

SCHOOLS FINANCE MANUAL

CHAPTER 3

Revenue Budgets & Long Term Financial Forecasts

Chapter: 3.0
Page: 1 of 13
Date: April 2013

3.0 REVENUE BUDGETS

3.1 Introduction

3.1.1 Since the introduction of the Local Management of Schools (LMS) in April 1990, the expectations of schools with regard to budgets and long term financial forecasts have increased dramatically.

In the early days of LMS, it was sufficient to prepare a one year budget that showed a surplus at the end of the year.

The expectation now from the Local Authority, OfSTED, and the DfE is that schools have budgets and long term forecasts covering **at least three years**.

These budgets and long term forecasts should be regularly reviewed and monitored and should demonstrate:-

- clear links with the School Development Plan;
- that the principles of Best Value have been followed including the use of financial benchmarking information; and
- that regard has been given to changing situations i.e. falling rolls, legislative changes, curriculum changes etc.

3.1.2 As the expectations on schools have increased the support available has also increased. Examples of support include:-

- advice and support and/or bursar services from the Financial Management Services to Schools (FMS) Team
- web based software to assist with the preparation of budgets and forecasts
- national and local financial benchmarking information
- local guidance materials including:-
 - LMS Scheme of Delegation
 - School Finance Manual
 - LMS Contract and Procedure Rules
- national guidance materials available from the DfE and the National College for School Leadership including:-
 - the School Financial Value Standard (SFVS)
 - income and expenditure checklists

3.1.3 Once prepared budgets and forecasts should be updated and reviewed on a regular basis and the Authority requests that information be formally submitted twice per annum as follows:-

By the end of May each year: the start budget for the financial year plus a forecast for the following two financial years

By the end of the Autumn Term each year: an updated budget and forecast taking account of changes that have occurred since the Start Budget was prepared i.e. pupil number changes, staff turnover etc

3.2 Budget and Forecast Preparation

3.2.1 Preparation of the annual budget and long term financial forecast is an exercise which enables careful examination of the expected income and expenditure levels of the school and is an essential activity

SCHOOLS FINANCE MANUAL

CHAPTER 3

Revenue Budgets & Long Term Financial Forecasts

Chapter: 3.0
Page: 2 of 13
Date: April 2013

which enables a school to see whether or not they have enough funds to pay for the activities that are believed necessary to carry out the School Development Plan. The aim of the budget setting process is to ensure that resource allocations match school priorities. Poor financial planning or unplanned spending can cause under or over spending – either being signs of weak financial management which can deflect schools from previously agreed spending priorities and this can impede the achievement of the School Development Plan.

- 3.2.2 To assist schools with the initial preparation and presentation of their budget and long term financial forecast plans, the FMS Team has worked with a software developer to develop and support a bespoke web based Financial Planning Software solution. The software assists with the calculation of forecast resource allocation levels, which will vary as pupil numbers rise or fall, the calculation of staffing costs, including incremental advancement, and to plan other income and expenditure streams. Budgets and financial forecasts are presented in Consistent Financial Reporting (CFR) format. The production of information in CFR format is a statutory requirement which requires all schools to produce information in a standard way under a number of summary income and expenditure headings.
- 3.2.3 The annual budget and the long term financial forecast should be derived from the School Development Plan and other underlying long term strategic plans i.e. asset management plan, premises development plan, staff development plan etc. The budget should **NOT** be a simple continuation of the provisions (staffing levels, learning resource levels etc) in the existing budget. It is strongly recommended that a summary of the key assumptions made in formulating the budget and long term forecast are added as addendum notes.
- 3.2.4 To assist schools with their budget planning the National College for School Leadership (NCSL) prepared a checklist which can be used to assist with evaluating and reviewing expenditure and optimising income. A copy of the Checklist is attached for illustrative purposes as Appendix 1.

3.3 Adherence to Best Value Principles

- 3.3.1 In preparing its budget and long term financial plan and throughout all its financial processes, a school needs to demonstrate that it is complying with the principles of Best Value. Best Value is a set of principles designed to secure continuous improvement by comparing performance and challenging the economy, efficiency and effectiveness of services. Best Value is often referred to as the four “C”s – the four main principles of Best Value which are:-
- Compare
 - performance with that of schools of similar size and type
 - performance within the school – are all subjects and classes performing consistently well?
 - expenditure per pupil and staffing levels with schools of a similar size and type
 - Challenge
 - does the school have a School Development Plan with costed objectives and clear links to the budget?
 - what, why and by whom services are provided?
 - could we do something in a different way (or even not do it at all)?
 - how will the school deal with future pupil roll variations?
 - Consult
 - seek the views of stakeholders (i.e. pupils, parents, governors, staff etc) about the services provided
 - do staff and governors generally understand the school’s priorities and how it plans to achieve them?

SCHOOLS FINANCE MANUAL

CHAPTER 3 Revenue Budgets & Long Term Financial Forecasts	Chapter: 3.0 Page: 3 of 13 Date: April 2013
--	--

- are pupils and parents consulted on and informed of developments in school?
- Compete
 - does the school have written down proper financial administration procedures i.e. a Budget Management Policy with approved Schemes of Delegation?
 - is all purchasing on a fair and open basis?
 - are decisions on the purchase of support services regularly reviewed and discussed with Governors?

3.4 Financial Benchmarking (Comparative Statistics)

3.4.1 There is an expectation that schools should undertake some financial benchmarking and that the results of this work is discussed in relation to future decisions about resource usage. The general principle of the process is that a school can compare its own figures with schools of similar size or type and thereby make direct comparisons with their own practices.

3.4.2 The purpose behind benchmarking is not to encourage schools to spend at the “average” but to provide data so that Heads and Governors can question their own practises with a view to improving the effectiveness of the school.

3.4.3 There are two sets of financial benchmarking available to schools:-

- National Benchmarking Website

The national website can be found at: <http://sfb.teachernet.gov.uk>

User names and passwords are then required. (Details on logging in, passwords etc is on the Home Page).

The website contains data for all schools and uses the annual CFR returns submitted by schools as its main source. The majority of data is expressed in terms of income/expenditure per pupil. The output from the website is mainly in the form of bar charts and graphs and provides the opportunity for schools to:-

- compare their actual income and expenditure with schools Regionally
- compare their actual income and expenditure with schools of a similar type and size nationally. These can be chosen from a number of selection criteria including:-
 - pupil numbers
 - type of establishment (community, voluntary aided etc)
 - percentage of pupils eligible for free school meals
 - percentage of pupils on SEN register
 - school phase/type (nursery, infant, middle deemed secondary etc)
 - specialist status
 - examine their own trends of expenditure over time
- Local Benchmarking Statistics

The FMS Team also produces local interactive benchmarking data which is distributed to schools early in the Autumn Term each year and complements the information available on the national website. The data can be accessed via the **cyps.info** web site and as a result of schools completing a range of selection criteria (size of school, type of school, percentage of pupils eligible for free school meals etc) they can compare their own school income and expenditure with similar schools. The information available includes:-

SCHOOLS FINANCE MANUAL

CHAPTER 3 Revenue Budgets & Long Term Financial Forecasts	Chapter: 3.0 Page: 4 of 13 Date: April 2013
--	--

- income and expenditure based on the current year's start budgets
- teaching staff numbers, grades and average salaries
- support staff (teaching assistants, admin and clerical) hours per week and grades
- pupil teacher ratios, contact ratios and