sub-Group | Proposals for the new NYEP structure |
|-------------------------------|--|
| Formula Review Group | <ul style="list-style-type: none"> i. To continue as a single sub-group covering school and high needs funding review work within the NYEP structure. ii. Separate proposals are to be recommended as to administration arrangements (see below). iii. Minutes of meetings are to be produced and circulated to the sub-group but not the NYEP (unless requested); to be posted on the public website. iv. Related expenses to continue to be met from the Schools Forum budget. |
| Early Years Development Group | <ul style="list-style-type: none"> i. To delete from the NYEP structure. ii. Role to transfer to the Early Years Improvement Partnership. iii. Expenses to be met from the Early Years Improvement Partnership budget. |

**Proposed changes to the working group structure of
NYEP**

| | |
|-----------------------|--|
| Traded Services Panel | <ul style="list-style-type: none"> i. To remove from the NYEP structure. ii. To continue but with management and costs being met from SmartSolutions overheads, not NYEP. iii. To be included as a “Traded Services update” standing item on the NYEP agenda. |
|-----------------------|--|

The following sub-groups relate to traded services. The proposal is to remove all of these sub-groups from the NYEP structure and for any “task and finish” working groups to be accountable to SmartSolutions. As such any expenditure incurred would be met from SmartSolutions overheads.

| | |
|------------------------------------|--|
| MASS Board | - |
| Learning Technology Strategy Group | This group has not met since the head of service left the Local Authority in 2014. |
| Catering Board | This group has ceased to meet on a regular basis. |
| Insurance Board | - |

The following sub-groups do not relate to the statutory function of the Schools Forum. It is proposed that both are removed from the structure.

| | |
|------------------------|---|
| Primary JDP | <p>The work of the Primary Joint Development Planning Group is linked to the work of the Primary Improvement Partnership. It is proposed that the group will be accountable to and feed back through the Partnership.</p> <p>As such, this proposal would enable the group to consider and develop different options for ways of working.</p> <p>Related expenses are expected to be met from the Improvement Partnership budget.</p> |
| Children’s Trust Board | <p>This does not perform a statutory function of the Schools Forum.</p> <p>Related expenses are expected to be met from elsewhere within Children and Young People’s Service.</p> |

These proposals would result in there being only one sub-group of the newly formed NYEP, the Funding Reform Group.

**Proposed changes to the working group structure of
NYEP****4.0 MEMBERSHIP AND TERMS OF REFERENCE OF THE FUNDING REFORM GROUP**

4.1 The terms of reference have been reviewed and the proposed terms are set out in Appendix 1.

5.0 ADMINISTRATION OF THE FUNDING REFORM GROUP

5.1 Unlike the administrative arrangements for the Schools Forum, there has been an ad hoc approach to the meetings of this group in the past. It is proposed that more formal arrangements are put in place to support the work of the group.

This includes a single clerical point of contact that will:

- i. Arrange the dates and venues for meetings;
- ii. Collate and distribute the agenda;
- iii. Minute the meetings; and
- iv. Manage related material on the cyps.info website

6.0 NEXT STEPS

6.1 If the proposals in this report are endorsed, the next steps will be to:

- i. Identify clerical support;
- ii. Review the level of annual budget required by the NYEP; and
- iii. Review the membership of the Funding Reform Group.

7.0 RECOMMENDATIONS

7.1 The Education Partnership is asked to endorse the proposal to restructure the sub-groups of the former Schools Forum as set out in this report.

PETE DWYER

Corporate Director – Children and Young People’s Service

**Proposed changes to the working group structure of
NYEP****Appendix 1****North Yorkshire Education Partnership – Funding Review Group****Terms of Reference****1. Introduction**

North Yorkshire County Council has a statutory duty to consult the Education Partnership in respect of any changes to the funding formulae for schools including special schools, centrally retained and de-delegated funding and any revisions to the scheme for the financing of schools.

The Funding Reform Group has been established to undertake the detailed funding review work and make recommendations to the NYEP.

2. Role

- ✓ To act as a consultative group representing the views of North Yorkshire's schools.
- ✓ To provide advice and guidance to officers of the County Council in support of the review work being undertaken.
- ✓ To consider proposals as to the methodology, impact and implementation of revised funding arrangements and develop recommendations to be made to the North Yorkshire Education Partnership.
- ✓ To ensure that recommendations are in line with national and local priorities, whether directed by the Department for Education or not.
- ✓ To review the impact of recommendations post implementation.
- ✓ The Funding Reform Group does not possess any decision-making powers in its own right.
- ✓ School capital issues are not within the remit of the Funding Reform Group.

3. Membership

The membership of the Funding Review Group will be a maximum of 20 and shall consist of the following:

- ✓ Primary headteachers (7)
- ✓ Primary governors (2)
- ✓ Secondary headteachers (4)
- ✓ Secondary governors (2)
- ✓ Special headteachers (1)
- ✓ Pupil Referral Service headteachers (1)
- ✓ Academy headteacher/Business Manager/Governor (2)
- ✓ FE Sector (1)

Membership is restricted to schools members and will be reviewed annually. The number of headteachers will be proportionate to the number of pupils in that phase.

Recruitment to the Funding Reform Group will be led by the North Yorkshire Education Partnership.

Proposed changes to the working group structure of NYEP

Other headteachers may be invited to attend meetings as and when necessary, for example, other Special and Pupil Referral Service headteachers when the nature of the agenda is focussed on high needs and alternative provision.

At least 25% of the membership should be made up of members of the NY Education Partnership.

The Quorum for a meeting will be 40% of the membership excluding local authority officers.

The Funding Reform Group will be supported by the following Local Authority officers:

- ✓ The Assistant Director for Strategic Resources
- ✓ The Finance Manager(s) responsible for Schools and/or High Needs
- ✓ Clerical support
- ✓ Senior Education and Skills advisers for the primary and secondary phases
- ✓ Other officers involved in specific areas under review as and when required

4. Administration

- a. Frequency of Meetings – the Funding Reform Group will meet in accordance with the work plan which will be developed in response to a local need for review and DfE direction. Prior notice of the meeting schedule will be made as soon as possible and at least three weeks before the first scheduled meeting. All meetings will be held in private although the proceedings of the meetings will be published (4d.).
- b. Agenda – the agenda and papers for the meetings of the Funding Reform Group will be distributed at least seven days prior to a scheduled meeting.
- c. Chair – the meetings of the Funding Reform Group will be chaired by the Assistant Director for Strategic Resources or their nominated representative.
- d. Minutes – the meetings of the Funding Reform Group will be minuted and the approved minutes published on the local authority's public website. Information considered to be of a confidential or delicate nature will be withheld from publication.
- e. Reporting – the work of the Funding Reform Group will form the basis of the recommendations that are made to the NYEP. A brief summary of the work of the Funding Review Group will be presented to the NYEP on an annual basis.

5. Expenses

The expenses of the Funding Reform Group will be charged to the Schools Block Budget. Members will be reimbursed any costs incurred as a result of their attending the meetings including, but not limited to, the cost of supply cover, public transport and car mileage equivalent to the prevailing rates for teaching staff, non-teaching staff or volunteers.

6. Review

These terms of reference will be reviewed annually at the first meeting of the financial year.

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| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Legionella Funding |
| Type of report: Delete as required | For decision |
| Executive summary: Including reason for submission | <p>This report looks at the issue of legionella funding and the impact on one particular school as it converts to academy status.</p> <p>Following discussions with the DfE, the Partnership is asked whether it would like to support the request for an additional factor (and therefore funding) to the school involved.</p> |
| Budget / Risk implications: | Approximately £20k top-slice to school budgets |
| Recommendations: | The Education Partnership is asked to decide whether to agree to ask for an additional exception for Lothersdale school and any others affected by this issue |
| Voting requirements: | Schools only |
| Appendices: To be attached | N/A |
| Report originator and contact details: | Anton Hodge – Assistant Director Tel: 01609 532118 anton.hodge@northyorks.gov.uk |
| Presenting officer: If not the originator | N/A |

1.0 PURPOSE OF THE REPORT

- 1.1 This report looks at the issue of legionella funding and the impact on one particular school as it converts to academy status.
- 1.2 Following discussions with the DfE, The Partnership is asked whether it would like to support the allocation of additional funding to the school involved.

2.0 BACKGROUND

- 2.1 In 2014-15, following consultation with the Schools Forum and with all schools in North Yorkshire, a decision was taken to delegate the funding known as the legionella budget. This covered the costs of the following:
 - Undertaking of six monthly monitoring visits by specialist contractors in order to supplement the more regular monitoring that is undertaken by school staff
 - Bi-annual updating of site specific risk assessments associated with legionella by specialist contractors, and
 - Undertaking regular sampling at schools where there is a private water supply
- 2.2 For most schools, the related cost of this is minimal, and delegation of the £260k budget was deemed appropriate. For a smaller number of schools – those with private water supplies – there may be higher costs, but in most cases the difference between the delegated amount and potential cost is in hundreds of pounds. This was recognised as an issue at the time and in discussions with at least one of the schools affected, it was noted that should the costs be of a significant amount, the school would be eligible for support from either the “Schools in Financial Difficulties” or “Unreasonable Expenditure” de-delegated funds. It should also be noted that, following a delayed procurement process, an offer has been sent to all schools which will enable them to purchase the service on traded basis. The procurement has successfully reduced the costs of this activity.
- 2.3 A conversation took place in December 2014 with Lothersdale School whose costs are the highest in the county, and could potentially be over £20k. It was made clear that, rather than put a hold on the delegation to all schools, Lothersdale would be able to access the de-delegated funds. It was also explained, as is normal practice in such conversations, that de-delegated funds are only available for LA-Maintained schools as academies receive a share of them automatically in their general funding grant.
- 2.4 In recent months, Lothersdale has applied for academy status and we have confirmed that the after the date of conversion, the academy will receive additional funds through DSG delegation and Education Services Grant and therefore is not eligible for additional funding from the de-delegated budgets. Indeed, these de-delegated budgets will be reduced for all other schools once the academy funding agreement is signed.
- 2.5 The school initially requested that the LA continue to fund the Academy, although we have pointed out that this would be double-funding and would detriment LA-maintained schools. We have also explained that the Education Funding Agency also has resources to help with additional costs which might impact significantly on an academy’s budget.
- 2.6 The DfE does allow LAs to apply for additional (exceptional) premises factors in their formulae where a particular issue affects less than 5% of schools and gives rise to a significant additional cost (defined as more than 1% of a school’s budget). NYCC already uses this for rents and the DfE has now asked if the Council considered this

for Lothersdale last year. We have responded to say that we did not, for two main reasons:

- (a) the issue, which affects Lothersdale and perhaps one other school (at a much lower cost of less than £3k), could have been sorted through current the contingencies rather than top-slicing all schools, and
- (b) any application for additional formula factors has to be made by 30th September, and this was before the decision was made.

2.7 In April, the DfE wrote to the Council and noted that this timescale could be set aside and consideration given to applying for “additional factors where these would impact on academies.”

3.0 PROPOSAL FOR CONSIDERATION

3.1 In light of the correspondence with the school and the DfE, particularly our ability to waive the normal timescales for applications where there is an impact on academies, the Forum is asked to consider whether to consider making such an application now in respect of Lothersdale school, and any other which qualifies.

PETE DWYER

Corporate Director – Children and Young People’s Service

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|--|---|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | School Sixth Form Funding 2015-16 |
| Type of report: Delete as required | For information only |
| Executive summary: Including reason for submission | <p>In February 2015, the EFA released the post 16 funding allocations to schools with sixth forms for the academic year 2015/16. The 2015/16 funding year marks the third year of the national funding formula for post 16 provision.</p> <p>This report outlines the school sixth form allocations 2015/16 and the funding formula factors used to calculate them.</p> |
| Budget / Risk implications: | N/A |
| Recommendations: | The Education Partnership is recommended to note the contents of this report. |
| Voting requirements: | N/A |
| Appendices: To be attached | <ol style="list-style-type: none"> 1. Comparison of 2014-15 and 2015-16 post 16 allocations 2. Changes in student numbers between 2013-14 and 2015-16 3. £ per student 2014-15 and 2015-16 |
| Report originator and contact details: | <p>Jayne Laver – Finance Officer Tel: 01609 534416 jayne.laver@northyorks.gov.uk</p> |
| Presenting officer: If not the originator | N/A |

1.0 PURPOSE OF THE REPORT

- 1.1 The Education Funding Agency (EFA) released the post 16 funding allocations for the academic year 2015/16 to schools in February 2015.
- 1.2 This report outlines the formula used to calculate the school sixth form allocations for 2015/16 and highlights the variances on the previous year's allocations.

2.0 BACKGROUND

- 2.1 The EFA's national funding formula for post 16 provision was implemented in August 2013. It measures the volume of delivery through student numbers and the size of their study programmes. 2015/16 marks the third year of this allocation methodology.
- 2.2 The formula is shown below for information:

$$\text{Student Numbers} \times \text{National Funding Rate} \times \text{Retention Factor} \times \text{Programme Cost Weighting} + \text{Disadvantage Funding}$$

- 2.3 The number of students to be funded in the 2015/16 academic year is based on those students in curriculum years 12, 13 and 14 as counted in the October 2014 census, i.e. the previous year to which the funding applies. The programme size is based on the last full year's data return from schools which, for 2015/16, will be that from 2013/14. This is known as the "lagged approach" to funding.
- 2.4 All full time students are funded at the same basic funding rate per student. The National Funding Rate for 2015/16 is being maintained at £4,000 per full time student. The EFA funds part time students at rates proportionate to this full time rate. The table on the next page sets out the bands in detail.

The number of students funded in each band is set out in each school's individual allocation statement. This is taken from the school's 2013/14 data as explained in 2.3 above.

Both the Retention factor and the Programme Cost Weighting can affect the value of the funding rate per student.

| Band | Student's Annual Timetabled Hours | Category of Students to which the band applies | Funding per Student |
|------|-----------------------------------|--|--|
| 5 | 540+ | 16 and 17 year olds & Students aged 18 and over with high needs | £4,000 (100% or 600hrs) |
| 4a | 450+ | Students aged 18 and over who are not high needs (including those with 540+ hrs) | £3,300 (82.5% or 495 ¹ /600) |
| 4b | 450 – 539 | 16 and 17 year olds & Students aged 18 and over with high needs | |
| 3 | 360 – 449 | 16 and 17 year olds & Students aged 18 and over with or without high needs | £2,700 (67.5% or 405/600) |
| 2 | 280 – 359 | | £2,133 (53.33% or 320/600) |
| 1 | Up to 279 | | £4,000 x total fte |

2.5 The Retention Factor adjusts the funding for a student based on the completion status of their programme of study over a full academic year.

- If the student leaves before the **end of the qualifying period**, the school will not receive any funding. The qualifying period for a study programme of less than 450hrs lasting 2-24 weeks is 2 weeks and for more than 24 weeks, 6 weeks; for a programme of 450hrs or more in length it is 6 weeks.
- If the student leaves before the **planned end date** of their study programme and are not recorded as completed, they will attract 50% of the funding.
- If the student either stays until or leaves before their **planned end date but is recorded as having completed** their programme, they will attract 100% of the funding.

However, it is recognised that there is a cost to the school even if the student does not complete their programme and the formula applied reflects this.

Again, this uses 2013/14 data.

2.6 The **Programme Cost Weighting** acknowledges that some courses are more expensive to teach than others.

Although the old formula also reflected the varying costs of teaching different subjects, some of the weightings have been downgraded which has been one of the reasons for the change in the £ per student rates since 2013/14. This related, in the main, to academic subjects where the previous weighting of 1.2 was reduced to 1.0 - not good news for school sixth forms with provision that was predominantly, if not all, of an academic nature.

¹ The mid-point in the range of annual timetabled hours is used to calculate the funding value.

There are four rates:

| | Description | Weighting |
|------------|---|-----------|
| Base | ALL academic and some vocational courses | 1.0 |
| Medium | i.e. construction, engineering, catering | 1.2 |
| High | i.e. non specialist agriculture, animal care | 1.3 |
| Specialist | i.e. where provision requires a farm or stables | 1.6 |

The average for the institution is applied with the data being taken from the full 2013/14 academic year.

- 2.7 The **disadvantage funding** is split into two separate blocks: economic deprivation and prior attainment in GCSE English and Maths.

Block 1 includes:

- i. Economic deprivation factor – using the student’s home postcode and the Index of Multiple Deprivation 2010. This factor is a weighted (for the number of hours studied) average across the whole institution ; and
- ii. Care leavers – data taken from the institution’s 16-19 Bursary claims for the 2013-2014 academic year. The rate per qualifying student is £480.

The Block 2 element is based on the number of full time students who have not yet attained a GCSE grade C in English or maths. The higher rate of funding will again be £480 per student in 2015/16. This funding is not ring-fenced to the students to which they relate as the allocations are based on the previous year’s cohort. To illustrate how this will work:

- i. Student with English at Grade C but not in maths (or vice versa) will attract funding of 1 x £480;
- ii. Student with neither qualification at Grade C would attract funding of 2 x £480 (£960);

Students can attract funding from both blocks.

Where a school’s total funding of block 1 and block 2 is less than £6,000, the EFA will top up the disadvantage funding to £6,000.

- 2.8 In addition, funding is also allocated for:

- i. High Needs – additional education support funding of £6k per eligible student (Element 2) and a top-up from the student’s home local authority (Element 3).
- ii. Formula Protection – in the 2013/14 academic year, the EFA guaranteed that no institution would see their funding per student fall as a result of the implementation of the new formula. Institutions that had a lower £ per student rate in 2013/14 would therefore see their £ per student funding protected at the higher 2012/13 rate. This was to be payable up to and including 2015/16 during which time institutions will be expected to review their curriculum offer in line with the new funding conditions and the various

School Sixth form Funding 2015-16

curriculum developments that are being undertaken. This is, therefore, the final year of the formula protection funding.

In 2015/16, funding will potentially only be paid to those schools that received it in 2013/14. Institutions may no longer qualify and those who have not previously qualified for formula protection funding cannot qualify this year. 2015/16 formula data is compared to that of 2013/14.

- iii. 16-19 Bursary Funding – only discretionary bursary funding is allocated to schools by means of a formula. The EFA remains committed to identifying a sustainable and equitable approach to the allocation of the bursary funding; local authorities await their proposals.

Vulnerable bursary funding is drawn down in year as and when required from the EFA's Learner Support arm. This enables institutions to plan their discretionary schemes earlier to avoid being faced with new and unforeseen vulnerable applications later in the year when most, if not all, funds have been allocated. The systems in place in both the local authority and the EFA to support schools in this drawing down process have proven to work well over the last two years. The EFA is approving applications in the same day they are submitted by schools and releasing the funding within 2-7 working days (depending on when the application is received and approved).

- 2.9 The EFA's Funding guidance for young people: Academic year 2015 to 2016 – Funding rates and formula (March 2015) provides further information.

3.0 CHANGES TO THE FUNDING FORMULA FOR 2015/16

- 3.1 **Transitional Protection Funding.** This related to changes in 2011/12 to the old formula² and was introduced in order to provide some funding stability to institutions. This has been subject to a phased removal and 2014/15 saw the final instalments of the grant. In 2015/16, 15 of the 17 school sixth forms in North Yorkshire saw this funding removed (the other two institutions ceasing to qualify in previous years).

- 3.2 **Reduction in funding for 18 year olds³.** In 2014/15 the EFA implemented a reduction in funding for 18 year olds (other than those with high needs) on full time programmes to £3,300 per student (17.5% below the rate for full time 16 and 17 year olds). This is a return to the definition of full time applied in 2012/13, funding them at band 4 as a maximum (450-539 hrs).

The EFA confirmed that it would apply a one year cap on losses to institutions that would have lost more than 2% of their EFA programme funding as a result of this change.

The reduction in funding for 18 year olds will continue to apply in 2015/16 but the protection will no longer be applied.

No North Yorkshire schools fell into the category for 18+ mitigation funding in either 2014/15 or 2015/16.

- 3.3 In August 2014, the 16-19 study programme requirement that students should continue to study maths and English if they did not achieve grade C in these subjects by the age of 16 became a condition of funding. All students that start a new study

² Reduction in entitlement funding and the equalisation of the national funding rate between schools and colleges; schools had previously been funded at a higher rate to colleges.

³ Those students that were aged 18 at the start of the academic year.

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programme in 2015/16 who do not have a grade C in maths and/or English and who are not enrolled on either a GCSE or approved alternative qualification which is a stepping stone towards GCSE will be removed from the lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year. High needs students are not exempt from this and appropriate provision should be delivered to such students in line with the guidance set out by the EFA.

From 2015/16, Ministers have decided that all full time students enrolling on a 16-19 study programme in 2015/16 with a grade D in maths and/or English must be enrolled on a GCSE course in that subject. Students, who do not, will not generate any funding in the 2017/18 academic year for the institution.

4.0 SCHOOL FUNDING ALLOCATIONS 2015/16**4.1 The appendices show the school by school data for 2015/16:**

Appendix 1 - Comparison of 2014-15 and 2015-16 post 16 allocations

Appendix 2 - Changes in student numbers between 2013-14 and 2015-16

Appendix 3 - £ per student 2014-15 and 2015-16

4.2 Some of the key findings are set out below:

- i. Changes in allocations year on year result from a combination of factors including:
 - a) Decrease in overall funding
 - A reduction in student numbers
 - The reduction in funding of 18 year olds to £3,300 per student
 - The removal of transitional protection relating to the old formula
 - b) Increase in overall funding
 - An increase in student numbers
 - Curriculum changes in response to the application of the new funding formula resulting in a higher £ per student rate

The application of the new funding formula resulting in a lower £ per student is currently negated by the allocation of formula protection funding (see paragraph 2.8ii above).

In future years, failure to comply with the funding requirement to enrol students on English and/or maths courses, as set out in paragraph 3.3, will also contribute to a decrease in funding.

- ii. Five schools have seen an increase in funding for 2015/16 which is, in the main, due to increases in student numbers (>12 or 5%).
- iii. When the new formula was implemented in 2013/14, six schools saw their £ per student reduce. They were therefore allocated Formula Protection Funding. Since 2014/15 one school has ceased to attract this funding (Wensleydale School).
- iv. Five schools can expect to lose a total of £162,083 in 2016/17 as the Formula Protection Funding is withdrawn at the end of 2015/16. The largest loss is £78,557 (St John Fisher CHS) and the lowest £7,672 (Sherburn High School).

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The largest loss as a % of the total Programme and Formula Protection Funding is 5.53% (Settle College); the lowest 1% (Ripon Grammar).

- v. All but three schools have seen an increase in their £ per student in 2015/16 (five in 2014/15). This does not include any transitional funding. The average £ per student across all 17 school sixth forms is £3,933 (+£22 or 0.56% on 2014/15).
- vi. In terms of the final phased removal of the Transitional Protection Funding, one school has lost in excess of over £75k worth of funding on last year's allocation, two schools between £50k and £75k, ten between £25k and £50k and two less than £25k.
- vii. Student numbers in North Yorkshire's school sixth forms have again reduced on the previous year, overall by 2% in 2015-16. Across the 17 institutions there is a very mixed picture: eight have seen growth having seen a fall the previous year; five have seen a fall after growth; three are continuing to see a fall and one is seeing growth from a stable position. The changes are likely to be a combination of a number of factors including the continuing fall in pupil numbers in the secondary phase (which is unlikely to plateau until 2016/17), the variety of choices available to students post 16 both within the county and beyond and the raising of the participation age.
- viii. Some of the more significant changes on 2014-15 are highlighted below:
 - Following an increase of 32% (+32) in student numbers in 2014/15, Boroughbridge High School has realised a 12% reduction (-16) in 2015/16. The breakdown of students by funding band (taken from the school's 2013/14 data) has significantly changed between 2014/15 and 2015/16 which has resulted in almost 53% of students being categorised as part time (87.25% full time in 2014/15). This has had a profound impact on the levels of programme funding being allocated in 2015/16 (-£121,977 or -24%) with the £ per student reducing by 14% (-£526). The school is in the process of submitting a business case to the EFA to review the student data used in calculating the funding.
 - A further two schools are also submitting business cases to the EFA in order to challenge the validity of the student data used. They are St John Fisher and Sherburn High School.
 - In 2015/16 there is a mixed picture in Hambleton and Richmondshire with three schools realising growth in numbers of between 1% and 11% and three experiencing further reductions (-5% to -34%). Wensleydale School has experienced the largest decrease from 86 to 57 students followed by Richmond School which has seen a drop in student numbers of 85 or 24%. It is assumed, in these cases, that students have been attracted to post 16 provision outside North Yorkshire.
 - Having seen student growth of 25% last year, Settle College has seen a fall this year of 20% back to the 2013/14 level.
 - In Ryedale, Malton School is starting to see a recovery in student numbers (+20/+15%) having previously experienced year on year reductions. Having seen growth in 2014/15, Lady Lumley's School has seen a fall below the 2013/14 level (-12/-6%).

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- Sherburn High has, for the first time since 2010-11, seen an increase in student numbers of 12/14%. Tadcaster Grammar has also experienced growth in 2015/16. In recent years, both schools have experienced declining numbers with many students being drawn to York College.
- In terms of the proportions of students in each of the funding bands, the majority of schools are seeing a movement away from the lower bands of students with programmes of study of less than 450 hours. More students are studying longer programmes which generate higher levels of funding for the schools at which they are enrolled.
- The proportion of students aged 18+ at the start of the academic year is reducing in general. Again, these students generate lower levels of funding (see paragraph 3.2).

From this data, there is no clear evidence of the effect of the raising of the participation age on institutions which came into force in September 2013.

- 4.3 The Local Authority does not have access to academy data so academies cannot be included in any analysis. Stokesley School's data was made available to the Local Authority prior to its conversion to academy status on 1 April 2015.

5.0 RECOMMENDATION

- 5.1 Members of the Education Partnership are requested to note the contents of the report.

PETE DWYER

Corporate Director – Children and Young People's Service

Comparison of 2014/15 and 2015/16 Post 16 Funding Allocations

| Institution | Academic Year (AY) Allocation Information (August 2014 to July 2015) | | | | | | | Academic Year (AY) Allocation Information (August 2015 to July 2016) | | | | | |
|---------------------------|--|-------------------|----------------------------|-------------------------|----------------------|----------------|-----------------------------|--|-------------------|----------------------------|----------------------|----------------|-----------------------------|
| | Students | Programme Funding | Formula Protection Funding | Transitional Protection | High Needs Element 2 | 16-19 Bursary | Total Academic Year Funding | Students | Programme Funding | Formula Protection Funding | High Needs Element 2 | 16-19 Bursary | Total Academic Year Funding |
| Boroughbridge High School | 131 | 503,942 | - | 19,590 | - | 8,329 | 531,861 | 115 | 381,965 | - | - | 7,461 | 389,426 |
| Easingwold School | 166 | 644,338 | - | 25,067 | 12,000 | 8,251 | 689,656 | 184 | 733,333 | - | 12,000 | 9,332 | 754,665 |
| Ermysted's Grammar School | 242 | 967,206 | 48,786 | 41,253 | 6,000 | 9,789 | 1,073,034 | 225 | 903,693 | 40,928 | 6,000 | 9,286 | 959,907 |
| King James's School | 347 | 1,341,676 | - | 76,436 | 156,000 | 21,988 | 1,596,100 | 367 | 1,481,123 | - | 156,000 | 23,732 | 1,660,855 |
| Lady Lumley's School | 208 | 810,063 | - | 51,328 | - | 17,797 | 879,188 | 196 | 780,866 | - | - | 17,114 | 797,980 |
| Malton School | 132 | 526,051 | - | 48,026 | - | 10,352 | 584,429 | 151 | 606,076 | - | - | 12,086 | 618,162 |
| Northallerton College | 273 | 1,066,785 | - | 37,654 | - | 16,165 | 1,120,604 | 260 | 1,022,660 | - | - | 15,713 | 1,038,373 |
| Richmond School | 356 | 1,410,558 | - | 43,385 | - | 23,547 | 1,477,490 | 271 | 1,079,990 | - | - | 18,292 | 1,098,282 |
| Ripon Grammar School | 269 | 1,070,966 | 10,879 | 42,708 | - | 13,769 | 1,138,322 | 261 | 1,045,626 | 10,556 | - | 13,634 | 1,069,816 |
| Settle College | 126 | 500,785 | 43,157 | - | 6,000 | 14,642 | 564,584 | 101 | 416,456 | 24,370 | 6,000 | 11,979 | 458,805 |
| Sherburn High School | 88 | 323,981 | 13,445 | 16,582 | - | 8,338 | 362,346 | 100 | 375,767 | 7,672 | - | 9,670 | 393,109 |
| St John Fisher CHS | 391 | 1,566,878 | 53,201 | 66,084 | 12,000 | 16,762 | 1,714,925 | 395 | 1,468,796 | 78,557 | 12,000 | 17,280 | 1,576,633 |
| Stokesley School | 211 | 814,295 | - | 48,499 | - | 8,002 | 870,796 | 217 | 855,102 | - | - | 8,400 | 863,502 |
| Tadcaster Grammar School | 268 | 1,069,891 | - | 44,308 | 6,000 | 11,215 | 1,131,414 | 278 | 1,089,367 | - | 6,000 | 11,872 | 1,107,239 |
| Thirsk School | 170 | 642,009 | - | 33,873 | 24,000 | 9,774 | 709,656 | 171 | 671,604 | - | 24,000 | 10,034 | 705,638 |
| Wensleydale School | 86 | 339,959 | 5,804 | 31,227 | - | 5,617 | 382,607 | 57 | 230,395 | - | - | 3,800 | 234,195 |
| Caedmon College Whitby | 309 | 1,211,200 | - | - | 48,000 | 33,364 | 1,292,564 | 331 | 1,371,877 | - | 48,000 | 36,476 | 1,456,353 |
| Total | 3,773 | 14,810,583 | 175,272 | 626,020 | 270,000 | 237,701 | 16,119,576 | 3,680 | 14,514,696 | 162,083 | 270,000 | 236,161 | 15,182,940 |

Student Number Changes 2013-14 to 2015-16

| Institution | Students | | | | |
|--|--------------|--------------|--------------|--------------------|--------------|
| | 2013/14 | 2014/15 | 2015/16 | 2014/15 to 2015/16 | |
| | | | | Variance (nos) | Variance (%) |
| Boroughbridge High School | 99 | 131 | 115 | - 16 | -12% |
| Easingwold School | 190 | 166 | 184 | 18 | 11% |
| Ermysted's Grammar School | 238 | 242 | 225 | - 17 | -7% |
| King James' School | 363 | 347 | 366 | 19 | 5% |
| Lady Lumley's School | 199 | 208 | 196 | - 12 | -6% |
| Malton School | 169 | 132 | 152 | 20 | 15% |
| Northallerton College | 292 | 273 | 260 | - 13 | -5% |
| Richmond School | 369 | 356 | 271 | - 85 | -24% |
| Ripon Grammar School | 267 | 269 | 261 | - 8 | -3% |
| Settle High School & Community College | 101 | 126 | 101 | - 25 | -20% |
| Sherburn High School | 113 | 88 | 100 | 12 | 14% |
| St John Fisher Catholic High School* | 391 | 391 | 395 | 4 | 1% |
| Stokesley School | 240 | 211 | 217 | 6 | 3% |
| Tadcaster Grammar School | 294 | 268 | 278 | 10 | 4% |
| Thirsk School | 199 | 170 | 171 | 1 | 1% |
| Wensleydale School | 91 | 86 | 57 | - 29 | -34% |
| Caedmon College Whitby | 314 | 309 | 330 | 21 | 7% |
| Totals | 3,929 | 3,773 | 3,679 | - 94 | -2% |

£ per Student Changes 2014-15 to 2015-16

| Institution | Students 2014/15 | £ per Student | Students 2015/16 | £ per Student | % Change | Formula Protection Funded |
|--|---------------------|------------------|---------------------|------------------|----------|---------------------------------|
| Boroughbridge High School | 131 | 3,847 | 115 | 3,321 | -14% | |
| Easingwold School | 166 | 3,882 | 184 | 3,986 | 3% | |
| Ermysted's Grammar School | 242 | 3,997 | 225 | 4,016 | 0% | Yes |
| King James' School | 347 | 3,867 | 366 | 4,036 | 4% | |
| Lady Lumley's School | 208 | 3,895 | 196 | 3,984 | 2% | |
| Malton School | 132 | 3,985 | 152 | 4,014 | 1% | |
| Northallerton College | 273 | 3,908 | 260 | 3,933 | 1% | |
| Richmond School | 356 | 3,962 | 271 | 3,985 | 1% | |
| Ripon Grammar School | 269 | 3,981 | 261 | 4,006 | 1% | Yes |
| Settle High School & Community College | 126 | 3,974 | 101 | 4,123 | 4% | Yes |
| Sherburn High School | 88 | 3,682 | 100 | 3,758 | 2% | Yes |
| St John Fisher Catholic High School* | 391 | 4,007 | 395 | 3,718 | -7% | Yes |
| Stokesley School | 211 | 3,859 | 217 | 3,941 | 2% | |
| Tadcaster Grammar School | 268 | 3,992 | 278 | 3,919 | -2% | |
| Thirsk School | 170 | 3,777 | 171 | 3,928 | 4% | |
| Wensleydale School | 86 | 3,953 | 57 | 4,042 | 2% | |
| Caedmon College Whitby | 309 | 3,920 | 330 | 4,145 | 6% | |
| Average | | 3,911 | | 3,933 | | |
| Totals | 3,773 | | 3,679 | | | |

Notes:

- i. £ per student excludes any protection funding.

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Schools Financial Value Standard Analysis of Returns
2014-15

| | |
|--|--|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Schools Financial Value Standard Analysis of Returns 2014-15 |
| Type of report: Delete as required | For information only |
| Executive summary: Including reason for submission | <p>The Schools Financial Value Standard (SFVS) is a self-evaluation return that has to be completed by maintained schools and pupil referral units that have delegated budgets.</p> <p>The report provides an analysis of returns submitted by North Yorkshire schools for 2014/15</p> |
| Budget / Risk implications: | N/A |
| Recommendations: | The contents of the report are noted. |
| Voting requirements: | N/A |
| Appendices: To be attached | <p>Appendix 1 Summary of responses made by schools</p> <p>Appendix 2 DfE Return</p> |
| Report originator and contact details: | <p>Ian Morton Audit Manager 01609 532739 ian.morton@veritau.co.uk</p> |
| Presenting officer: If not the originator | Pete Dwyer – Corporate Director, Children and Young People’s Service |



North Yorkshire County Council

**Schools Financial Value Standard
Analysis of returns made by schools
2014-15**

Business Unit: Finance & Management Support
Responsible Officer: Assistant Director – Finance & Management Support
Date Issued:
Status: Draft
Reference: 24000/0008

**Schools Financial Value Standard Analysis of Returns
2014-15****1.0 Introduction**

- 1.1 The Schools Financial Value Standard (SFVS) is a self-evaluation return that has to be completed by maintained schools and pupil referral units that have delegated budgets. The return has to be submitted to the Local Authority. It was introduced by the Department for Education (DfE) to replace the Financial Management Standard in Schools (FMSiS) in 2011/12. Only schools that had failed to meet the FMSiS were required to complete the SFVS in the first year of operation but in 2012/13 and succeeding years all schools are required to submit a return to their Local Authority. For most schools this is the third year of completion, and this is the second year for Pupil Referral Service Units
- 1.2 The SFVS consists of a list of 23 questions that governors and school staff are required to consider and answer. The questions are split into four subject areas:
- The Governing Body and School Staff (questions 1-7)
 - Setting the Budget (questions 8-11)
 - Value for Money (questions 12-17)
 - Protecting Public Money (questions 18-23)
- For the 2015-16 year 2 new questions are to be added to the Governing Body and School Staff section. Both questions relate to Pay Policy
- 1.3 The DfE produced comprehensive guidance notes relating to each question and both the Financial Management Services to Schools (FMS) Team and Veritau have delivered training courses for governors and staff and made presentations to Bursar Conferences. In addition the FMS Team has drawn up and circulated a set of model answers that schools could consider in drawing up their responses to the questions.
- 1.4 A deadline for making returns to Veritau on behalf of North Yorkshire County Council was 31st March 2015 as specified by the DfE. North Yorkshire had 357 schools at the deadline date and it is very encouraging to note that 357 returns were made, although a small number of returns were not submitted to Veritau until April due to issues around the schools Easter Holidays.

Schools Financial Value Standard Analysis of Returns
2014-15

2.0 Review of returns

- 2.1 The LMS Scheme for the Financing of Schools, as required to by the DfE, states that “It is for the school to determine what time in the year they wish to complete the form.” However, the vast majority of schools chose to complete the return towards the end of the financial year as demonstrated in the table below:

| Submission date | Nursery schools | Primary schools | Secondary schools | Special schools | PRS | Total |
|-----------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| April 2014 | | | | | | |
| May 2014 | | | 1 | | | 1 |
| June 2014 | | | | | | |
| July 2014 | | 1 | | | | 1 |
| August 2014 | | | | | | |
| September 2014 | | | | | | |
| October 2014 | | 2 | 1 | | | 3 |
| November 2014 | | 3 | | | | 3 |
| December 2015 | | 6 | | 1 | | 7 |
| January 2015 | | 14 | 3 | | 1 | 18 |
| February 2015 | 1 | 64 | 1 | | 1 | 67 |
| March 2015 | 2 | 206 | 26 | 8 | 2 | 244 |
| April 2015 | | 11 | 2 | | | 13 |
| Total | 3 | 307 | 34 | 9 | 4 | 357 |

- 2.2 The level of compliance with the DfE’s requirements is exceptional and the FMS Team are to be congratulated for encouraging schools to make their returns on time.
- 2.3 The Corporate Director – Strategic Resources has to make a return to the DfE by 31st May, and a copy of the return is shown in Appendix 2.

Schools Financial Value Standard Analysis of Returns
2014-15

- 2.4 Appendix 1 to this report details the responses made to every question together with a commentary on those responses. The table below summarises the responses on a question by question basis:

| | Yes | No | N/A | In Part | Total |
|--|-----|----|-----|---------|-------|
| The Governing Body and School Staff | | | | | |
| Question 1 | 326 | 0 | 0 | 31 | 357 |
| Question 2 | 331 | 7 | 0 | 19 | 357 |
| Question 3 | 354 | 0 | 0 | 3 | 357 |
| Question 4 | 356 | 0 | 0 | 1 | 357 |
| Question 5 | 353 | 0 | 0 | 4 | 357 |
| Question 6 | 354 | 0 | 0 | 3 | 357 |
| Question 7 | 356 | 0 | 0 | 1 | 357 |
| Setting the Budget | | | | | |
| Question 8 | 341 | 1 | 0 | 15 | 357 |
| Question 9 | 352 | 1 | 0 | 4 | 357 |
| Question 10 | 348 | 2 | 1 | 6 | 357 |
| Question 11 | 356 | 1 | 0 | 0 | 357 |
| Value For Money | | | | | |
| Question 12 | 347 | 5 | 0 | 5 | 357 |
| Question 13 | 351 | 0 | 0 | 6 | 357 |
| Question 14 | 349 | 3 | 0 | 5 | 357 |
| Question 15 | 350 | 1 | 0 | 6 | 357 |
| Question 16 | 343 | 1 | 0 | 13 | 357 |
| Question 17 | 356 | 0 | 0 | 1 | 357 |
| Protecting Public Money | | | | | |
| Question 18 | 339 | 2 | 1 | 15 | 357 |
| Question 19 | 348 | 1 | 0 | 8 | 357 |
| Question 20 | 353 | 1 | 0 | 3 | 357 |
| Question 21 | 356 | 0 | 0 | 1 | 357 |
| Question 22 | 300 | 1 | 50 | 6 | 357 |
| Question 23 | 306 | 5 | 0 | 46 | 357 |

- 2.5 It is interesting to note that no one question received 357 “yes” responses from schools although questions 4, 7, 11, 17 and 21 all received 367 “yes” responses. The questions with the most variances from a “yes” response were numbers 23 (relating to disaster recover arrangements), and 1 (which deals with the financial skills of the Governing Body).
- 2.6 Question 22 (Audit of voluntary funds) has the fewest “yes” responses, although this is mainly due to the number of schools who no longer operate a voluntary fund and have therefore responded “ not applicable”

Schools Financial Value Standard Analysis of Returns
2014-15

- 2.7 An alternative way of reviewing the returns is to look at the number of “yes” answers given by schools. The following table analyses this by sector:

| Questions answered "YES" | Nursery schools | Primary schools | Secondary schools | Special schools | PRS | Total |
|--------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| 23 | 3 | 174 | 17 | 5 | | 199 |
| 22 | | 87 | 6 | 3 | 1 | 97 |
| 21 | | 24 | 5 | 1 | | 30 |
| 20 | | 12 | 1 | | | 13 |
| 19 | | 6 | 2 | | 1 | 9 |
| 18 | | 2 | 1 | | 1 | 4 |
| 17 | | 2 | 1 | | | 3 |
| 16 | | | 1 | | | 1 |
| 15 | | | | | | |
| 14 | | | | | 1 | 1 |
| Total | 3 | 307 | 34 | 9 | 4 | 357 |

- 2.8 This shows that just over 55% of schools were sufficiently confident to respond “yes” to every question. Taking into account schools with no voluntary fund who cannot answer yes to Question 22 a total of 233 schools responded “yes” to every applicable question (65%). All nursery schools responded “yes” to every question, whilst PRS in their second year of delegation, continue to have fewer “yes” responses.
- 2.9 In our review we looked at the “comments, evidence and proposed actions” column in a sample of SFVS returns to see if these varied significantly from the model answers prepared by the FMS Team. This could then be seen as an indication of how much consideration governors and staff at individual schools had given to the questions. There are still numerous examples where responses are very similar to the model answers and some cases where responses have been extremely brief. Some of these schools may be selected for audit during 2014/15. Individual school audits during the year have reviewed the approval of the SFVS, and a Governance Themed Audit planned for 2014/15 will include a review of the level of challenge and debate recorded in the minutes for the approval of the SFVS return.
- 2.10 There are examples of good and innovative practice, and a small number of schools have added additional columns in the return to record the responses of both the school staff and governors to individual questions. In a number of cases these responses differed. Often schools that have recorded relatively high numbers of “In Part” responses have included detailed comments and proposed actions, demonstrating a thorough review against the standard.
- 2.11 As this is the third year of the standard it is possible to compare responses against the previous year. The total number of responses is less than last year, with 357 schools submitting a return compared to 365 last year. This is due to the loss of a small number of schools due to closure, merger or Academy conversion.

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- 2.12 The number of yes responses to each question is not comparable to the previous year due to the change in overall numbers. The percentage of yes answers is shown in the table below:

| | Yes 2014/15 | Yes 2013/14 | Yes Increase |
|--|------------------------|------------------------|-------------------------|
| The Governing Body and School Staff | | | |
| Question 1 | 91.32 | 90.14 | 1.18 |
| Question 2 | 92.72 | 94.79 | -2.07 |
| Question 3 | 99.16 | 99.73 | -0.57 |
| Question 4 | 99.72 | 99.45 | 0.27 |
| Question 5 | 98.88 | 98.63 | 0.25 |
| Question 6 | 99.16 | 99.45 | -0.29 |
| Question 7 | 99.72 | 99.73 | -0.01 |
| Setting the Budget | | | |
| Question 8 | 95.52 | 92.33 | 3.19 |
| Question 9 | 98.60 | 98.36 | 0.24 |
| Question 10 | 97.48 | 96.99 | 0.49 |
| Question 11 | 99.72 | 99.18 | 0.54 |
| Value For Money | | | |
| Question 12 | 97.20 | 95.89 | 1.31 |
| Question 13 | 98.32 | 97.53 | 0.79 |
| Question 14 | 97.76 | 97.53 | 0.23 |
| Question 15 | 98.04 | 97.81 | 0.23 |
| Question 16 | 96.08 | 94.79 | 1.29 |
| Question 17 | 99.72 | 98.90 | 0.82 |
| Protecting Public Money | | | |
| Question 18 | 94.96 | 93.42 | 1.54 |
| Question 19 | 97.48 | 97.53 | -0.05 |
| Question 20 | 98.88 | 98.90 | -0.02 |
| Question 21 | 99.72 | 99.45 | 0.27 |
| Question 22 | 84.03 | 81.37 | 2.66 |
| Question 23 | 85.71 | 84.93 | 0.78 |

- 2.13 There has generally been a small increase in the number of “yes” responses, with the overall percentage of “yes” answers increasing to 96.52 from 95.95% in 13/14, although there are a small number of questions where there has been a small reduction.
- 2.14 The main increase in responses other than “Yes” is for Q2 (Finance committee terms of reference and knowledgeable and experienced chair).

**Schools Financial Value Standard Analysis of Returns
2014-15****3.0 Conclusion**

- 3.1 All schools required to submit a return have done so. The quality of returns continues to be variable, with large numbers of schools still producing answers very similar to the model answers provided by the FMS team. It is noticeable that in some cases schools that have fewer “yes” answers appear to have undertaken a more thorough review than some schools that have answered “yes” to all 23 questions.
- 3.2 Audits carried out at schools during the year have reviewed the minutes relating to the approval of the SFVS return, and in many cases there is little evidence of challenge within the minutes. This was also reviewed as part of a Governance Themed Audit during 2014/15 and was covered in governor training course delivered during the year. However, further training is required to support to completion of SFVS returns in future years, particularly with the introduction of 2 new questions for 2015/16.

4.0 Recommendations

- 4.1 The Corporate Director – Strategic Resources make North Yorkshire’s SFVS return to the DfE as shown in Appendix 2
- 4.2 The Children & Young Peoples Directorate continue to offer and develop training for school governors and staff in the following areas:
- How governors can challenge and support HeadTeacher in the field of budget management and value for money;
 - How to develop links between a school’s plan for raising standards and attainment and its budget;
 - How to achieve better value for money through collaborative and other arrangements;
 - How to put in place an appropriate business continuity or disaster recovery plan, including the maintenance of an up-to-date asset register and adequate insurance.
- 4.3 Veritau to continue to:
- Monitor the implementation of audit recommendations;
 - Actively publicise counter-fraud arrangements through training and regular review of guidance issued to schools;
 - Actively publicise the Whistleblowing Policy;
 - Remind schools on a regular basis of the need for school voluntary funds to be independently examined and copies of those audit certificates to be forwarded to Veritau, acting on behalf of the Authority.
 - Actively publicise the results of themed audits including areas of best practice
 - Undertake themed audits in areas identified in the SFVS returns as causing concern to schools
 - Assist in / directly deliver training to schools and governors in areas where a training need has been identified

Schools Financial Value Standard Analysis of Returns
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APPENDIX 1 – SUMMARY OF RESPONSES MADE BY SCHOOLS

SECTION A: THE GOVERNING BODY AND SCHOOL STAFF

Question 1 - In the view of the governing body itself and of senior staff, does the governing body have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 280 | 32 | 8 | 3 | 326 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 27 | 2 | 1 | 1 | 31 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Over 90% of schools felt that their governors were in a position where they could challenge and support the school staff.

A typical responses from schools that answered “in Part”, was either that a new skills audit was required or that new governors required training.

Action required – the Authority and Veritau should continue to offer training courses for school governors in these areas.

Question 2 - Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 285 | 32 | 9 | 2 | 331 |
| No | 0 | 6 | 0 | 0 | 1 | 7 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 16 | 2 | 0 | 1 | 19 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

There is an increase in the number of primary schools that responded no to this question from 2 in 12/13, 5 in 13/14 and 7 this year. In each case this was due to the school not having a finance committee, with the full Governing Body considering financial issues. In some cases this was a temporary situation due to changes within the school

The majority of schools who have answered “In part” have recently changed the chair of the finance committee

Action required – the Authority to continue to assist schools with training and advice.

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Question 3 - Is there a clear definition of the relative responsibilities of the governing body and the school staff in the financial field?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 305 | 34 | 9 | 3 | 354 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 2 | 0 | 0 | 1 | 3 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

All but 3 schools felt that they could respond yes to this question since they had adopted a Budget Management Policy, which incorporates a scheme of delegation to the Finance Committee and the Headteacher.

One school that answered "In Part" stated "The Headteacher has delegated power to undertake all functions delegated to the Governing Body relating to the LMS Scheme. Exceptions apply which the Headteacher is aware of." The remaining schools that answered in part did so as they are aware that the policy needs updating.

Action required – none.

Question 4 - Does the governing body receive clear and concise monitoring reports of the school's budget position at least three times a year?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 306 | 34 | 9 | 4 | 356 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 1 | 0 | 0 | 0 | 1 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Only 1 school responded "in part" to this question. This was due to IT issues that resulted in a failure to produce a report during the autumn term

Action required – none.

Schools Financial Value Standard Analysis of Returns
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Question 5 - Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 304 | 33 | 9 | 4 | 353 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 3 | 1 | 0 | 0 | 4 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Typical of the responses of the five schools that answered “in part” to this question is the need to expand the register to cover all appropriate staff.

Typical of the “Yes” answers is that the register is update annually. However, it is not an uncommon audit finding that new governors are attending meetings prior to completing a declaration of interests. Also issue relating to obtaining all appropriate staff declarations are relatively common

Action required – Themed audit on governance to reviewed declaration of interests. Results to be communicated to schools

Question 6 - Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, e.g. on sick leave?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 307 | 33 | 9 | 2 | 354 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 0 | 1 | 0 | 2 | 3 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One Secondary School and 2 PRS units have responded “In part” to this question, with all commenting of the need to develop knowledge and review requirements.

The majority of schools responding yes refer to subscription to the Bursar service and support from FMS officers.

Action required – The authority should continue to offer relief bursar and associated services.

Schools Financial Value Standard Analysis of Returns
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Question 7 - Does the school review its staffing structure regularly?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 306 | 34 | 9 | 4 | 356 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 1 | 0 | 0 | 0 | 1 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Only 1 school did not answer "Yes" to this question, and the response from that school states that "staffing is to be reviewed as part of the process of matching the current and future teaching and learning needs of the school with available and future financial resources"

Action required – None.

**Schools Financial Value Standard Analysis of Returns
2014-15**
SECTION B: SETTING THE BUDGET

Question 8 - Is there a clear and demonstrable link between the school's budgeting and its plan for raising standards and attainment?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 300 | 27 | 9 | 2 | 341 |
| No | 0 | 0 | 0 | 0 | 1 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 7 | 7 | 0 | 1 | 15 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

The school that responded "no" to this question said - "A School Development Plan has been completed and is incorporated into the three year financial plan. This could benefit from being extended to include plans for staff, buildings and assets etc."

Typical of the responses "in part" are

- Work required to ensure items in the School Development Plan are fully costed.
- Long term planning is undertaken with knowledge of curriculum needs, premises, resources, staffing, etc. The school needs to link this with the School Development Plan for items to be costed and then included in the three year financial plan as funds permit.
- Items in the School Development Plan are costed and then included in the three year financial plan as funds permit. Further work on-going to ensure more explicit connection between the Resources Committee's understanding of the SDP priorities and the School Improvement Committee's scrutiny of improving teaching so that all governors clear about the links

Action required – further training for schools through the Schools Improvement Network.

Question 9 - Does the school make a forward projection of budget, including both revenue and capital funds, for at least three years, using the best available information?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 305 | 33 | 8 | 3 | 352 |
| No | 0 | 0 | 1 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 2 | 0 | 1 | 1 | 4 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Schools Financial Value Standard Analysis of Returns
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The school that reported “No” had not done so at the time of submitting the return, although had plans to do so.

Typically schools that have responded “in Part” refer to the difficulties in planning over a 3 year period with changes in funding calculations

Action required – none.

Question 10 - Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 303 | 33 | 8 | 3 | 348 |
| No | 0 | 1 | 1 | 0 | 0 | 2 |
| Not Applicable | 0 | 0 | 0 | 1 | 0 | 1 |
| In Part | 0 | 3 | 2 | 0 | 1 | 6 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One school has responded not applicable as they have no deficit budget.

The 2 schools that have responded “no “ have done so due to deficit budgets that have been agreed with the LA.

Typical answers from the schools that responded in part were related to actions and work required to eliminate deficits. The increase in the number of schools who have not answered yes to this question reflects the difficult budget issues faced by schools

Action required – the Authority to continue to assist schools to manage budgets and develop plans to eliminate deficits.

Question 11 - Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 306 | 34 | 9 | 4 | 356 |
| No | 0 | 1 | 0 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 0 | 0 | 0 | 0 | 0 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

The school that responded no to this question commented “Large increase in 14/15 balance due to unused EVA supply refunds, and unused staff sickness insurance refund. Both unforeseen but insured for at the beginning of the year. This increase is now included in future spending projections”

Action required – none.

**Schools Financial Value Standard Analysis of Returns
2014-15**
SECTION C: VALUE FOR MONEY

Question 12 - Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 303 | 33 | 8 | 0 | 347 |
| No | 0 | 2 | 0 | 0 | 3 | 5 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 2 | 1 | 1 | 1 | 5 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Three Pupil Referral Service units responded “No” with a typical response “We have submitted our first consistent financial report this year and are waiting for this information to be allocated to the NYCC and DoE benchmarking sites” The remaining PRS responded similar saying they are registered with the benchmarking site and meet regularly with the other PRS to share best practice. “

The other schools that responded no to this question commented as follows:

- We rely on the expertise and knowledge of our FMS Officer who deals with many schools of a similar size to ours, so we can compare outgoings and costings to those if we need to.
- North Yorkshire Benchmarking data is considered annually, we do struggle to find enough comparable data from schools that are our size etc. Benchmarking has not been undertaken this year.

Typically schools that responded “In Part” comment that the uniqueness of school makes benchmarking very difficult

Action required – the FMS Team continue to develop its benchmarking product and publicise it to schools.

Question 13 - Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 302 | 33 | 9 | 4 | 351 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 5 | 1 | 0 | 0 | 6 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

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Six schools responded in part to this question. Typical responses state that they always try to obtain value for money, or relate to the need to develop or update the contract review schedule

Action required – Procurement reviewed as a Themed Audit in 2014/15 and the results of this audit need to be communicated to schools

Question 14 - Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balances at the end of each year?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 302 | 31 | 9 | 4 | 349 |
| No | 0 | 1 | 2 | 0 | 0 | 3 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 4 | 1 | 0 | 0 | 5 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

Typically comments from schools that responded “no” or “in part” were related to deficits or reductions in the level of balances.

Action required – None.

Question 15 - Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 304 | 30 | 9 | 4 | 350 |
| No | 0 | 0 | 1 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 3 | 3 | 0 | 0 | 6 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

The school that answered “no” stated – A new site manager has been employed to work with the business manager to effectively manage the site. The premises are reviewed by the Landlord Unit and appropriate actions taken. Independent assessment was also taken out by a firm of Surveyors to inform an 18 month plan in 2014.”

Typical responses from the schools that answered “in part” related to funding issues and age of premises

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Action required – The Landlord Unit and the CYPS directorate continue to work with schools in order to ensure that their property maintenance needs are prioritised and, where possible, met.

Question 16 - Does the school consider collaboration with others, e.g. on sharing staff or joint purchasing, where that would improve value for money?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 295 | 32 | 9 | 4 | 343 |
| No | 0 | 1 | 0 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 11 | 2 | 0 | 0 | 13 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

The schools that responded “No” commented that they intend on becoming an Academy and will then benefit from the trusts purchasing arrangements.

Schools that answered in part typically do work with others, but recognise that there is a potential to do more and to make additional savings:

Action required – this is an area where schools could obtain better value through collaboration and the Procurement Service for Schools could develop training courses.

Question 17 - Can the school give examples of where it has improved the use of resources during the past year?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 306 | 34 | 9 | 4 | 356 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 1 | 0 | 0 | 0 | 1 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One school replied “in part”, due to new SBM. Although all other schools responded yes, in many cases the examples quoted were relatively minor improvements

Action required – none

**Schools Financial Value Standard Analysis of Returns
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SECTION D: PROTECTING PUBLIC MONEY

Question 18 - Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 294 | 30 | 9 | 3 | 339 |
| No | 0 | 1 | 1 | 0 | 0 | 2 |
| Not Applicable | 0 | 0 | 1 | 0 | 0 | 1 |
| In Part | 0 | 12 | 2 | 0 | 1 | 15 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One school responded as N/A as they have not been audited recently. Two schools have answered "No", as they still have small numbers of audit recommendations to implement. A number of the schools have answered "in Part" for similar reasons or they have not had a recent audit and refer to actions outside of the audit process.

Action required – Veritau to continue to monitor the implementation of audit recommendations.

Question 19 - Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers (please note any instance of fraud or theft detected in the last 12 months)?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 299 | 33 | 9 | 4 | 348 |
| No | 0 | 1 | 0 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 7 | 1 | 0 | 0 | 8 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One school responded "No" as "IT equipment in offices and classrooms is yet to be marked with Selecta DNA."

Typical comments from schools that responded in part were

- Recently purchased items still need to be Smartwater protected
- Not always possible to maintain segregation of duties due to the size of the school
- Need to independently check asset register

Action required – Veritau continue to actively publicise counter-fraud arrangements through training and regular review of guidance issued to schools

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Question 20 - Are all staff aware of the school's whistleblowing policy and to whom they should report concerns?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 304 | 33 | 9 | 4 | 353 |
| No | 0 | 0 | 1 | 0 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 3 | 0 | 0 | 0 | 3 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

One school responded "No" and has identified that the policy needs to be publicised and included in staff handbook and induction process

Comments from schools that responded in part included

- Policy is due to be reviewed
- Need to ensure new staff are informed

Action required – Veritau to actively publicise the Whistleblowing Policy.

Question 21 - Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the annual Consistent Financial Reporting return?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 306 | 34 | 9 | 4 | 356 |
| No | 0 | 0 | 0 | 0 | 0 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 1 | 0 | 0 | 0 | 1 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

The school that responded "in part" to this question stated "school bank account is run in the correct way but school fund needs to be reported to the Headteacher/governors on a regular basis."

Action required – none.

**Schools Financial Value Standard Analysis of Returns
2014-15**
Question 22 - Does the school have adequate arrangements for audit of voluntary funds?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 253 | 34 | 8 | 2 | 300 |
| No | 0 | 1 | 0 | 0 | 0 | 1 |
| Not Applicable | 0 | 48 | 0 | 1 | 1 | 50 |
| In Part | 0 | 5 | 0 | 0 | 1 | 6 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

A significant number of schools have closed their school funds in recent years and now account for school trips, photographs etc through the delegated budget bank account. As a result there are a high number of not applicable responses. A number of schools that have closed the school fund have still responded “yes” to this question

The only “No” or “in Part” answers were received from Primary Schools. However, a small number of schools have either failed to have them independently examined (or “audited”) or send them to Veritau as required by the Authority’s Scheme for Funding Schools. Typical responses include

- The School Fund will be audited annually and a new auditor has recently been identified
- School Fund has not been audited recently as we are trying to identify a new auditor.
- School Fund is audited regularly although we have not provided a copy to Veritau.

Action required – Veritau to continue to remind schools on a regular basis of the need for school voluntary funds to be independently examined and copies of those audit certificates to be forwarded to Veritau, acting on behalf of the Authority.

Question 23 - Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?

| Response | Nursery Schools | Primary Schools | Secondary Schools | Special Schools | PRS | Total |
|---------------------------|-----------------|-----------------|-------------------|-----------------|----------|------------|
| Yes | 3 | 269 | 23 | 9 | 2 | 306 |
| No | 0 | 4 | 1 | 0 | 0 | 5 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 |
| In Part | 0 | 34 | 10 | 0 | 2 | 46 |
| Responses received | 3 | 307 | 34 | 9 | 4 | 357 |

This question continues to have the highest number of “In Part” answers for any question included in the SFVS.

**Schools Financial Value Standard Analysis of Returns
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A very large number of schools that have answered “Yes” to this question have responded identically to the model answer, stating that they follow the Emergency Response Guide and have an inventory for assets valued over £100.

Comments of schools that responded no or in part included

- The school is currently updating the Asset Register for all equipment worth £100 or more, or items of a portable and attractive nature with a lower value. All items taken out of school (e.g. laptops) are signed for in a separate register.
- Recovery Plan being finalised or expanded
- Whilst there is documentation in existence for specific emergency responses others need updating or completing before they are centrally stored.
- Looking at cloud storage options

Action required – Following the recent Themed Audit covering Business Continuity new guidance to be issued to schools relating to business continuity, disaster recovery and inventory maintenance

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SCHOOLS FINANCIAL VALUE STANDARD (SFVS)

Local Authority: 815 North Yorkshire

Name of CFO: Gary Fielding

The position as at 31 March 2015 is as follows:

| | Secondary | Primary | Special | Nursery | PRUs |
|--|-----------|---------|---------|---------|------|
| 1. Total number of eligible schools in LA | 34 | 307 | 9 | 3 | 4 |
| 2. Number of eligible schools completed the SFVS | 34 | 307 | 9 | 3 | 4 |
| 3. Number of eligible schools that did not complete the SFVS (non-compliant, without exemptions) | | | | | |
| 4. Number of eligible schools that did not complete the SFVS (with exemptions, please give a breakdown below) | | | | | |

List of reasons for non-completion of SFVS

| | | |
|----|--|--|
| a. | School has opened in this financial year | |
| b. | School has closed in this financial year | |
| c. | School will be closing by 1 September 2014 | |
| d. | School suffered fire/flood/natural disaster in this financial year | |
| e. | School has been issued with an Academy order | |
| f. | Schools have merged in this financial year or entered into a hard federation with a new governing body | |
| g. | Financial delegation has been withdrawn/suspended in this financial year | |
| h. | Governing body has been suspended and so cannot complete the SFVS in this financial year | |
| | TOTAL (this figure should equal to Box 4) | |

For the period 2014 – 2015, I confirm that I have in place a system of audit for schools which gives me adequate assurance over their standards of financial management and the regularity and propriety of their spending. I also confirm that the information set out above is correct and a reflection of maintained schools within this local authority.

Signed.....

Date.....

This statement should be signed by the CFO and returned by 31 May 2015. A signed scanned copy should be sent by email to: financial.management@education.gsi.gov.uk.

TRADED SERVICES PANEL

Synopsis of the meeting held on 10th February 2015

Terms of Reference for Traded Services Panel

The general agreement was that the Panel represents customers, advises SmartSolutions and the Schools Forum and can provide feedback on the Traded Services.

Membership of the Panel

At the time of the meeting there were 10 members and 5 vacancies. As of the 16th February there are now 11 members and 4 vacancies.

Other consultative groups/Report for Schools Forum/Education Partnership based on TS Panel minutes (red bag? etc)

From May the Schools Forum will become incorporated into the Education Partnership.

It was suggested that the Schools Forum should know more about any services it is funding and that there would be increasing focus on the commercial services. The Traded Service Panel would ensure the appropriate items were reported to the Schools Forum. In order to achieve this a summary report will be produced from the Traded Service Panel meeting to go to the Schools Forum.

Report from Interim Head of Smart Solutions including ESS summary, complaint resolution and all TS feedback

Complaints have come down and in January 2015 there were no complaints and 10 compliments.

The Panel were informed that SmartSolutions are launching a Governor Module, which will be useful for schools to manage governance. The other key activity is to develop the Early Years sector. It was made clear that it is Early Years PVI settings rather than nurseries within schools.

Property Portfolio Overview

The County Council is reviewing the arrangements for the management and delivery of its property services that will result in a number of changes being made to the way in which services are delivered for schools.

The Property Service will now be responsible for the management and delivery of all property and facilities management related traded services, including the County Catering service, and will be working with schools and the SmartSolutions team to review and improve the traded services that are offered.

Further work is being undertaken within the Property Service to review the way that services are delivered for schools following the end of the current contract with Jacobs on 31 March 2016. The County Council will be providing regular updates to schools about the planned changes during the course of the next year.

Clerking Service

The Department of Education is raising the profile of Clerks. Clerks should advise and guide governors and governors can benefit hugely from their advice.

Previously, in 2004, the pricing structure reflected the size of the school and the hourly rate varied. Now there will no longer be a split between the sizes of schools in order to make charging more streamlined. The hourly rate will now be £20.00. The new number of hours for Committee Meetings will be 7 hours. For Full Governing Body meetings it will be 10 hours for primary schools and 11 for secondary and special schools. However, Chrissy Richardson stated that she may look into special schools being the same as primary. The increase has arisen because clerks are doing more work between meetings.

The service has received good feedback from schools about the impact of clerks, especially improving a school when it is special measures. In summer term the service will go out to schools to get feedback. There were no complaints recorded in the SmartSolutions report.

Employment Support Service – update on service progress

The new Head of Service has continued to review the errors being made in the service to ensure improvements can continue to be made. After reviewing the errors it was found that the majority were associated with newly trained staff undertaking a task for the first time. All staff were asked to complete a skills audit to assess their level of knowledge of all the key tasks in the service. In November two new roles were created to focus on training and development, these posts have been filled by experienced members of staff. They have undertaken training with new starters and all of the new starters are 100% spot checked for their first week of input. Also a new team has been introduced to focus on auditing the input, they review input in areas where there is a high volume of input (and therefore the potential for error) and ensure any mistakes are corrected prior to payroll. They feedback any trends to management and highlight where further training may be required.

In addition, the service is now closed on Wednesday mornings to allow for targeted time to focus on training and also team meetings to improve the knowledge of the teams. The payroll deadline has also been moved forward to the 5th of the month to improve staff profiling.

Analysis of errors has demonstrated that almost 50% of the errors are created by managers/schools, examples of recurring management/school errors are incorrect coding on forms, information being sent in late, ESS not being told when a member of staff returns from sick leave/maternity leave and sending in the same piece of work twice leading to duplication. Kirstie Paterson and the Team leaders from ESS attended the Finance & Admin Conference and informed the schools of these mistakes and encouraged the use of the summary sheet and Eforms. They stayed during the breaks so that schools could ask questions.

Schools that recorded they were dissatisfied with the service as part of the SmartSolutions survey were contacted by Team Leaders. The feedback had no trends, in some instances referred to historic issues and a number of the schools commented to say the service had improved since they provided the initial feedback. The future plan is for schools to have more access to MyView so that they can have more ownership and increase efficiency.

There is now a team leader assigned to every school. The Panel suggested that it would be useful if the Relationship Managers knew who the team leader is for each school, ask about the service and possibly bring the improving figures along to meetings with schools.

North Yorkshire County Council

Our Strategy for Closing the Gap in Educational Progress and Attainment

2015-2018

Contents

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1. Foreword

Educational outcomes in North Yorkshire are some of the best in the Country, and we are rightly proud of that. But this isn't true for all of our children. In common with many other local authorities, particularly rural ones, the progress made by our most deprived young people does not match that of their peers. In fact, if anything, the gap in attainment is growing wider, and in this one area alone, North Yorkshire is amongst the worst performing authorities in England. This is a matter of deep concern to politicians, Headteachers, and to all of our professional colleagues.

The reason this issue matters is not to do with league tables. It matters because we are talking about the life chances of some of the most vulnerable young people we support. As professionals, we are driven by a passion to help them to fulfil their fullest potential without preconceptions as to what that might entail. This is part of our collective moral purpose. Although there is excellent practice in some of our schools, we have to accept that overall, we are not yet doing enough, with sufficient impact.

So how do we move forward? Our new Children and Young People's Plan, *Young and Yorkshire*, highlights the ways in which high quality education transforms lives, and it sets out three strategic priorities for the County. "Closing the Gap" is a crucial supporting outcome for all three, whether we are talking about overall educational attainment, the achievement of Looked After Children, or related outcomes in health and emotional wellbeing.

This strategy document examines in more detail how we can make rapid progress in this area. It describes the national and local context. It takes account of the difficult financial environment, and the changing educational landscape, particularly the introduction of Improvement Partnerships. It sets out the immediate priorities for the next three years. It also suggests some challenging targets - accepting, of course, that this is not an issue which is susceptible to a single solution or a quick fix.

Action is needed by all of us, and all of our partners. That said, we recognise that it is within schools and settings that we are most likely to see the transformational changes that are needed. As ever, we will be counting on the dedication and professionalism of our teachers and practitioners to achieve our goals.

I hope that this strategy will command widespread support, and that it will act as a spur for us all to redouble our efforts. If the majority of London Boroughs can transform their performance in this area, as they have done over the last decade, so can we. "Closing the Gap" should be a matter of professional pride for us all.

Pete Dwyer
Corporate Director - Children and Young People's Service

2. North Yorkshire's *Closing the Gap* Strategy in a page

Our Vision

From *Young and Yorkshire*: “We want North Yorkshire to be a special place where every childhood is wonderful and every young person thrives.”

To which we add, in the context of this Strategy:

“If North Yorkshire is to be a place where **every** young person thrives, we need to inject fresh rigour and urgency into our efforts to close the gap in outcomes between disadvantaged children and their peers.”

The **ten principles** we will adopt across the Children’s Trust:

1. We will put **high quality teaching and learning** at the heart of this strategy;
2. We will adopt a **broad definition** of “disadvantage;
3. We will keep uppermost in our minds the fact that this issue is about **individual children and young people**, not homogenous groups;
4. We will adopt a **holistic approach** to Closing the Gap;
5. Our interventions will be based on robust and transparent **data about performance and evidence about what works**;
6. We will subscribe to the principles of **early intervention**;
7. We will focus on high quality **transitions**;
8. We will **challenge** wherever necessary; with vigour and honesty;
9. We will **support** wherever necessary, building relationships of mutual trust and respect;
10. We will use our collective influence to ensure that **resources**, both national and local, are directed towards Closing the Gap, including the Pupil Premium and any locally-available discretionary funding.

The **ten immediate priorities**:

- A. Reinvigorate the **Closing the Gap Steering Group** with representatives from all phases
- B. Ensure that closing the gap is a key priority for the **Improvement Partnerships**;
- C. **Define clearly the roles** of the various parties in moving forward;
- D. **Audit all current performance and practice** so as to identify rapidly:
 - i. Particular areas of concern or outlying performance;
 - ii. Local interventions that are proving successful and can be scaled up;
 - iii. Activities that should be stopped;
 - iv. Appropriate schools for Cohort 3 of the *Closing the Gap Innovation Project*.
- E. Set **challenging targets** at all levels;
- F. Ensure that **national and local resources** are allocated to addressing this issue;
- G. Focus on our strategies around particular areas i.e. the **coast**;
- H. Develop discrete and ambitious priorities and targets for the **Early Years**
- I. Encourage all schools and settings, if they have not already done so, to identify **a senior manager, and a Governor**, with specific responsibility for this agenda.
- J. Set out a clear set of expectations for schools and settings

“We will **challenge** wherever necessary – challenge individual children and young people to move beyond any self-imposed limitations; challenge ourselves as professionals to ensure we are not unconsciously limiting children’s aspirations; and challenge schools, Improvement Partnerships, and all parties to the North Yorkshire Children’s Trust to address this issue with vigour and honesty.”

3. Why this matters: the National context

1. "Closing the Gap" - or rather, failing to - is widely seen as an Achilles Heel for the British educational system. For many decades we have been aware that disadvantaged children fare significantly less well than their peers in terms both of absolute educational attainment and of progress while they are at school. The pattern sets in early - children from disadvantaged backgrounds are already well behind their peers in terms of cognitive development. The gap frequently widens through the school system, meaning that overall, nearly six out of ten disadvantaged children do not achieve five A*-Cs including English and maths at GCSE, compared with only one in three from more advantaged backgrounds.

National data suggests that gaps in cognitive development between better off and disadvantaged children open up before the age of three and get wider as children progress through school:

- *By the time children start school there is a 19 month development gap between the richest and the poorest pupils;*
- *Those from the poorest fifth of families are on average more than eleven months behind children from middle income families in vocabulary tests when they start school at five.*
- *Disadvantaged children are 20 per cent less likely to achieve Level Four in reading writing and maths in Key Stage Two tests at age 11 compared to other children.*
- *They are 37 per cent less likely to achieve five good GCSEs including English and maths.*

2. Such gaps in attainment lead to serious life consequences. Without a basic set of qualifications, young people are far less likely to go to University, to get a decent job, or to enjoy good physical and mental health. The pattern of disadvantage is likely to be passed onto their own children, seriously damaging social mobility. This has huge consequences for the economic and cultural life of the country.

3. Much of this is, of course beyond the control of schools: family background and parenting probably play the major part. But schools and settings can still make a real difference, and recent analysis suggests there is a wide variation in performance. In some parts of the country (notably London), spectacular progress has been made. There is ample scope for collective learning from our peers.

4. In fact the latest evidence¹ suggests that there is wide variation in the proportions of students getting five good GCSEs between schools *even where pupils have similar levels of prior attainment*. Equally, there are bigger variations in the performance of pupils *within schools* than there are between schools. Overall, three times as many disadvantaged pupils get five good GCSEs including English and maths in the best schools than in the schools with the weakest results. This should be a source of encouragement to us: progress *is* possible. That said, the new accountability framework for secondary schools, with its tougher test of which subjects and qualifications "count", is likely to affect disproportionately those schools with large numbers of disadvantaged children.

¹ Most notably in "*Cracking the code: how schools can improve social mobility*" (October 2014)

www.gov.uk/government/publications/cracking-the-code-how-schools-can-improve-social-mobility

5. There is a growing consensus about strategies that can make a sustained difference. **Annex C** summarises some of the most recent evidence about "what works". Some of the key points that we have noted, in drawing up this strategy for North Yorkshire, include:

- The paramount importance of the *highest quality teaching* for all children and young people; equally, the relentless focus on progress for all, underpinned by the strongest *leadership*;
- The most effective schools and settings start with a *data-driven analysis* of where disadvantaged children are falling behind. The key is seeking to start from first principles in understanding the barriers to learning - whether they are about the school environment, the home environment, or other factors;
- the very best schools intervene *at the level of the individual student*, developing processes and structures that are able to identify whenever a student is starting to fall behind, and then intervening to improve that child's performance;
- *early intervention* is essential, as are the reforms designed to improve the quality and range of education from birth to five years²
- *teachers' expectations* of students from disadvantaged backgrounds are key – high expectations are crucial;
- new strategies may be needed to engage *parents and carers*, such as meeting on neutral ground and asking what we can do for the parent;
- the *Education Endowment Foundation toolkit*³ commands wide respect as an evidence-base for interventions;
- most commentators on this issue confine their definition of "disadvantaged" to pupils who have been eligible for Free School Meals at some point in the last six years ("FSM6"). However, there is an increasing focus on groups of *children* who may be at a disadvantage relative to their peers;
- those performing well for disadvantaged students do not apply a single magic formula. Success is *incremental* and based on a series of small changes rather than a single 'big bang'.

6. We have been particularly persuaded by the "five key steps" recommended by the Social Mobility and Child Poverty Commission, as a holistic framework for tackling the issue, which we would re-order as follows:

1. Incessant focus on the quality of teaching
2. Building a high expectations, inclusive culture
3. Using the Pupil Premium strategically to improve social mobility
4. Tailored strategies to engage parents
5. Preparing students for all aspects of life not just for exams.

We believe that these five steps should underpin all of our strategies for addressing the issue in North Yorkshire.

² See <https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years>

³ <http://educationendowmentfoundation.org.uk/toolkit/>

7. Finally, we have been particularly impressed by the observations of the National Pupil Premium Champion, John Dunford, and his suggestions for a whole school approach to closing the gap. There is a brief summary of his findings from paragraph 14 onwards of **Annex C**.

4. Why this matters in North Yorkshire: a position statement

1. Pupil achievement data shows that disadvantaged pupils continue to perform less well than their peers at all key stages both locally and nationally, and the gaps between those eligible for free school meals and others are wider in North Yorkshire than the national average. In recent years there has been some progress in the County; however, this has now begun to stall. In 2014 the outcomes for North Yorkshire's Free School meals pupils showed attainment remaining below the national for similar pupils, although it is encouraging that the KS2 gap closed significantly.

2. The table below sets out the position in 2014. Further statistical information is at **Annex A**.

| EYFSP | % GLD | National 2014 | NY 2014 | NY Change | NY rank of 150 LAs 2014 (2013) |
|------------|------------------|---------------|---------|-----------|--------------------------------|
| | FSM | 45% | 40% | | Attainment 103 (144) |
| | EY FSM Gap | -19% | -23% | +1% | Gap 110 (96) |
| KS2 | %RWM4+ | | | | |
| | FSM6 | 67% | 60% | | Attainment 137 (141) |
| | KS2 FSM6 Gap | -17% | -21% | - 3% | Gap 121 (136) |
| KS4 | % 5 A*CEM | | | | |
| | FSM | 33% | 29% | | Attainment na (85) |
| | KS4 FSM Gap | -27% | -33% | +1% | Gap na (100) |

3. Comparing ourselves with our peers, the latest information suggests that:

- All 27 shire counties have lower % FSM6 than national average (between 15% and 28%);
- All except 4 shire counties have lower outcomes for FSM6 than the national average (between 57% and 69% - England average 67%);
- All shire counties have FSM6 outcomes which place them in the bottom 2 quartiles. 12 are in the bottom quartile (ranks 112 to 150), including North Yorkshire (rank 137);
- One shire, Warwickshire, is both a shire authority and a statistical neighbour, with a similar number of pupils as NY. Outcomes for all pupils in Warwickshire were 4 percentage points above NY, and although the disadvantage gap was above the national it was narrower than the gap in NY.

4. We have of course not been sitting back in this area in recent years. Indeed, North Yorkshire has had a broad range of strategies, projects and training aimed at closing the gap. Often schools and settings have been given financial support. **Annex B** sets out some of the current intervention projects running in North Yorkshire schools and settings.

5. In addition to these projects, the *North Yorkshire Closing the Gap Innovation Project* was launched to schools in November 2013 supported by funding from the Wrea Head Trust. Expressions of interest were invited from clusters of schools or teaching alliances who wanted to develop innovative ways of tackling the issue. The project is intended to take place over a period of three years and it is envisaged that some £ 200k will be released each year to schools to fund the proposed projects. The work is monitored by a project board consisting of local Headteachers, local authority advisers and academic partners representing The Joseph Rowntree Foundation and the Institute of Effective Education. **Annex B** also sets out brief details of the 15 proposals that have now been approved in the first two cohorts, involving over 120 primary and secondary schools.

6. In other words, there is a wide range of initiatives under way. However, we have to accept that whilst individual initiatives have been able to demonstrate impact, we have to have a greater impact across the County. We need to move faster and in a more coherent way. With the role and capacity of the LA changing as a result of government policy and funding cuts there will not be the same scope to support schools financially; nor will there be the same range of specialist advisers and other officers available. We need a new strategic framework.

5. Our strategic framework for making progress

Strategic Links with *Young and Yorkshire*

1. *Young and Yorkshire*, the Children and Young People's Plan for North Yorkshire, sets out a clear vision for the future of services for children and young people:
"We want North Yorkshire to be a special place where every childhood is wonderful and every young person thrives."

The Plan also sets out three over-arching priorities for 2014-17:

- Ensuring that education is our greatest liberator;
 - Helping all children to enjoy a happy family life;
 - Ensuring a healthy start to life.
2. Under those priorities there are a number of "supporting outcomes", a significant number of which refer – directly or indirectly – to the need to close the gap between more disadvantaged children and their peers, e.g.:
 - Life chances for children are improved through better educational outcomes in early years, primary and secondary education, including those of more vulnerable children;
 - Looked after children achieve improved educational outcomes;
 - Vulnerable and disadvantaged pupils are helped to close the attainment gap between themselves and others;
 - Children and families in challenging circumstances receive effective early help to become self-reliant;
 - Children enjoy good health and development, particularly in the early years;
 - Looked after children and children with disabilities or learning needs have improved health and well-being outcomes.

Our strategic framework for Closing the Gap

3. We have drawn up this *Closing the Gap* strategy with this vision, and these priorities and outcomes, in mind. This has led us to construct the following strategic framework in order to make rapid progress in this area:

*If North Yorkshire is to be a place where **every** young person thrives, we need to inject fresh rigour and urgency into our efforts to close the gap in outcomes between disadvantaged children and their peers.* In doing so, we will subscribe to the following ten principles across the Children's Trust Partnership:

- 1) We will put **high quality teaching and learning** at the heart of this strategy, recognising that inspiring teachers, teaching assistants and practitioners - with high aspirations for all children in their care - are the key to overcoming educational disadvantage. We will encourage the new Improvement Partnerships to subscribe to this, and to work with LA services, Teaching School Alliances and others to develop excellent programmes of Continuous Professional Development. For the Early Years, we will promote strong home learning experiences and will ensure parents and carers can access support and training opportunities.

- 2) We will adopt a **broad definition** of “disadvantage”. The debate is often couched in terms of socio-economic disadvantage, measured by those who have qualified for Free School Meals at any point in the previous six years (“FSM6”), or the pupil premium, or the early years pupil premium. However, we recognise other children who may be vulnerable or disadvantaged, and whom the evidence suggests may not be achieving outcomes at the level of their peers, including – but not confined to –
- a. Children looked after by the Local Authority
 - b. Children with Special Educational Needs or Disabilities
 - c. Teenage Parents
 - d. Young Offenders
 - e. Children and young people from Black and Minority Ethnic groups and those with English as a second language
 - f. Children and young people with parents in the armed forces
 - g. Young carers
 - h. Homeless young people
 - i. Summer born children, especially boys
 - j. Travellers
 - k. Children from single parent families, or parents undergoing separation
 - l. Children with parents or siblings in prison

We will seek to intervene *wherever* the evidence suggests there is an issue to be tackled. **Annex A** sets out some of the data we already have.

- 3) Notwithstanding the previous principle, we will keep uppermost in our minds the fact that this issue is about **individual children and young people**, not homogenous groups. We will resist labels and group interventions that fail to recognise this, and which may run the risk of limiting the expectations and aspirations of schools and teachers. Equally, we will wherever possible listen carefully to the views of young people, and their parents or carers, in constructing interventions.
- 4) We will adopt a **holistic approach** to Closing the Gap. At the level of the individual child, this means being sensitive to the fact that the possible causes of disadvantage may be multiple and complex in nature. At a “system” level, this means recognising that, while schools, settings and children's centres will be carrying forward most of the actions under this initiative, they will only succeed if their efforts are harmonised with:
- The new Prevention service and Healthy Child Programme has created local capacity for targeted whole family early intervention with young people with wider support needs;
 - The LA Social Care service which works intensively with those with more complex safeguarding and care needs;
 - Those involved in the assessment/support planning and specialist intervention of those working young people with SEN(D) including those young people who present behavioural challenges in school
 - Other Council Services beyond Children and Young People’s Services, including those responsible for economic development and the relief of poverty;

- Other potential partners including employers and Universities – making best use of the newly-established Higher York Collaborative Outreach Network, see 4 <http://www.higheryork.org/schools/>
- Parents/ carers: The engagement of parents in school life and in their children’s learning has a strong correlation with improved individual performance of all but particularly those on FSMs
- Childminders, other early years settings and local community leaders

Wherever it is appropriate and safe to do so, we will share information, and work in collaborative partnerships across organisational boundaries. Being holistic also recognises that even if the group of disadvantaged children is quite small, we will nevertheless need to adopt a whole-school approach. This is well illustrated in John Dunford’s diagram reproduced in paragraph 15 of **Annex C**.

- 5) Our interventions will be based on robust and transparent ***data about performance and evidence about what works***. In particular, we will use data to underpin our challenge to schools and Improvement Partnerships, and to direct resources where they can achieve most good. We will evaluate all of our interactions so that we can effectively and swiftly spread best practice – scaling it up where appropriate – or stop activities that are not achieving their intended goals. We need to ensure that schools and settings – and individual teachers and practitioners – fully understand what the data is saying. We will promote use of the Education Endowment toolkit. We will review best national practice, including relevant Ofsted reports, as set out in **Annexes C and D**.
- 6) We will subscribe to the principles of ***early intervention***. This applies from Early Years onwards, where we will engage with families even before birth and will promote the appropriate use of intensive language development and other interventions. We will develop models of collaborative working that promote sustainable improvement and build capacity. We will identify and respond quickly to SEND and other areas of vulnerability. We will employ knowledgeable and professional SENCOs and make effective use of the Early Years Pupil Premium. Our aim is to ensure that all young children in North Yorkshire are "ready for school". Early intervention is also a concept that can validly be applied at later stages of a child’s development – being sensitive to the emergence of potential problems, so that they can be tackled sooner rather than later.
- 7) We will focus on ***transitions*** (e.g. into setting, into reception, into secondary school) since research shows that problems associated with disadvantage can get worse at these crucial points in the young person’s journey: the attainment gap tends to widen as pupils move through education. We will understand and target children's individual vulnerabilities through robust observation; work with families and everyone who knows the child to manage all points of transition; and use local networks effectively to share information.
- 8) We will ***challenge*** wherever necessary – challenge individual children and young people to move beyond any self-imposed limitations; challenge ourselves as professionals to

ensure we are not unconsciously limiting children's aspirations; and challenge schools, Improvement Partnerships, and all parties to the North Yorkshire Children's Trust to address this issue with vigour and honesty.

- 9) We will **support** wherever necessary, building relationships of mutual trust and respect with children, parents and carers, teachers and other professionals. We will listen to their views and enable them to influence future developments.

- 10) We will use our collective influence to ensure that resources, both national and local, are directed towards Closing the Gap, including the Pupil Premium and any locally-available discretionary funding, having first ensured that there is a robust evaluation of the ability and capacity of a school to benefit from any new support.

6. Priorities and next steps

Guided by the Framework set out in the previous chapter, we have identified the following nine immediate priority actions:

- A. Reinvigorate the Closing the Gap Steering Group, to oversee the programme of interventions and ensure that they are enacted with urgency and rigour;
- B. Ensure that closing the gap is a key priority for schools, settings and Improvement Partnerships and is reflected through robust data and evidence in Improvement Plans, outcomes, funding allocations, scorecards and reports to the Education Partnership
- C. Define clearly the roles of the various parties in moving forward with this agenda – in particular:
 - i. The responsibilities for effective multi-Agency action on the part of *all* members of the Children’s Trust;
 - ii. The Local Authority as the champion of under-achieving pupils. This role recognises that the capacity of the LA is changing considerably as a result of government policy. The LA can nevertheless still facilitate, broker, commission and influence new ways of working to support schools;
 - iii. The Improvement Partnerships as the main mechanism on the basis of, irrespective of their OFSTED category;
 - iv. Other potential partners within the Council and beyond.
- D. Audit all current performance and practice so as to identify rapidly:
 - i. Particular areas of concern or outlying performance: a clear, transparent and unambiguous evaluation of all schools and settings in North Yorkshire;
 - ii. Local interventions that are proving successful and can be scaled up, including from the *Closing the Gap Innovation Project*;
 - iii. Activities that should be stopped because they are not having sufficient impact;
 - iv. Appropriate schools (rather than projects) on which to focus funding for Cohort 3 of the *Closing the Gap Innovation Project*.

In conducting this Audit we will have regard in particular to:

- the suggested “five steps” set out in the “*Cracking the Code*” report which is referred to above and in Annex C;
 - the suggested whole-school approach set out by John Dunford, referred to in Annex C;
 - relevant OFSTED reports on the Pupil Premium – see Annexes C and D;
 - We will ensure there is shared understanding of the links between strategies and projects; and that communications are rapid and effective.
- E. Set challenging targets at all levels – see section 7 for more details.
 - F. Ensure that national and local resources are allocated to addressing this issue – including the Pupil Premium, the Early Years Pupil Premium, and the remaining allocations within the *Closing the Gap Innovation Project*.

- G.** Focus on our strategies around particular reach areas i.e. the coast with our Scarborough Summit; three Lead Practitioners, one each of English, Maths and Science deployed in secondary schools in Scarborough and funded for the first year by the LA.

- H.** Develop discrete and ambitious priorities and targets for the Early Years so that the principles of early engagement, excellent learning experiences and high quality provision are established right from the outset. As above, activity will be concentrated in particular reach areas where the evidence suggests it is most needed.

- I.** Encourage all schools and settings, if they have not already done so, to identify a senior manager, and a Governor, with specific responsibility for this agenda.

- J.** We will work with schools and governors to set out a clear set of expectations for both them and the LA as we work together to close the gaps we currently have.

7. How we will know we are making a difference

1. We will set new and challenging targets for Closing the Gap at every appropriate level:
 - For individual children and young people so they have clear expectations
 - For schools
 - For clusters
 - For Improvement Partnerships
 - For the Local Authority and its Partners.

2. At Local Authority level, we will review the need to set new targets for any groups of children and young people who may be disadvantaged, such as those set out in the “broad definition” in chapter 5 above. In the meantime, we confirm the following targets which were set out in *Young and Yorkshire*:

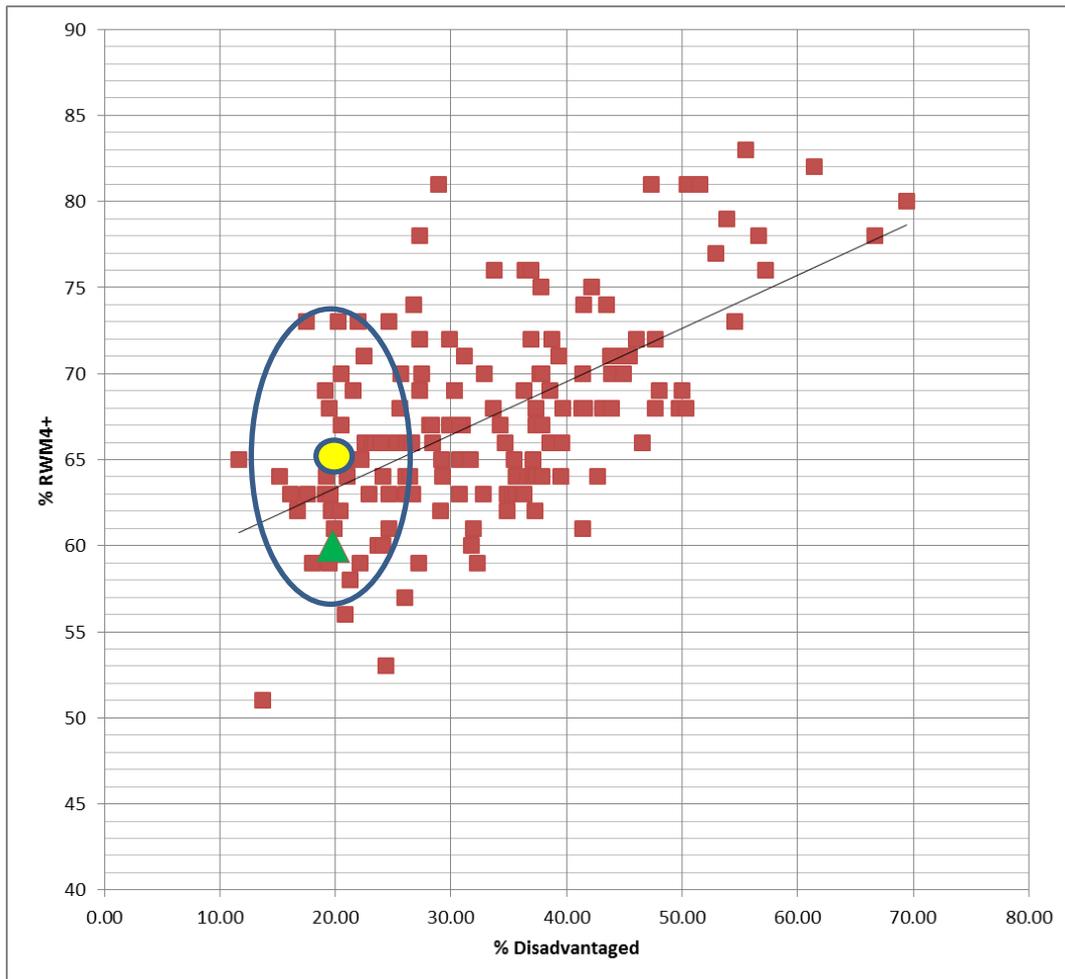
| Measure | Position at the start of the Plan | | | Target | | |
|--|-----------------------------------|----------|------------------------|--|---|---|
| | N Yorks. | National | Statistical Neighbours | Year 1 | Year 2 | End of the Plan |
| The attainment gap between pupils eligible for free school means and other pupils: The percentage of children reaching a good level of development in the Early Years Foundation Stage | 24.3% | 36.2% | n/a | 19% | 17% | 15% |
| The attainment gap between pupils eligible for free school means and other pupils: Level 4 or above in Reading, Writing and Maths at Key Stage 2 | 26.0% | 19.0% | 27% | 2% wider than national | 1% wider than national | Gap with national closed |
| The attainment gap between pupils eligible for free school means and other pupils: GCSEs at A* to C including English and Maths | 31.7% | 26.7% | 32.6% | 3% wider than national | 1% wider than national | Gap with national closed |
| The attainment gap between pupils with statements or Education, Health and Care plans and other pupils: Reading, writing and maths at Key Stage 2 | 70.0% | 74.0% | n/a | Gap in line with national without reduction of overall | Gap reduced by 2% (pending new indicator and EHCPs) | Gap reduced by 4% (pending new indicator and EHCPs) |
| The attainment gap between pupils with statements or Education, Health and Care plans and other pupils: 5 GCSEs at A* to C including English and Maths | 62.2% | 61.2% | n/a | Gap in line with national without reduction of overall | Gap reduced by 2% (pending new indicator and EHCPs) | Gap reduced by 4% (pending new indicator and EHCPs) |

Annex A: Statistical Overview

1. This first section is an analysis of outcomes for FSM6 pupils in England's 27 non-metropolitan counties. Ranks are out of 150 LAs.

Key Stage 2 Reading, Writing and maths level 4+

Across England, % of cohort FSM6 ranges from 14% (Wokingham) to 69% (Tower Hamlets). England average 31%. LAs with lower proportion of disadvantaged pupils tend to have lower outcomes, as does North Yorkshire (60% compared with average 67%).



Is there anything NY can learn from what others are doing?

There are LAs with similarly low % FSM6 as NY  who have higher outcomes for FSM6 pupils. 7 of those are also shire authorities and 5 are statistical neighbours.

One (Warwickshire ) is both a shire authority and a statistical neighbour, with a similar number of pupils as NY – is there something their schools and LA are doing which is not happening in NY? Outcomes for all pupils in Warwickshire were 4 percentage points above NY, and although the disadvantage gap was above the national it was narrower than the gap in NY.

The tables below show these comparative figures in more detail.

| | % cohort disadvantaged | Percentage achieving the expected level |
|-------------------------------|-------------------------------|--|
| England | 31.01 | 67 |
| North Yorkshire | 19.76 | 60 |
| Wiltshire | 19.89 | 61 |
| West Berkshire (SN) | 16.68 | 62 |
| Dorset | 19.64 | 62 |
| Oxfordshire | 20.41 | 62 |
| Windsor and Maidenhead | 16.15 | 63 |
| Surrey | 17.59 | 63 |
| York | 19.09 | 63 |
| South Gloucestershire | 19.55 | 63 |
| Shropshire | 22.87 | 63 |
| Buckinghamshire | 15.15 | 64 |
| Leicestershire | 19.19 | 64 |
| East Riding of Yorkshire (SN) | 20.97 | 64 |
| Wokingham | 11.66 | 65 |
| Warwickshire (SN) | 21.62 | 65 |
| Gloucestershire | 22.20 | 65 |
| North Somerset | 22.55 | 66 |
| Hampshire | 20.50 | 67 |
| Bath and North East Somerset | 19.46 | 68 |
| Cheshire East (SN) | 19.11 | 69 |
| Hertfordshire | 21.51 | 69 |
| Warrington (SN) | 20.49 | 70 |
| Solihull | 22.44 | 71 |
| Richmond upon Thames | 17.48 | 73 |
| Kingston upon Thames | 20.28 | 73 |
| Trafford | 21.97 | 73 |

Shire counties only:

| | % cohort disadvantaged | Disadvantaged pupils | | All other pupils | | All pupils | All pupils | | Disadvantage gap | |
|------------------|------------------------|---|------|---|------|---------------------------|---|------|------------------|----------|
| | | Percentage achieving the expected level | Rank | Percentage achieving the expected level | Rank | Number of eligible pupils | Percentage achieving the expected level | Rank | Disadvantage Gap | Gap rank |
| England | 31 | | | | | 5514 | | | | |
| Cambridgeshire | 20.87 | 56 | 148 | 81 | 127 | 6100 | 76 | 118 | 25 | 148 |
| Suffolk | 26.03 | 57 | 147 | 79 | 144 | 7034 | 74 | 140 | 22 | 129 |
| West Sussex | 17.97 | 59 | 141 | 81 | 127 | 8058 | 77 | 103 | 22 | 129 |
| Norfolk | 27.21 | 59 | 141 | 80 | 139 | 7946 | 74 | 140 | 21 | 121 |
| North Yorkshire | 19.76 | 60 | 137 | 81 | 127 | 5815 | 77 | 103 | 21 | 121 |
| Northamptonshire | 23.67 | 60 | 137 | 81 | 127 | 7861 | 76 | 118 | 21 | 121 |
| Worcestershire | 24.15 | 60 | 137 | 82 | 110 | 5558 | 77 | 103 | 22 | 129 |
| Lincolnshire | 24.62 | 61 | 133 | 82 | 110 | 7173 | 77 | 103 | 21 | 121 |
| Dorset | 19.64 | 62 | 127 | 81 | 127 | 3961 | 77 | 103 | 19 | 96 |
| Oxfordshire | 20.41 | 62 | 127 | 82 | 110 | 6400 | 78 | 87 | 20 | 111 |
| Surrey | 17.59 | 63 | 112 | 85 | 57 | 10844 | 82 | 23 | 22 | 129 |
| Staffordshire | 24.60 | 63 | 112 | 81 | 127 | 8542 | 77 | 103 | 18 | 75 |
| Buckinghamshire | 15.15 | 64 | 98 | 83 | 92 | 5418 | 80 | 49 | 19 | 96 |
| Leicestershire | 19.19 | 64 | 98 | 82 | 110 | 6945 | 79 | 68 | 18 | 75 |
| Somerset | 24.15 | 64 | 98 | 82 | 110 | 5374 | 78 | 87 | 18 | 75 |
| Kent | 26.11 | 64 | 98 | 84 | 72 | 15454 | 79 | 68 | 20 | 111 |
| East Sussex | 26.43 | 64 | 98 | 83 | 92 | 4915 | 78 | 87 | 19 | 96 |
| Warwickshire | 21.62 | 65 | 90 | 85 | 57 | 5379 | 81 | 33 | 20 | 111 |
| Gloucestershire | 22.20 | 65 | 90 | 86 | 37 | 6122 | 81 | 33 | 21 | 121 |
| Cumbria | 23.14 | 66 | 78 | 83 | 92 | 4896 | 79 | 68 | 17 | 57 |
| Devon | 23.45 | 66 | 78 | 85 | 57 | 7181 | 81 | 33 | 19 | 96 |
| Essex | 23.95 | 66 | 78 | 83 | 92 | 14640 | 79 | 68 | 17 | 57 |
| Nottinghamshire | 26.14 | 66 | 78 | 83 | 92 | 8033 | 79 | 68 | 17 | 57 |
| Hampshire | 20.50 | 67 | 70 | 85 | 57 | 13331 | 82 | 23 | 18 | 75 |
| Lancashire | 28.16 | 67 | 70 | 86 | 37 | 12309 | 81 | 33 | 19 | 96 |
| Derbyshire | 25.62 | 68 | 58 | 86 | 37 | 7679 | 81 | 33 | 18 | 75 |
| Hertfordshire | 21.51 | 69 | 49 | 87 | 22 | 12336 | 83 | 15 | 18 | 75 |

Annex B: Case studies from North Yorkshire

1. The following box shows some of the mainstream projects and initiatives that are being widely used in North Yorkshire in order to close the gap:

Achievement for All (AfA) – early years, primary secondary (8 secondary schools, 11 primary/nursery)

Every Child a Talker (ECAT) – early years, training for practitioners and parents

Phonics counts – primary, training for teachers

Early Words Together- new National Literacy Trust project for children centre staff

Reading Intervention Programme – primary, secondary, special, training for teachers and TAs (338 schools, 528 TAs and teachers trained)

Paired Reading - primary and secondary, training for teachers, TAs and SENCOs

Talking Maths – early years, primary, early secondary, training for practitioners

1stclass@Number – primary, secondary training for TAs (180 trained)

Success@Arithmetic - new for Spring 2014; focus on any child L3b/c KS2 – KS3)

NumbersCount teachers – primary and secondary, 24 trained teachers

Numicon – primary, training for teachers

Inference Training – primary (KS2) and secondary, training for TAs and teachers

Mindsets project – Selby and Craven – cross phase action research project

OXY-GEN - Coast, Central and West – cross phase project

Literacy in Whitby – a cross phase project

2. The boxes below give brief details of the 15 proposals that have now been approved in the first two cohorts of the *North Yorkshire Closing the Gap Innovation Project*, involving over 120 primary and secondary schools:

| Summary of Cohort 1 projects | |
|--|--|
| Cluster | Brief details of the project |
| Craven | A mathematics collaboration between the 5 schools to raise standards in Y4 mathematics (6 children in each school chosen who have gaps and have not made good progress over time) The key focus is on closing the gap in calculation and numbers for a group of low attaining and vulnerable children |
| HART alliance | The project will investigate whether the investment of time in preparing and providing specific feedback to parents/carers and the target child on a regular basis throughout the academic year makes a significant contribution to accelerating progress and closing the gap in <u>one</u> identified core subject. |
| Northallerton Primary | Does the implementation of Assertive Mentoring with vulnerable pupils raise attainment by increasing progress/attendance beyond expected rates? |
| Pickering | To what extent can the use of ICT, when used in small group interventions, impact on the rate of progress in grammar and maths in Year 2 and Year 3 ? |
| Scarborough Teaching Alliance | What are the most effective features of personalised interventions to ensure that EYFS and KS1 pupils from disadvantaged backgrounds can attain a good level in reading by the end of the key stage? |
| Selby Town Cluster | How much does an outdoor learning intervention accelerate progress and attainment in reading, writing and maths after one term for Key Stage 2 children? |
| Stokesley Partnership | What impact does increased engagement of parents have on the progress of FSM/Ever6 children with specific regard to Traveller Heritage and White Working Class children, in a rural setting? |
| Swaledale Alliance | To narrow the gap between pupils receiving the pupil premium and the rest of the cohort across the Swaledale Alliance at all phases by: <ul style="list-style-type: none"> • Collaborating across all school phases through shared CPD • Raising aspirations of vulnerable pupils and their families • Developing literacy skills in order to develop attainment. |
| North Star Teaching School Alliance | Does specifically targeted support through the Achievement for All Programme close the attainment gap? With the long term aim to create a sustainable programme that is specific to North Yorkshire's disadvantaged young people and closes the achievement gap. |
| Whitby | To identify the current work relating to feedback that has already had an impact on closing the gap for pupil premium children, and develop this work with collaborative schools to develop their practice in marking and feedback. |

| | <i>Summary of Cohort 2 Projects</i> |
|---|---|
| Cluster | Brief details of the project |
| Filey Primary Partnership | <p>Can the use of modern technologies increase parental involvement and engage hard to reach parents & families by implementing a much more accessible and interactive online solution to learning within the school and home setting?</p> <p>Will greatly enhanced collaboration between children, parents and staff, within the cluster of schools involved in the project, have an impact on accelerate learning and close the gap with a specific focus on writing?</p> |
| Castle Alliance | How can we improve parental engagement to 'close the gap' for our most vulnerable groups of children from 2 years old funded across the primary age range up to Year 6 transfer to secondary school? |
| Catterick/Colburn | <p>Does a specifically targeted Mathematics initiative close the gap for individuals and groups of Year 2 and Year 3 pupils?</p> <p>This is a pilot mathematics collaboration between the 7 cluster schools as part of an Improvement Partnership to raise standards in Y2 and Y3 mathematics through an initiative entitled Catterick Counts.</p> |
| STAR Learning Alliance | Does raising the profile and importance of self-esteem and well being in children and their families have a direct impact on their academic achievement? |
| Caedmon College Whitby and the Coastal Primary Group | How far can gaps in literacy be further reduced by the involvement of parents and older siblings - through a "book club" approach – to support tailored individual literacy interventions designed to enable pupils to make rapid, sustained progress in their weakest areas thereby 'closing the gap' ? |
| North Star Teaching School Alliance | Continuation of Year 1 project |

Annex C: What works - a survey of recent national publications

There is a growing evidence base of what works in this policy area. This Annex summarises the main conclusions from a number of recent national publications. **Annex D** contains weblinks.

1. The *Ofsted Analysis from "Unseen Children"* emphasised "getting the best leaders and teachers to where they are needed most". High quality teaching is crucial for pupil progress but especially for disadvantaged pupils.
2. There are numerous other relevant Ofsted reports into the Pupil Premium, with summaries of what does and doesn't work. The following are seen as *successful approaches*:

- PP funding ring-fenced to spend on target group
- Maintained high expectations of target group
- Thoroughly analysed which pupils were under-achieving + why
- Used evidence to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Used achievement data to check interventions effective and made adjustments where necessary
- Highly trained support staff
- Senior leader with oversight of how PP funding is being spent
- Teachers know which pupils eligible for PP
- Able to demonstrate impact
- Involve governors

...and the following are seen as *less successful approaches*:

- Lack of clarity about intended impact of PP spending
- Funding spent on teaching assistants, with little impact
- Poor monitoring of impact
- Poor performance management system for support staff
- No clear audit trail of where PP money was spent
- Focus on level 4 or grade C thresholds, so more able under-achieved
- PP spending not part of school development plan
- Used poor comparators for performance, thus lowering expectations
- Pastoral work not focused on desired outcomes for PP pupils
- Governors not involved in decisions about the PP spending

3. The *Effective for School, Primary and Secondary Education project* identified a range of practices and pedagogical techniques associated with improved outcomes for disadvantaged learners. They included:
 - Improving the quality of feedback to learners
 - The effective use of 1-1 and small group teaching
 - Encouraging pupils to be actively involved in decision making.

4. The *Sutton Trust (2011)* review of international and UK research concluded that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. *“Over a school year, these pupils can gain 1.5 years’ worth of learning compared with 0.5 years with poorly performing teachers. In other words for poor pupils, the difference between a good teacher and a bad teacher is a whole year’s learning.”*
5. The *Joseph Rowntree Foundation* challenge the suggest that the barrier is purely low parental aspirations quoting research showing that 97% of mothers at birth of low income families wanted them to go to university. JRF suggest that the current evidence base on what helps close the attainment gap sees:

| | |
|---|---|
| <ul style="list-style-type: none"> • A few interventions with good evidence | <ul style="list-style-type: none"> • Parental involvement • Home instructions for parents of pre-school children • Family literacy initiative • Effective engagement of family by schools in pupil learning |
| <ul style="list-style-type: none"> • A few interventions that are promising but not compelling | <ul style="list-style-type: none"> • Mentoring • Aim Higher • School based peer mentoring • Extra-curricular activities • Study support • Non-academic school based learning which may improve self-worth and connect us with learning. |

6. Similarly the *Institute for Effective Education (York University)* found that successful classroom strategies are not specific to any grouping of vulnerable young people. They locate initiatives on a cost/impact axis and found:

High Impact/Lower Cost

- Feedback to learners
- Early years intervention
- Cognitive and self regulation strategies
- Peer tutoring and peer assisted learning
- Collaborative learning
- Phonics
- SEAL
- Small group
- Behavioural interventions

Low Impact/Higher Cost

- Ability grouping
- Physical environment
- Performance pay
- Teaching Assistants (per se)
- School uniform.

7. *The Tail publication (Paul Marshall)* does not find that the greater autonomy offer to schools improves the lot of disadvantaged students in the lower tail of the education distribution – “at best

only small beneficial effects on overall pupil performance or very little evidence of improvements for tail students”. They do not find that increased floor standards, rigorous inspections and forced academy conversion to be the solution. “Even if you get rid of all of the underperforming schools the situation is only marginally better – only a few more disadvantaged children perform well.”

8. *Professor Alan Dyson, Manchester University* challenges what he calls single strand interventions focussing, for example, only on what happens in the classroom as only getting us so far. What happens in the classroom affects only 30% of the variance in pupil outcomes. He describes how “health” have a longer history and language around “social determinants of health rather than obsessing on the quality of GP practice”.
9. There is some evidence that engagement with enterprise education has directly provided both inspirational and practical support that has enabled young people to move on with business ideas. Enterprise learning “had proved sticky – its principles and lessons seemed to linger long in the minds of the young people we studied”. (*Reading University*)
10. The *National Foundation for Educational Research (NFER)* were recently commissioned to undertake a rapid review of parental engagement in education, with a particular focus on closing gaps in attainment for disadvantaged primary pupils. The evidence emphasises that it is important for schools to engage with parents in a variety of ways, rather than restricting contact to formal parent–teacher meetings. Ofsted’s (2011) research sought to identify good practice in parental engagement through visits to 47 schools (including 18 primaries) in varying socio-economic circumstances. All the schools used new technologies to a greater or lesser extent to communicate with parents. The authors noted that schools demonstrating the best home-school liaison practice took the approach that no family, however hard-to-reach, is unreachable. Schools used sensitive phone calls, home visits and meetings at unthreatening, neutral locations, and there were many instances of individual staff “going the extra mile” to engage with parents. Similarly, O’Mara et al. (2011), who reviewed the effect of family and parenting support interventions on children’s achievement and whose work features further in the following chapter, recommend that schools tailor their approach to the individual parent. Likewise Menzies (2013) writes of meeting parents “on their own terms”, making them feel comfortable, understanding their needs and interests, and involving other members of their communities
11. *The Structured Conversation, Achievement for All (AfA)* programme is available across England and involves a framework which aims, among other goals, to improve pupils’ progress and parental engagement. A key aspect is the use of the “structured conversation” to facilitate communication between school staff and parents. This focuses dialogue about the specific needs of pupils and their parents and enables more personalised approaches to teaching and learning. Many AfA schools are developing evaluation tools to further customise structured conversation to their context, and report enhanced data collection and tracking of pupil progress and attainment.
12. *Goodall et al. (2011)* found that:
 - There is robust evidence of the impact of family learning, literacy and numeracy (FLLN) programmes.
 - FLLN impacts positively on disadvantaged families.

- The benefits of FLLN outlast the duration of the intervention.
- Partnership and multi-agency arrangements are essential, and enable a range of external expertise to be drawn upon.
- Information-sharing between schools and other local services is likewise important

13. *“Cracking the code: how schools can improve social mobility” (October 2014)*

seeks to define the role that schools can play to improve social mobility and in particular to raise the achievement of disadvantaged pupils. The report proposes five key steps that all schools can take to close the gap in attainment and in life chances and boost social mobility:

1. Using the Pupil Premium strategically to improve social mobility – this means primary and secondary schools using the dedicated funding they receive through the Pupil Premium to narrow attainment gaps between children from disadvantaged backgrounds and others.

2. Building a high expectations, inclusive culture – this means being ambitious and “sharp-elbowed” for all children, with the school leadership team and governors sending a clear message from the top that they have high expectations of all staff and all students.

3. Incessant focus on the quality of teaching – this means placing the provision of highly effective teaching, perhaps the single most important way schools can influence social mobility, at the centre of the school’s approach.

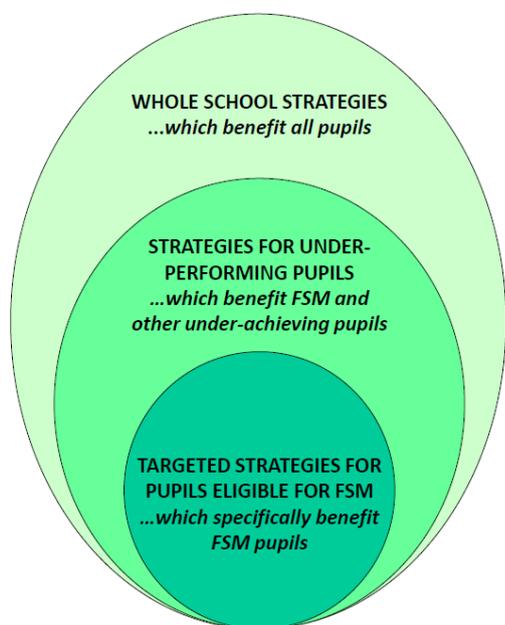
4. Tailored strategies to engage parents – this means having high expectations of parents and building engagement (and – where necessary – the confidence of parents in dealing with teachers) by, for example, considering meeting parents on neutral ground outside of the school, finding creative ways of getting those who did not have a good experience at school themselves to engage and helping parents to be effective in supporting their children’s learning – not passively accepting lack of involvement.

5. Preparing students for all aspects of life not just for exams – this means supporting children’s social and emotional development and the character skills that underpin learning. It also means working with students to identify career goals early and providing excellent careers advice, treating extracurricular activities as key to the school experience and – particularly in secondary schools - encouraging a strong focus on working with business and universities, not - as in some schools - treating these things as optional extras.

14. John Dunford, National Pupil Premium Champion, has offered a great many useful insights into these issues, not least in a National College for Teaching and Leadership report that he co-authored, entitled *Closing the gap: how system leaders and schools can work together*. He advocates the use of intensive tuition in small groups and poses the following questions:

- *Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need. Have you considered how you will organise the groups?*
- *How will you assess pupils' needs accurately and provide work at a challenging level with effective feedback and support?*
- *One to one tuition and small group tuition are effective interventions. However, the cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools.*
- *Have you considered how you will provide training and support for those leading the small group tuition, and how you will evaluate the impact of it? These are likely to increase the effectiveness of small group tuition.*

15. John Dunford sets out a suggested “nested” approach to school strategies to close the attainment gap:



Whole school strategies might include...

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment
- Effective reward, behaviour and attendance policies
- Inclusive and positive school culture
- Effective senior leadership team, focused on PP agenda

Targeted strategies for under-achieving pupils might include...

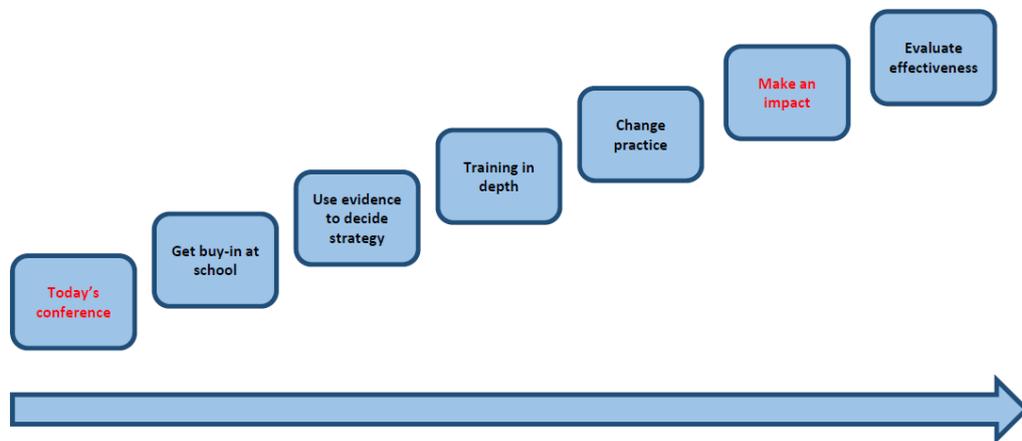
- Early intervention and targeted learning interventions
- One-to-one support and other ‘catch-up’ provision
- Rigorous monitoring and evaluation of impact of targeted interventions

- Extended services and multi-agency support
- Targeted parental engagements
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

Targeted strategies for FSM pupils might include...

- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages /schools
- Dedicated senior leadership champion

16. His Conference slides frequently end with the following straightforward approach, which we could adopt in North Yorkshire if we replace the words in the first box with “sign up to this strategy”:



Annex D: Sources of further information

1. This Annex gives web references for some of the key supporting research documents and practical sources of help, including some mentioned in Annex C:

- **Unseen Children: Access and Achievement 20 years on: OfSTED evidence report**

<http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>

- **Other relevant OFSTED reports on the Pupil Premium:**

<https://www.gov.uk/government/news/schools-should-ensure-that-all-pupils-achieve-their-best>

<https://www.gov.uk/government/publications/moving-a-school-forward>

<https://www.gov.uk/government/publications/a-lesson-in-school-improvement>

<https://www.gov.uk/government/publications/the-route-to-a-good-and-improving-school>

<https://www.gov.uk/government/news/more-schools-use-pupil-premium-well-but-others-still-struggle>

- **What works in raising attainment and closing the gap: research evidence from the UK and abroad** - Professor Steve Higgins, School of Education, Durham University - A presentation giving an overview of the review of 42 pieces of research into improving attainment, closing the gap or overcoming disadvantage published between 2000 and 2011

http://educationendowmentfoundation.org.uk/uploads/pdf/What_works_in_raising_attainment_and_closing_the_gap.pdf

- **The Sutton Trust-EEF Teaching and Learning Toolkit** - “An accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.”

<http://educationendowmentfoundation.org.uk/toolkit/>

- **Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys** *C4EO Research Review* - A research review showing what works in closing the gap in educational achievement for children and young people living in poverty, including white working-class boys.

http://www.c4eo.org.uk/themes/schools/classroomstrategies/files/classroom_strategies_research_review.pdf

- **Challenge Partners: Challenge the gap** - “An innovative and ambitious programme developed by Challenge Partners with funding from the Education Endowment

Foundation. It is delivered across England by 14 Facilitation Schools and improves the academic performance of pupil premium pupils

<http://www.challengepartners.org/challengethegap>

- **Closing the gap: how system leaders and schools can work together** - NCTL report April 2013. "This report summarises the outcomes and learning for other system leaders from a National College action research project which took place during 2012. The project worked with national leaders of education (NLEs) and teaching school alliances, organised into regional clusters, to examine how they could work with and support other schools to close gaps in attainment and support the progress of pupils eligible for free school meals."

<http://www.isospartnership.com/uploads/files/ctg-how-system-leaders-and-schools-can-work-together-full-report.pdf>

- **Evaluation of the Pupil Premium** – DfE Research Report DFE-RR282

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf

- **Evaluation of the City Challenge programme** - DfE Research Report DFE-RR215

<https://www.gov.uk/government/publications/evaluation-of-the-city-challenge-programme>

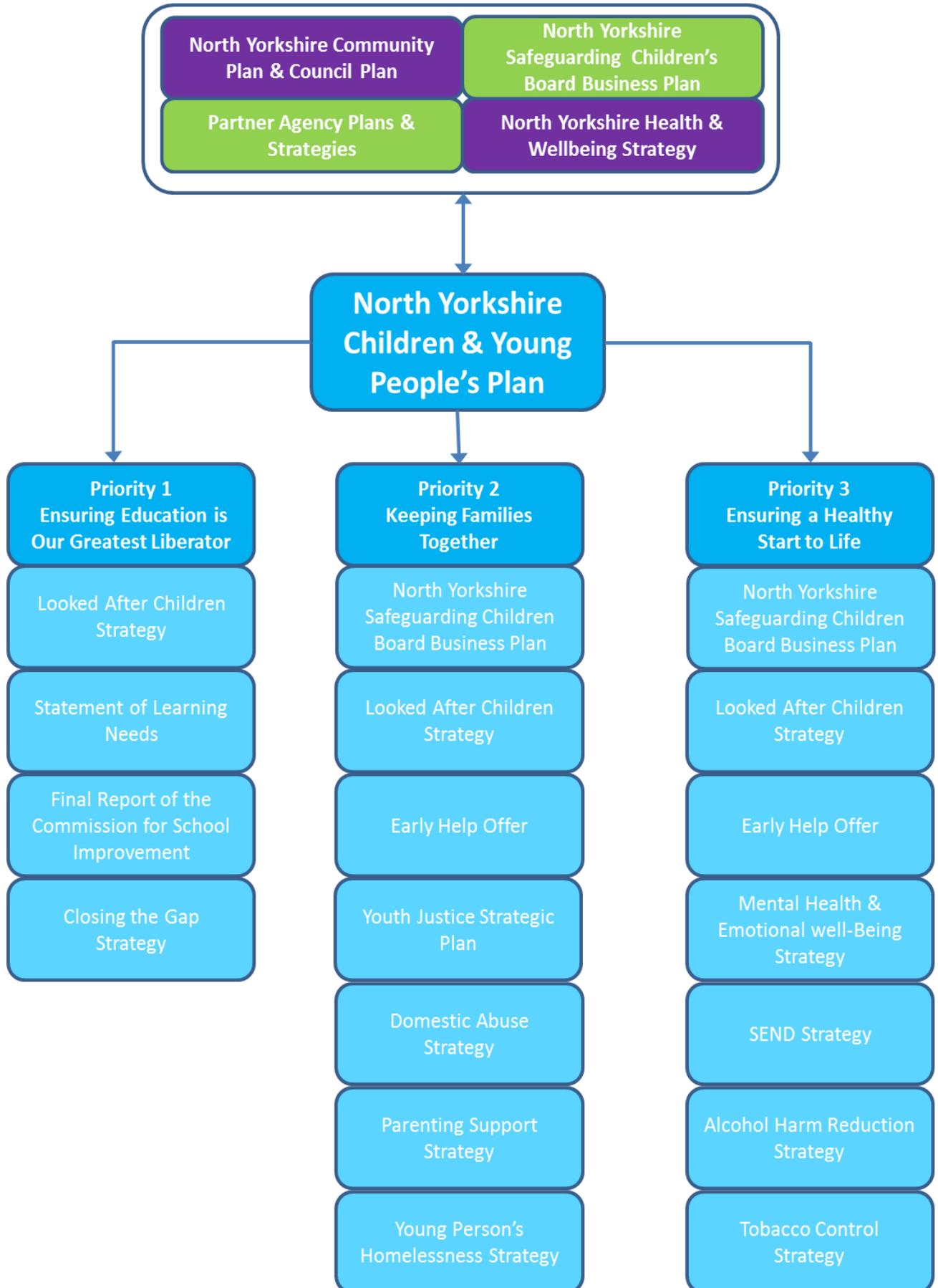
- **Closing the Gap: Test and Learn** - The Department for Education

<http://www.education.gov.uk/nationalcollege/testandlearn>

- **Cracking the code: how schools can improve social mobility** (October 2014)

<https://www.gov.uk/government/publications/cracking-the-code-how-schools-can-improve-social-mobility>

Appendix E: Links to Young and Yorkshire .





North

Yorkshire County Council

Closing the Gap in Early Years

2014—2017

A strategy for all early years providers, practitioners and local authority services working with young children 0-5 years.

Introduction

This Early Years closing the gap strategy should be read in conjunction with the NYCC 'Our Strategy for Closing the Gap in Educational Progress and Attainment, 2015-2018' and with an awareness that this agenda is captured in other strategies and plans.

Young and Yorkshire Plan 2014-17

Our vision :

'We want North Yorkshire to be a cool place with loads of great things to do.'

'We want North Yorkshire to be a special place where every childhood is wonderful and every young person thrives.'

Our three priorities 2014-17

- *Ensuring that education is our greatest liberator, with a greater proportion attending a good or outstanding school or setting;*
- *Helping all children enjoy a happy family life, with a safe reduction in the looked after children population;*
- *Ensuring a healthy start to life, with more children and young people leading healthy lifestyles*

The first few years of a child's life are fundamentally important. Evidence tells us that they shape children's future development, and influence how well children do at school, their on-going health and well-being and their achievements later in life.'

Supporting Families in the Foundation Years (2011)

The Field Report demonstrates the overwhelming evidence that children's life chances are most readily predicted by their development in the first five years of life. As a result there is a critical window before the age of five where interventions will have the greatest impact.

We also know that gaps in attainment can be seen even before the end of the early years foundation stage. It is essential we support all children in these first few years to build the foundation skills which will support their later learning and development.

This strategy aims to raise outcomes for **all** children at risk of under achievement in Early Years, particularly the most vulnerable, including children eligible for free school meals, early years pupil premium or two year old funding, looked after children, children with special educational needs, and children who speak English as an additional language. However, in the first instance it is important to consider the need and outcomes of each individual child.

This strategy does not seek to introduce new or vastly different approaches, but requires all teams, children's centres schools, settings, childminders and community members to work together to focus on the needs of any under achieving child 0-5 years in order to close their attainment gap.

It is important to ensure that every adult knows which children are vulnerable to under achievement, and take clear and accountable action to ensure rapid progress to close the gaps. It is important that everyone signs up to this responsibility. All adults working with young children have a responsibility to have the highest aspirations for every child across North Yorkshire and to be committed to making a real difference.

We need to work together to ensure that the outcomes of children at risk of underachievement are in line with their peers, supporting them to make rapid progress, in order to close the attainment gap

In this strategy a 'provider' is taken to include the following: EY PVI providers, childminders, schools, children's centres, teaching school alliances, adult learning and family learning. A practitioner is taken to mean any professional who works directly with children 0-5 years or their families.

Content Page

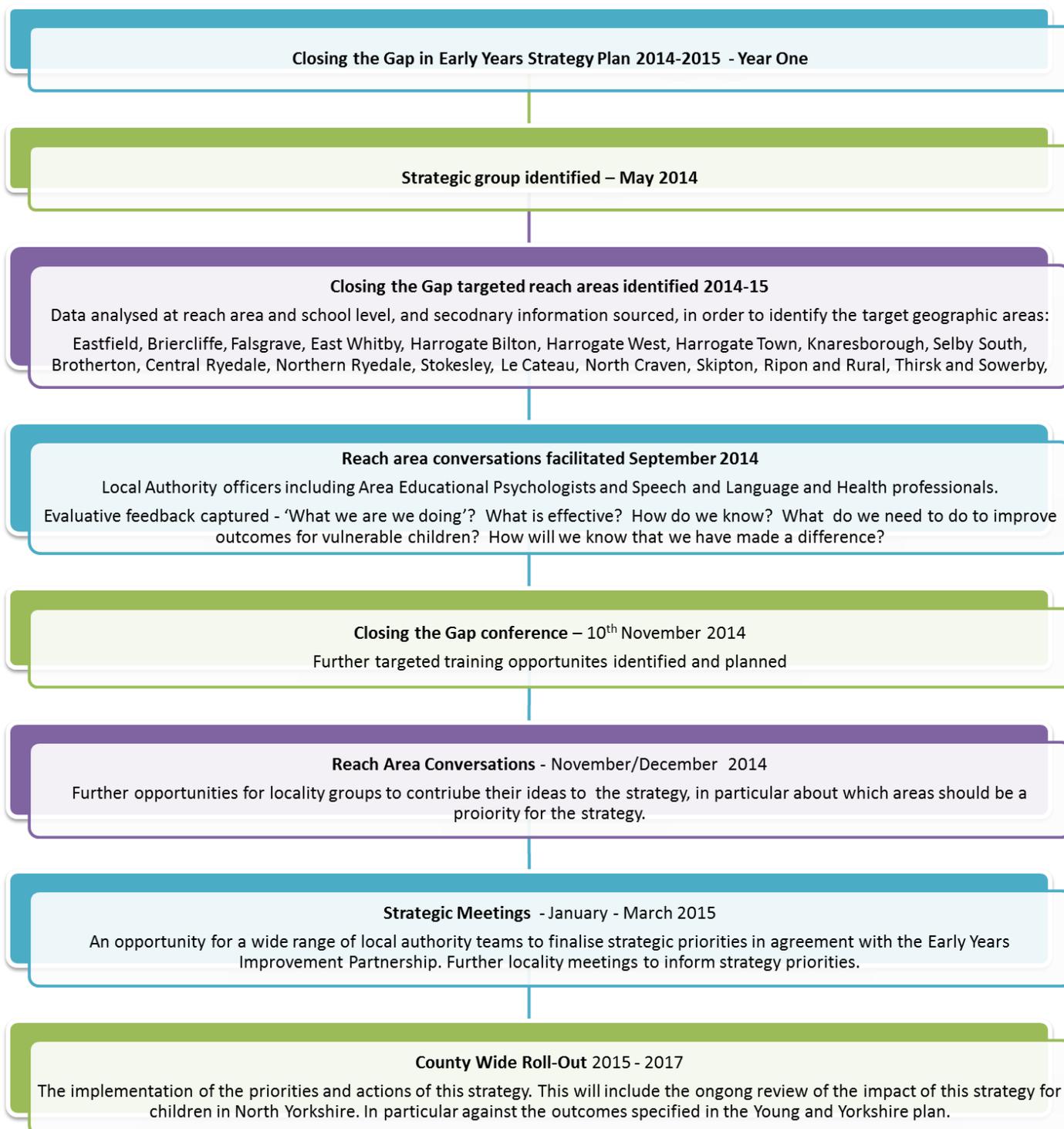
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Developing the Strategy

It is our job as professionals to support all children in North Yorkshire to achieve a good level of development in the Early Years Foundation Stage. This can only be realised when all professionals work together in meaningful partnership.

This collaborative approach has been used in developing the strategy; over one hundred professionals from a wide range of early years services have been involved in shaping the priorities and actions detailed in this strategy, over many months of discussion and information sharing

We are thankful for the involvement and dedication from the Schools, Settings, Childminders, Children's Centres, and NYCC service teams: Education and Skills, Access and Inclusion, Prevention and Commissioning, Education for Looked After Children, Adult Learning Teams and Health Services across North Yorkshire.



CONTEXT

1) Identifying the geographical reach areas

Although there are children from all parts of North Yorkshire who achieve well in the early years, we know that there are some geographical areas with a greater proportion of children not achieving a good level of development, or areas with a greater attainment gap than the rest. In order to close the gap, resources were initially focused in these areas. However, the recommendations of this strategy will be implemented across the whole of the county from September 2015.

Three key data sources were interrogated to identify the areas which were initially focused upon in year one of this strategy.

These were:

- Early Years Foundation Stage Profile outcomes in Communication and Language, Literacy, Mathematics, Personal, Social and Emotional and Physical Development in 2013 and 2014.
- Free school meal gap data in 2014.
- The number of two year olds accessing funded provision in 2013-2014.

2) The reach areas

The following children's centre areas were identified and were the initial focus of this strategy:

Eastfield, Briercliffe, Falsgrave, East Whitby, Harrogate Bilton, Harrogate West, Harrogate Town, Knaresborough, Selby South, Brotherton, Central Ryedale, Northern Ryedale, Stokesley, Le Cateau, North Craven, Skipton, Ripon and Rural, Thirsk and Sowerby,

Whilst the locality data tells us that the gap is greater in some areas, it is not sufficient to simply target geographic areas. We know that it is critical to engage with all vulnerable families in order to improve outcomes for children and to close the gap. This can only happen through effective partnership working between all providers, practitioners and early years services.

'Geographical targeting is not on its own sufficient. Effective early intervention needs to reach vulnerable families within targeted areas.../...Crucially, if targeting is to achieve its aim of engaging the parents of children at risk of learning delay, it needs to be done in a way that is empowering and valuing and which avoids creating stigma by labelling families as 'problem families'.'

Early home Learning Matters: a Brief Guide for Practitioners (2009)

3) National Picture and Policy

There are a range of Department for Education reforms that have been or are soon to be implemented, several of which place an emphasis on supporting vulnerable learners in order to close the gap.

Improving the Quality and Range of Education from Birth to Five Years (2013)

- All 3 and 4 year olds are eligible for 15 hours of free education per week. In addition 40% of two year olds are eligible for free places, this includes children of families on a low income.
- Introducing voluntary agencies for childminders which will support them with training while providing parents and carers with easier access to high-quality childcare.
- Encouraging schools to offer nursery provision and to extend that provision from 8am to 6pm
- Early Years Pupil Premium for disadvantaged children. An additional £300 per child will support providers and practitioners to make personalised provision to support development.
- Encourage high-quality entrants to the early years workforce through bursaries for early years apprentices and introducing Teach First in Early Years in disadvantaged areas.
- An OFSTED inspection framework which challenges settings, school and childminders to have high expectations for children and to close the gap in attainment for disadvantaged children.

4) Ready for School

There is no one agreed definition of school readiness. The definition adopted for this strategy is from the Professional Association for Childcare and Early Years (PACEY).

This definition states that school readiness is defined as children who:

- Have strong social skills
- Can cope emotionally with being separated from their parents and carers
- Are relatively independent in their own personal care
- Have a curiosity about the world and a desire to learn

Our Priorities - Summary

Priority 1: Strong Home Learning Experiences to support children's learning and development

Outcomes

- Parents and carers who are engaged and understand their child's development and learning needs; and are confidently able to support their children's learning through home experiences.
- Parents and carers accessing support and training opportunities, including those provided by the adult learning team, to enable them to support their child's learning

Priority 2: Early Engagement

Outcomes

- Strong engagement with families, including engagement before birth
- Timely information sharing across all services, providers and practitioners early engagement with children and their families
- Early identification and response to a child's areas of vulnerability
- Good levels of take-up of 2 year old places and effective use of EYPP

Priority 3: High Quality Provision

Outcomes

- Knowledgeable and well qualified professionals with high aspirations for all children, including those with SEND, who are LAC, or are eligible for FSM
- Strong and effective leadership resulting in children's rapid progress to close the gap and ensure school readiness
- Training embedded in practice, in particular around communication and language, literacy, maths and PSED.

Priority 4: Information sharing and high quality transitions

Outcomes

- Identifying and targeting children's individual vulnerabilities through quality observations that inform robust tracking to support transitions
- Work with families and everyone that knows the child, to effectively manage all points of transition
- Support and promote local networks to effectively share and use information

Moving Forward – Summary

From September 2015 the Early Years Closing the Gap strategy will be rolled out across all areas of North Yorkshire, under the strategic direction of the Early Years Improvement Partnership (EYIP).

This section outlines the steps the local authority and providers should take to ensure improved outcomes for all children, children vulnerable to underachievement, in order to close the gap. The key actions have been identified in collaboration with a wide range of providers and practitioners across the county, and informed by academic research and locality data.

- Including strategy content and actions within the EYIP Development Plan
- Continuing to hold termly EY Closing the Gap strategy meetings, attended by representatives from all services
- Raising awareness of the strategy at events including Headteachers and Governors SIN meetings, Early Years Leadership Forums and cross service meetings
- Sharing data analysis for the EYFSP 2015 outcomes with all providers and practitioners in order to inform actions aimed at continuing to close the EY gap
- Supporting the implementation of the EY Closing the Gap Teaching School Alliance Funded Project within 10 groups across the county
- Organising termly locality meetings planned and attended by providers and practitioners, guided by a collective moral purpose and professional generosity and informed by locality data and contextual information, in order to identify agreed area priorities
- Developing locality Closing the Gap action plans
- Continuing to work collaboratively cross service with providers and practitioners to plan and hold termly EY Closing the Gap meetings at a locality level, in order to share local knowledge and priorities and best practice
- The Early Years Improvement Partnership continuing to monitor outcomes and challenge where children’s attainment is below that of their peers

Strategic Commitments

| | |
|---|---|
| Ensure that all strategic activity in early years places an emphasis on closing the gap. | Ensure that every possible opportunity to undertake activity to improve outcomes for children and to close the gap is taken |
| Ensure that there is a clear focus on early intervention and high quality provision which improves the progress and attainment of young learners, | Ensure that the needs of individual children and their families are at the heart of their work to improve outcomes and close the gap. |
| Support and challenge those providers judged to be less than good by Ofsted | Ensure that all staff are knowledgeable about the closing the gap strategy and all programmes are linked to the strategy. |
| Through the Early Years Improvement Partnership, challenge where outcomes for children are not improving and identify where additional work is needed to close the gap. | Ensure opportunities are available for professionals to collaborate and jointly evaluate the impact of their closing the gap work. |

Rational

Priority 1: Strong Home Learning Experiences to support children's learning

Why is this a priority?

Research demonstrates that all families want the best for their children, and are highly motivated to achieve this. The home learning environment is central to children in the early years, and is where most children spend the majority of their time. By supporting all families to create stimulating and engaging home learning environments we can support all children to achieve their developmental targets.

'Home learning encompasses everything that children do or experience with parents, carers or other family members that positively influences their learning, development and later achievement.'

The EYFS Review (2011)

We know that to support parents and carers to provide strong home learning environments for their children we need to make our services accessible and engaging. We also need to know which families could most benefit from our services and understand what is important to them. Most of all, we need to value and listen to our parents and carers.

Gutman and Fienstein (2007) suggest that parental involvement has a greater impact on children's well-being and achievement than any other factor, i.e. family income, parental education or school environment. Supporting parents to provide a positive home learning environment is therefore a vital part of improving outcomes for children, particularly those from disadvantaged backgrounds.

Desforges and Abouchar (2003), show that supporting parents to improve the learning that goes on in the home will have a major impact on the child's outcomes, including school readiness and attainment and achievement up to the age of at least 16.

Family and Parenting Institute (2011)

What parents and carers do is more important than who there are. We know that supporting the home learning environment from the beginning continues to have a positive impact on the children and their families throughout their childhood.

There are a range of activities that parents undertake with pre-school children which have a positive effect on their development. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social/behavioural scores.'

Effective Provision of Pre-School Education Project (2004)

Moving Forward

Priority 1: Strong Home Learning Experiences

| The local authority will: | Providers should: |
|--|---|
| <p>Ensure that the home learning experience is a clear thread in all relevant local authority strategic activity and quality improvement programmes</p> <p>Promote home learning experience practice which is strongly rooted in evidence based research</p> <p>Work to ensure that the practice of all providers and practitioners is enhanced and supported through training and professional development opportunities</p> <p>Work in partnership with adult learning providers to promote and develop training for parents/ carers of early years children to enable greater parental confidence to support their children's learning</p> <p>Work with all providers and practitioners supporting young children and their families, including those not provided by North Yorkshire, to have an awareness of and promote adult learning opportunities</p> <p>Ensure that home learning and the promotion of evidence based practice are the 'golden threads' running through all quality improvement working with providers and practitioners</p> <p>Ensure that all centrally planned workforce continual professional development opportunities are monitored and evidence of impact gathered</p> | <p>Ensure that information and support is provided for parents to ensure that they can knowledgeably and confidently support their child's learning and development at home</p> <p>Ensure that all staff are trained in ways to support parents and supported to develop and embed best practice</p> <p>Be able to evidence the support they provide for home learning environment and the impact of the difference this has made.</p> <p>Promote and sign post all adult learning opportunities to parents, considering equality of opportunity and access</p> <p>Monitor and evidence the impact of support and training provided for parents and carers. Evaluate the effectiveness of these approaches, capturing evidence of impact on children's development and sharing best practice</p> <p>Develop individualised opportunities for parents and carers to better understand their children's development and to actively engage with them in exciting home learning experiences</p> <p>Promote the use of the pupil premium to support the home learning experiences and promote social mobility by developing the confidence and aspirations of vulnerable learners and their families.</p> <p>Ensure all staff are well trained and confident to support parents to make a real difference to the educational outcomes of their children</p> |

Rational

Priority 2: Early Engagement

Why is this a priority?

We know that supporting a child and their family can be a journey involving many different teams and services that begins before the child is born. We know that when children and families have a strong start, supported if needed by a range of services, the outcomes for the child and family are more likely to be good.

Resolve families' problems before they escalate by offering early help that develops resilience and self-reliance. We firmly believe in the principle of investing in early help so as to prevent costly and more intrusive later interventions.

Our Principles: Young and Yorkshire (2014)

We know that the journey for every family is different, and firmly believe that the services we offer should be made to fit the needs of the family, not the other way around.

'The phrase 'hard to reach' is often used to describe parents who do not access services. This rather loaded phrase puts the emphasis on the inaccessibility of parents but in reality it is the services that are hard to reach for some parents.'

Principles for engaging with families (2010)

In order for this strategy to succeed professionals should work collaboratively to support parents and carers in accessing the wide range of services in North Yorkshire. However, we recognise that families must trust the professionals who support them, and an open relationship is the first step to engaging with families.

'Trust is key to success. The most excluded families may be distrustful of 'officials' and may take time to open up and engage with offers of support. Staff in universal services such as teachers, doctors and health visitors can be important sources of support where families have built strong and sustained personal relationships. This can be crucial in achieving positive outcomes.'

Reaching Out: Think Family (2007)

We need to work together effectively to recoup the benefits that early intervention can bring and this will require working differently, to higher standards and with focused activity.

Moving Forward

Priority 2: Early Engagement

| The local authority will: | Providers should: |
|--|---|
| <p>Ensure that providers are aware of the services and support available for children and families in their local area, and have current contact information</p> <p>Ensure that families have access to up to date information about the services in their area.</p> <p>Continue to ensure that all providers have access to high quality continual professional development so that they feel confident when approaching parents and intervene effectively and meet need</p> <p>Provide targeted training to support practitioners to engage with families, particularly those who are vulnerable</p> <p>Share a range of data with providers, enabling a complete understanding of locality priorities in order to close the gap</p> <p>Ensure that services are tailored to and targeted at the needs of individual families</p> <p>Continue to develop closer working links with health services, including speech and language support services</p> | <p>Positively engage with parents/carers at an early stage referring and signposting the family to appropriate contacts</p> <p>Use locality data to inform action planning and intervention programmes for vulnerable children and families</p> <p>Ensure that services are tailored to and targeted at the needs of individual children and their families</p> <p>Work to identify early need, discuss concerns with parent/carers in a timely manner; ensuring that they take steps to refer and provide targeted support for children at risk of underachievement</p> <p>Work in partnership with families and Local Authority officers to identify children eligible for funded places, including early years pupil premium and two year places</p> <p>Through regular progress meetings, routinely review the progress of children and plan targeted interventions to close the gap</p> <p>Introduce the integrated two year old assessment (health visitor, parent, practitioner), to inform teaching, learning and child development and family support</p> <p>Share parental training needs with family learning providers to agree provision</p> |

Rational

Priority 3: High Quality Provision

Why is this a priority?

One of the most effective steps we can take to improve outcomes for young children in North Yorkshire is to ensure that all early years provision is judged to be good or better. Generally across North Yorkshire the quality of early years provision is good, and the Early Years support teams will continue to work with settings, schools and childminders to ensure the highest quality provision. Central to this is having a well-qualified and motivated workforce that are able to make a real difference for the children and families they support.

Nationally, new early years funding legislation means that more children will have access to funded places. It is our job to ensure that all children who are eligible, take up their places.

The Sutton Trust has always seen good early years provision as critical to social mobility .

Sound Foundations (2014)

Good provision is about having practitioners and professionals who are knowledgeable, able, and work together to achieve the best outcomes for the children in the setting and in the community they support.

Effective practitioners are able to:

- Recognise which groups of children are vulnerable to learning delay and undertake creative outreach activities to reach these families
- Build supportive relationships with parents within an ethos of partnership
- Understand why parents and the home learning environment are so important
- Work with a wide range of parents, including fathers, parents from different cultural backgrounds and parents with additional support needs
- Identify parents' starting points, and make informed and responsive decisions about how to tailor support to their particular needs
- Support parents to develop the confidence, knowledge and skills to help their children
- Identify difficulties early and know when and how to involve other specialist services
- Reflect on their practice
- Work effectively in multi-agency teams

Early Home Learning Matters (2009)

Moving Forward

Priority 3: High Quality Provision

| The local authority will: | Providers should: |
|---|--|
| <p>Identify and promote relevant research based interventions, particularly for areas of learning influencing a 'good level of development'</p> <p>Work in partnership with providers and practitioners to share current research and best practice through networks and locality meetings in order to close the gap</p> <p>Create a clear and developmental speech, language and communication training pathway</p> <p>Through the Early Years Improvement Partnership work with providers to identify particular training needs, in order to ensure the CPD offer is relevant and effective and focused on closing the gap</p> <p>Ensure that all providers where Ofsted has judged the quality of provision to be less than good receive appropriate support and challenge</p> <p>Work in partnership with providers and practitioners to ensure that the uptake of two year old places and the early years pupil premium is maximised</p> | <p>Explore and develop practitioners understanding and use of targeted interventions known to have an impact on outcomes for children</p> <p>Engage with all opportunities to come together in cluster groups (0 – 5 years) to support colleagues across the sector, sharing professional expertise, best practice and to maximise CPD opportunities</p> <p>Enable all practitioners to develop their knowledge and understanding of speech, language and communication so that they feel confident to support and develop children's language skills as developmentally appropriate</p> <p>Ensure that provision is accessible and inclusive to all children and their families</p> |

Rational

Priority 4: Information sharing and high quality transitions

Why is this a priority?

Many different practitioners and services work with children in the early years, but parents and carers remain a constant source of support and are the people who know their own children the best. When we can involve parents and carers that there can be effective information sharing which supports successful transitions for young children.

Involve children, young people and their families at all stages of planning, delivering and evaluating services.

Work in close partnerships, in the best interests of children, young people and families

Our Principles: Young and Yorkshire (2014)

We believe all services should work collaboratively and effectively to support parents and carers, but also to work creatively to meet their individual needs and keep the family's wishes at the centre of all the work we do. This can not be done without effective information sharing.

We know that parents want to remain in control of their family lives, be listened to and be treated as active participants in meeting their children's needs. Effective parental involvement is based on respect and partnership. Relationships are at the heart of this process. For a parent, forming a warm and positive relationship with a practitioner can be the bridge to available support and information.

Early Home Learning Matters (2009)

Moving Forward

Priority 4: Information Sharing and High Quality Transitions

| The local authority will: | Providers should: |
|--|---|
| <p>Provide clear guidance on how and when it is legal and appropriate to share information, to ensure that providers and practitioners feel confident</p> <p>Facilitate opportunities for providers and practitioners to share best practice regarding transition through local networks</p> | <p>Ensure that all parents/carers are enabled to play an active and central part in their child's transition process.</p> <p>Ensure that transitions policies are in place, including the sharing of holistic and statistical information, and that providers and practitioners invest time in the process; enabling children's learning and development to continue uninterrupted.</p> <p>Ensure that transition policies are appropriate and implemented effectively to ensure children's continued learning and development</p> <p>Gather evidence of a child's developmental journey, feeding back information at key points about a child's progress and attainment to previous settings</p> <p>Plan opportunities with a range of providers and practitioners to jointly moderate evidence and judgements of children's development</p> |

Strategic Outcomes

Young and Yorkshire 2014-17 details the targets NYCC has set in relation to outcomes for children and young people; several of the targets relate directly to this strategy. In addition, other outcomes for children in North Yorkshire have been devised as a result of strategic or national aims.

These targets will be used to evaluate the impact of the strategy on the outcomes for early years children in North Yorkshire.

| Measure (2014 data) | NY: % attainment | NY: % gap | National: % attainment | National: % gap | NY Target Gap (2017) | NY Target (2017) |
|---|------------------|-----------|------------------------|-----------------|--------------------------|------------------------|
| The percentage of children reaching a GLD in the EYFS | 61% | n/a | 60% | n/a | n/a | 7% above 2017 national |
| The attainment gap between children eligible for FSM and other children: % who reach a GLD in the EYFS | 40% | -23% | 45% | -19% | -15% | n/a |
| The attainment gap between children who speak English as an additional language and other children: % who reach a GLD in the EYFS | 42% | -20% | 53% | -10% | Gap with national closed | n/a |
| The attainment gap between children with SEN/SA/SA+ and other children: % who reach a GLD in the EYFS | 15% | -50% | 21% | -45% | Gap with national closed | n/a |

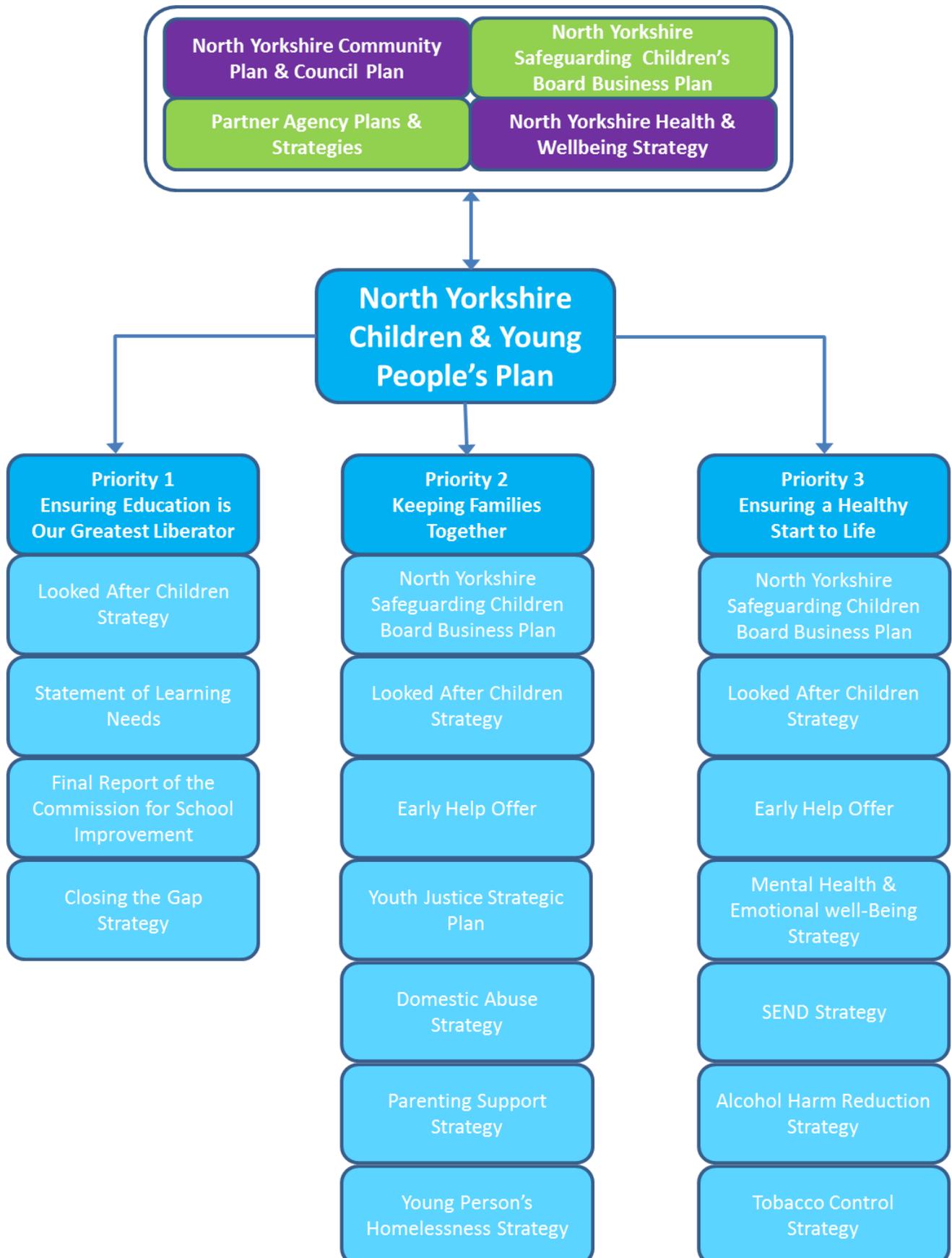
| Measure (from Ofsted DataView Dec 2014) | NY % | National % | NY Target 2017 |
|---|------|------------|----------------|
| The percentage of PVI settings rated good or outstanding by Ofsted | 91% | 86% | 95% |
| The percentage of childminders rated good or outstanding by Ofsted | 85% | 82% | 89% |
| The percentage of early years provision in schools rated good or outstanding by Ofsted (New indicator: figures for S5 inspections Oct 14—Dec 14) | 89% | 87% | 100% |

| Measure | NY | National | NY Target (2017) |
|--|-----|----------|-----------------------|
| The percentage uptake of two year olds funded places | 64% | 80% | In line with national |
| The percentage uptake of Early Years Pupil Premium places (Data from single term, part of pathfinder trial) | 56% | 50% | 10% above national |

Appendix 1: Links to Young and Yorkshire

Closing the Gap is an essential part of implementing the Young and Yorkshire plan.

Image taken from 'Appendix B: The Planning Bookcase'.



Appendix 2: Current Provision

This section briefly identifies the current services and support available for children and their families through Children’s Centres and Adult Learning in North Yorkshire. This page only includes provision which is available across the county through Children’s Centres and training opportunities; there may be additional courses run by early years providers in some locations.

Universal Services

| | |
|---------------------------------|-----------|
| Breastfeeding Support | Antenatal |
| Babbling Babies Baby Massage | 0–2 Years |
| Healthy Child Assessments | 2 Years |
| Toddler Talk | 2–3 Years |
| Chatting with Children | 3–5 Years |

| |
|--|
| All Ages |
| <ul style="list-style-type: none"> • Adult Learning and Skills Services • Family Learning Story Sacks • Parents Early Years and Learning (PEAL) • Raising Early Achievement in Literacy (REAL) |

Targeted Services

| | |
|---|--------------|
| Antenatal classes and health Programmes | Antenatal |
| Book Start | 0–6 Weeks |
| Baby Massage Amazing Babies | 0–6 Months |
| Baby Play Incredible Years | 0–12 Months |
| Small Talk | 12–24 Months |
| Book Start corner | |
| Terrific Toddlers | 12–36 Months |
| Early Words National Literacy Programme | 24 Months + |
| Family Links | 36 Months + |

| |
|---|
| All Ages |
| <ul style="list-style-type: none"> • Speech and Language Drop-In Sessions • Early Years and Portage Home Visiting Service |

Appendix 3: Vulnerable Learners Data

Young children in North Yorkshire generally achieve well; 61% of children achieved a good level of development in early years in 2014, slightly higher than the national average of 60%. However, some groups of children tend not to achieve as well and this pattern of underachievement is sometimes masked within more general statistics about children in North Yorkshire.

This strategy seeks to ensure that all early years providers and practitioners consider each child and family's circumstances on an individual basis. At the same time we know that some groups of children may be less likely to achieve a good level of development than their peers in North Yorkshire, although belonging to one or more of these groups does not automatically mean a child will underachieve, and conversely, some children who do not achieve a good level of development do not belong to any of these groups.

The vulnerable identified groups include children eligible for free school meals or early years pupil premium, children with special educational needs, children who are or who have been looked after and children for whom English is an additional language.

The tables below identify the percentages of children who achieved a good level of development in 2014.

Free School Meals

| | North Yorkshire | National |
|-----------------------|-----------------|----------|
| All Pupils | 61% | 60% |
| Free School Meals | 40% | 45% |
| Not Free School Meals | 63% | 64% |
| FSM Gap | -23% | -19% |

English as an Additional Language

| | North Yorkshire | National |
|------------|-----------------|----------|
| All Pupils | 61% | 60% |
| EAL | 42% | 53% |
| Not EAL | 62% | 63% |
| EAL Gap | -20% | -10% |

Special Educational Needs and Disabilities (without statements/EHCP)

| | North Yorkshire | National |
|------------|-----------------|----------|
| All Pupils | 61% | 60% |
| SEN | 15% | 21% |
| Not SEN | 65% | 66% |
| SEN Gap | -50% | -45% |

Gender

| | North Yorkshire | National |
|------------|-----------------|----------|
| All Pupils | 61% | 60% |
| Boys | 52% | 52% |
| Girls | 71% | 69% |
| Gender Gap | 19% | 17% |

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Identifying Geographical Reach Areas

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National Picture and Policy

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| | |
|--|--|
| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | North Yorkshire Closing the Gap Strategy |
| Type of report: Delete as required | For discussion / information only |
| Executive summary: Including reason for submission | <p>Closing the Gap between vulnerable learners and their peers is a major priority for North Yorkshire. There are initiatives in many forms already underway and this Strategy seeks to provide a national and county perspective, highlight our principles and key actions, describe existing activity and share current research. It also provides a data evidence base that clearly shows why closing the gap is a priority.</p> <p>The Strategy has been shared with CYPLT and the Closing the Gap Strategy Steering Group. Following the meeting of the NYEP, the revised Strategy will then be taken to the School Improvement Network Meetings in June and the CYPs Extended Leadership team in May. There will be an Action Plan written following these meetings to ensure that the Strategy is implemented, activity measured in terms of impact and progress in closing the gap monitored and evaluated .</p> <p>The Early Years Strategy for Closing the Gap is also attached. It sits within the overall Strategy and work is already well underway to implement.</p> |
| Budget / Risk implications: | None |
| Recommendations: | The Partnership scrutinises and discusses the draft Strategy |
| Voting requirements: | N/A |
| Appendices: To be attached | <ol style="list-style-type: none"> 1. The draft Strategy for Closing the Gap 2. Draft Early Years Closing the Gap Strategy |
| Report originator and contact details: | Jill Hodges - Assistant Director, Education and Skills, Children and Young People's Service Tel: 01609 532166 jill.hodges@northyorks.gov.uk |
| Presenting officer: If not the originator | Pete Dwyer - Corporate Director, Children and Young People's Service |



**NORTH YORKSHIRE
EDUCATION PARTNERSHIP**

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| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Pupil Referral Services and Alternative Provisions: Effectiveness and Impact |
| Type of report: Delete as required | For discussion |
| Executive summary: Including reason for submission | To consider the current and proposed arrangements to evaluate the effectiveness and impact of the five Pupil Referral Services and the two Alternative Provisions (Whitby and Ryedale) that are commissioned by the local authority. |
| Budget / Risk implications: | N/A |
| Recommendations: | To consider the current and proposed arrangements for evaluating the effectiveness and impact of PRS and APs. |
| Voting requirements: | Schools members only / Schools and non-schools |
| Appendices: To be attached | N/A |
| Report originator and contact details: | Andrew Terry - Assistant Director, Access and Inclusion and Les Bell - Headteacher, Selby PRS |
| Presenting officer: If not the originator | N/A |

**Pupil Referral Service and Alternative Provisions:
Effectiveness and Support****1.0 PURPOSE OF THE REPORT**

- 1.1 To consider the current and proposed arrangements to evaluate the effectiveness and impact of the 5 Pupil Referral Services and the 2 Alternative Provisions (Whitby and Ryedale) which are commissioned by the local authority.

2.0 BACKGROUND

- 2.1 The meeting of the Schools Forum on 28 November, 2014 considered a report on the funding of PRS and AP and asked that a report relating to performance and outcomes be provided.
- 2.2 The Service Level Agreement which is maintained by the local authority with each PRS and AP sets out the range of data which will be collected for this purpose. The SLA for 2015/16 has recently been sent to PRS and APs for agreement.
- 2.3 This data could also contribute to the whole data set which the secondary school improvement partnership will receive on a regular basis.

3.0 MONITORING AND REPORTING

- 3.1 Data is now being provided by each PRS and AP on a termly basis, commencing in the Autumn term 2014, and a combined summary of the first term's data is set out, below. (Note: it was not possible to include all the data for Scarborough PRS but this is now available).
- 3.2 Ofsted judgements 2 schools **Outstanding**, 2 schools **good** & 1 school **Requires Improvement**
- Validated SEF, 2 schools **outstanding**, 3 schools **good**
 - Attendance average **77.25%**
 - % no students improved from previous school attendance **77%**
 - All PRU's working above FTE figures allocated to each school for base funding
 - Average number students making at least expected progress in English **90%**
 - Average number students making better than expected progress English **52%**
 - Average number students making at least expected progress in Maths **83.5%**
 - Average number students making better than expected progress Maths **30%**
 - Average number of students NEET **6.3%**
 - Schools satisfied with PRU **100%**
 - Parents satisfied with PRU **100%**
 - Pupils satisfied with PRU **95%**
- 3.3 Much of the progress data is based on teacher assessments. As with all schools, there is a moderating process undertaken with other schools and local authority Subject Advisers. The Area Lead Adviser makes a termly visit to each PRU to discuss progress and to validate the school Self Evaluation Form, or equivalent document.

**Pupil Referral Service and Alternative Provisions:
Effectiveness and Support**

- 3.4 The headline data is supplemented in each PRS by additional information.
- 3.5 There is little comparative data for PRS and APs to enable regional or national benchmarking. The experience of PRS headteachers would suggest that the majority of the data outlined above compares very favourably with our neighbours.
- 3.6 Local practice differs across the PRS and APs for the reporting of data to management committees and meetings of area headteachers both in terms of content and frequency.
- 3.7 The termly collection of data by the local authority will continue and this will be used to inform discussions with individual PRS and APs, and the group as a whole, at regular meetings which have now been established. Together with the validated SEFs the data will also inform a new annual report to be made to the Schools Partnership and Executive Members. The first annual report will be made in Autumn term, 2015. This in turn will contribute to commissioning decisions for the following financial year.

4.0 RECOMMENDATION

- 4.1 The Forum is asked to consider the current and proposed arrangements for evaluating the effectiveness and impact of PRS and APs.

PETE DWYER

Corporate Director – Children and Young People’s Service

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| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | Scarborough Education Summit |
| Type of report: Delete as required | For discussion / information only |
| Executive summary: Including reason for submission | <p>At the beginning of March 2015, a representative cross section of headteachers, business people, school governors and local authority officers spent a day describing what they are currently doing and thinking about what else might be done to help young people realise their potential more fully.</p> <p>There was universal agreement that real change, change that is capable of making a fundamental difference, will not happen unless there is a more strategic approach, involving everybody in the area, on a consistent basis, over an extended period of time.</p> |
| Budget / Risk implications: | There are no budget implications. |
| Recommendations: | The contents of the report are noted. |
| Voting requirements: | N/A |
| Appendices: To be attached | N/A |
| Report originator and contact details: | Patrick Scott - Independent Advisor |
| Presenting officer: If not the originator | Pete Dwyer – Corporate Director, Children and Young People’s Service |

‘Coastal not coasting’: Being ambitious for children and young people in Scarborough

1. Introduction

‘A beautiful place to visit, a challenging place to work’, ‘A place of opportunities and challenges’, a place where there is ‘inequality of access to a wealth of opportunity’. ... These are some of the ways in which local leaders working with children and young people in Scarborough describe the town they work in.

At the beginning of March 2015, a representative cross section of headteachers, business people, school governors and local authority officers spent a day describing what they are currently doing and thinking about what else might be done to help young people realise their potential more fully. The participants had access to rich material and analysis which created a focus beyond the anecdotal.

The challenge was identified as being about how to beat the problem of low expectations being passed on from one generation to another by parents who are trapped by their circumstances, and how to make schools more effective at breaking the cycle and driving change. The shared ambition is for all children and young people in Scarborough to have ‘a wonderful childhood’.

Much is already being done, but there was universal agreement that real change, change that is capable of making a fundamental difference, will not happen unless there is a more strategic approach, involving everybody in the area, on a consistent basis, over an extended period of time. It’s not about new initiatives; it’s about changing the way everybody does business. From this grew a proposal for ‘The Scarborough pledge’.

2. The Scarborough pledge

To have an impact, the Scarborough Pledge will need to be shaped, to a greater or lesser extent, by everybody in the area who has an interest in improving the lives of children and young people. Without the whole-hearted support of schools, however, it will come to nothing, and they, in particular, will need to be fully supported in their individual and collective improvement journey. A great local education sector at all key stages is essential for delivery of the pledge.

What follows is simply a starting point for a wider discussion, an illustration of what it might be like.

Collectively, we are committed to improving the lives of children and young people in Scarborough by:

- Working together to make every school at least good, and on the journey to becoming outstanding,
- Ensuring that all children have access to consistently high quality teaching, which is tailored to meet their individual needs and encourages them to take responsibility for their own learning,
- Ensuring that every child has access to a trusted adult, who will act as a champion for them and provide support when they experience difficulties,
- Offering all children at Key Stage 4 a mentor, who will help them make the transition to adult life,

- Ensuring that every child achieves a standard of literacy that is at least appropriate to their age and stage,
- Offering every young person the opportunity, at least once during each phase of their education, to spend time away from home by having a high quality residential experience,
- Providing opportunities for all young people to exercise leadership,
- Creating the opportunity for all young person to be exposed to the kind of cultural experience (museums, galleries, performing arts) that are too often the preserve of the privileged few,
- Providing opportunities for all young people to take risks in a secure environment, and learn how to be responsible for their own physical and mental well-being,
- Providing work experience for all pupils at Key Stage 4, that will help them focus on what they want to do with their lives, become more entrepreneurial and learn how to relate positively to adults.

In addition, we will offer all our staff continuing professional development that is designed to help them deliver on the Scarborough pledge, and encourage them to pursue their career in Scarborough because it offers them opportunities for advancement that are not available elsewhere.

At the heart of the Scarborough pledge will be a commitment to working more closely with parents to ensure that our young people can be in no doubt about what adults expect of them.

3. Priorities

If the pledge exists only as a wish list with nothing behind it, it will have little or no impact. In particular, there are a number of key themes that will need to be addressed by everybody working together:

| Priority | Lead agency... |
|--|----------------|
| <p>Parental engagement.</p> <p>The objective is to raise the quality of parenting across the area, by inviting parents to become engaged in a collective enterprise to help each other bring up a generation of young people that can fulfil the aspirations they have for them. This might involve:</p> <ul style="list-style-type: none"> • A more innovative use of new technology and social media, • Closer links with schools, and a new kind of home/school agreement, • An emphasis on parents as the first educators and a better understanding of how learning at home might reinforce learning at school, • More effective liaison with health visitors, • Work in the curriculum about parenting, • A fresh, and more targeted, approach to family support. | |

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| <p>A literacy strategy.</p> <p>A literacy strategy for the area should do more than simply revisit the National Strategies. It should be targeted on families as well as schools so that all adults can be confident about supporting their children's learning. It might involve:</p> <ul style="list-style-type: none"> • Adult education for parents, • Reading partners, <p>A co-ordinated approach from early years to FE.</p> | |
| <p>Workforce development.</p> <p>The need exists for a particular focus on the workforce in schools, with a priority given to the recruitment, retention and development of teachers. The aim must be to make sure that the best teachers and future leaders are attracted to a place which offers them opportunities that are not available elsewhere. This might include:</p> <ul style="list-style-type: none"> • A joint recruitment programme between schools, NYCC and SBC, • A co-ordinated and local programme of teacher development built around the Scarborough Pledge, • New incentives to come and teach in Scarborough, • Greater flexibility for staff to work in different institutions in different ways. | |
| <p>Raising aspirations.</p> <p>The involvement of business partners is crucial, not just because it supports better careers advice, but because it helps to prepare young people for the responsibilities and disciplines of adult life. This workstream might include:</p> <ul style="list-style-type: none"> • A renewal of the Employability charter • A more extensive use of mentors, particularly for older pupils, • Work within the curriculum to encourage greater self-confidence and a willingness to lead • A better understanding of STEM subjects • Myth busting. | |
| <p>Widening horizons.</p> <p>Young people of all ages need the opportunity to look beyond the boundaries of their current experience and embrace the unfamiliar. This is at the heart of education and might be enhanced by:</p> <ul style="list-style-type: none"> • Planned and regular access to 'cultural' experiences, • The opportunity for engaging with sport, • Residential experiences, • Outdoor and adventurous activities, perhaps in partnership with other schools. | |

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| <p>Building resilience.</p> <p>This workstream potentially involves every agency in helping young people know what they want from life and finding the determination to achieve it. It is about how young people can be encouraged not to fall at the first hurdle, or become so dismayed by setbacks that they sink into inertia. It might involve:</p> <ul style="list-style-type: none"> • More effective and co-ordinated work on CAMHS, • Active attention within the school curriculum, • A strong programme of after school activities, • Work with parents, particularly of adolescent youngsters, • Family mentoring | |
| <p>Improving schools.</p> <p>The most effective vehicle for school improvement is collaboration rather than competition and there is real potential within Scarborough for this to develop through peer appraisal and support and joint development practice. Other work might include:</p> <ul style="list-style-type: none"> • Cross phase support • Continuing work on transition • The use of progression coaches to help young people make the move successfully from one school to another. | |
| <p>Early help</p> <p>This is not about early years, it's about catching problems early, which might, of course, involve working with young children to prevent problems in later life. Work in Scarborough might include:</p> <ul style="list-style-type: none"> • Closer liaison between schools collectively and the support services, • A renewed emphasis on targeted work in the early years, • A focus on families that are 'struggling' rather than 'troubled' to make sure that there is not an emphasis on crisis at the expense of support. | |

4. Delivery

The Scarborough pledge has to be about local delivery for local people, which means that all in the town need to come together to commit to the work. The organisational arrangements needed to achieve this can be as formal or as informal as the partners wish, but it should embrace the following principles:

- The work should be evidence based,
- There needs to be monitoring and feedback,
- Oversight of the Scarborough pledge should be about filling gaps and engaging local organisations, not taking control of everything that happens in Scarborough,
- The public face of the work should be about promoting the town, through a campaign developed with and supported by the local media.

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NORTH YORKSHIRE EDUCATION PARTNERSHIP

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| Date of meeting: | Thursday 21 May 2015 |
| Title of report: | School Organisation |
| Type of report: Delete as required | For information only |
| Executive summary: Including reason for submission | This report is a briefing for the North Yorkshire Education Partnership on school organisation. <i>Background documents: Executive Report 20 September 2014 – Basic Need Programme</i> |
| Budget / Risk implications: | None |
| Recommendations: | The North Yorkshire Education Partnership note the contents of the report. |
| Voting requirements: | N/A |
| Appendices: To be attached | N/A |
| Report originator and contact details: | Suzanne Firth - Strategic Planning Manager, Strategy and Commissioning, Children and Young People's Service Tel: 01609 533294 suzanne.firth@northyorks.gov.uk |
| Presenting officer: If not the originator | N/A |

1.0 PURPOSE OF THE REPORT

- 1.1 To brief the Education Partnership about current school organisation issues.

2.0 BACKGROUND

- 2.1 The North Yorkshire Education Partnership has a remit to consider school organisation issues at a strategic level. This report is intended as an initial briefing on current aspects of school organisation work being undertaken by the local authority which may be of interest to the Education Partnership and where more detailed briefing may be necessary in future.

3.0 PLANNING OF SCHOOL PLACES

- 3.1 One of the key strategic issues which will affect school organisation in North Yorkshire over the next few years is the growth in demand for primary school places as a result of population growth, housing development and major army re-basing plans. On 18 September 2014 a report was brought to Schools Forum outlining the proposed approach to the provision of additional places up to September 2017. It recommended a £58m capital investment programme which would provide up to 1700 additional places. This programme was approved by the Executive on 30 September.
- 3.2 There are 23 capital projects in development at present which are on track to deliver a total of 1,665 additional places by September 2017. This includes the development of two new school sites and some major expansions, as well as some smaller scale school expansions. One, at Staynor Hall in Selby, will be the first wholly new sponsored academy to be built in North Yorkshire.
- 3.3 There are a further 21 potential projects identified where initial options and feasibility assessments are being undertaken. This includes a number of further new school sites arising from major housing and some large scale expansions. A further £1.04m of Basic Need funding has been allocated to North Yorkshire for 2017/18. It is intended during 2015 to review the programme and to roll it forward for a further year. The Education Partnership will be briefed on the detail of this later in the year before approval is sought from County Council members.
- 3.4 Table 1 below provides an updated summary of places required up to September 2018 by primary planning area which shows where the key areas of growth are in North Yorkshire. The position is being monitored closely as it is very sensitive to the speed with which particular housing developments advance.
- 3.5 In time this growth will feed through into secondary school places. At present the only two areas showing potential shortfalls are Knaresborough and Boroughbridge. The position will continue to be monitored and where additional secondary places are required discussions will be initiated with schools and academies about expansion.

Table 1: Forecast of potential shortfalls in primary school places to September 2018.

| | | By Sept 2015/16 | By Sept 2016/17 | By Sept 2017/18 | By Sept 2018/19 |
|---------|----------------------------|--------------------|--------------------|--------------------|--------------------|
| 8151301 | Barlby | 46 | 83 | 110 | 118 |
| 8151302 | Bedale | 10 | 38 | 39 | 66 |
| 8151303 | Bedale Outer Area | | | | |
| 8151304 | Boroughbridge | | | | |
| 8151305 | Boroughbridge Outer Area | | | | |
| 8151306 | Catterick Garrison | | 3 | 54 | 125 |
| 8151307 | Catterick Outer Area | | | | |
| 8151308 | Easingwold | | 6 | 29 | 58 |
| 8151309 | Easingwold Outer Area | | | | |
| 8151310 | Filey | | | | |
| 8151311 | Filey Outer Area | | | | |
| 8151312 | Harrogate Outer Area | | | | |
| 8151313 | Harrogate Urban Central | | | | |
| 8151314 | Harrogate Urban East | 51 | 70 | 91 | 133 |
| 8151315 | Harrogate Urban West | 177 | 219 | 262 | 301 |
| 8151316 | Knaresborough | 62 | 76 | 101 | 134 |
| 8151317 | Knaresborough Outer Area | | | | |
| 8151318 | Malton & Norton | 53 | 119 | 160 | 204 |
| 8151319 | Malton & Norton Outer Area | | | | |
| 8151320 | Masham | 33 | 36 | 39 | 39 |
| 8151321 | Nidderdale Outer Area | | | | |
| 8151322 | North Craven Outer Area | | | | |
| 8151323 | North Ryedale | | 7 | 25 | 57 |
| 8151324 | North Ryedale Outer Area | | | | |
| 8151325 | Northallerton | | 37 | 78 | 127 |
| 8151326 | Northallerton Outer Area | | | | |
| 8151327 | Pateley Bridge | | | | |
| 8151328 | Ripon | | | 37 | 74 |
| 8151329 | Ripon Outer Area | | | | |
| 8151330 | Scarborough Central | | | | |
| 8151331 | Scarborough North | 83 | 108 | 153 | 199 |
| 8151332 | Scarborough Outer Area | | | | |
| 8151333 | Scarborough South | | | | |
| 8151334 | Selby | | 67 | 130 | 179 |
| 8151335 | Selby Outer Area North | 21 | 43 | 64 | 83 |
| 8151336 | Selby Outer Area South | | | | |
| 8151337 | Settle | | 6 | 20 | 24 |
| 8151338 | Sherburn | 62 | 120 | 166 | 192 |
| 8151339 | Sherburn Outer Area | | | | 5 |
| 8151340 | Skipton | | | | 11 |
| 8151341 | Skipton Outer Area | | | | |
| 8151342 | South Craven | | | | 14 |
| 8151343 | South Craven Outer Area | | | | 21 |
| 8151344 | Stokesley | | | | |
| 8151345 | Stokesley Outer Area | | | | |
| 8151346 | Swaledale | | | | |
| 8151347 | Swaledale Outer Area | | | | |
| 8151348 | Tadcaster | | | | |
| 8151349 | Tadcaster Outer Area | 1 | 4 | 8 | 18 |
| 8151350 | Thirsk | 3 | 60 | 83 | 123 |
| 8151351 | Thirsk Outer Area | | | | |
| 8151352 | Wensleydale | | | | |
| 8151353 | Wensleydale Outer Area | | | | |
| 8151354 | Whitby | | | | |
| 8151355 | Whitby Outer Area | | | | |
| | Shortfall of places | 602 | 1102 | 1649 | 2305 |
| | Planning areas | 12 | 18 | 19 | 23 |

4.0 PRIMARY ADMISSIONS FOR SEPTEMBER 2015

- 4.1 The total number of primary applications for entry into Reception in September 2015 is 6456, almost 10% higher than last year's cohort of 5,909. In spite of growing pupil numbers, this year 94% of parents or carers of primary age children secured their first school preference in North Yorkshire. This is the same as last year and is a higher proportion than most other places in the country. Almost 98 per cent of all applicants were allocated a place at one of their preferred schools.
- 4.2 All children in North Yorkshire have now received the offer of a place for September.

5.0 SUSTAINING VULNERABLE SCHOOLS

- 5.1 The other main area of school organisation work relates to changes in school structures to address particular issues of financial or educational sustainability arising from falling pupil numbers, issues around educational standards, headteacher recruitment problems etc.
- 5.2 In the last year a number of school amalgamations have been undertaken including the amalgamation of three pairs of infant and junior schools in Scarborough (Gladstone Road, Barrowcliff and Braeburn) and the amalgamation of secondary middle/upper schools in Whitby and Northallerton. These have predominantly been a response to school standards issues.
- 5.3 Additionally there have been a number of Federation proposals where groups of two or three schools have consulted upon formal federation. In many cases this was the formalisation of earlier collaboration and shared leadership agreements.
- 5.4 There are a number of very small primary schools (those with fewer than 50 pupils) with declining rolls which continue to be monitored in terms of viability. In the past few years there have been a small number of small school closures. The County Council has a long history of supporting small schools and will continue to do so wherever possible. However, sometimes school closures are unavoidable and represent the most appropriate solution to declining numbers and budgets impacting on educational quality.
- 5.5 Where schools want or need to collaborate with others there is support available from the local authority in the form of guidance and toolkits to help governors and school leaders explore these options. Local Authority officers can help to broker these discussions and to advise on collaboration and federation processes. The Strategic Planning section within CYPS is the first point of contact on all school organisation issues.

6.0 ACADEMY CONVERSION

- 6.1 As at 1 April 2015 there were 16 Academies in North Yorkshire (10 secondary, 4 primary, 1 special and 1 alternative provision). There were a further 14 where academy orders had been signed by the Secretary of State (1 secondary and 13 primary). Most of these are convertors. We are aware of a further five in the early stages of considering conversion. Increasingly these conversions are in the form of multi-academy trusts (MATs). This reflects a growing national view that standalone convertors are more vulnerable due to their isolation. The majority of North Yorkshire schools remain maintained by the local authority. The local authority works with all schools regardless of category to ensure the statutory duty for the provision of school

places is met and to ensure that the quality of school places is good or outstanding. Support is also given to new providers to ensure the smooth integration of new provision with existing e.g. Scarborough UTC.

7.0 SPECIAL SCHOOLS

7.1 The review of services for children with Special Educational Needs and Disabilities will lead in time to a review of special school provision which may involve structural change.

8.0 RECOMMENDATION

8.1 The North Yorkshire Education Partnership is requested to note the content of the report.

PETE DWYER

Corporate Director - Children & Young People's Service

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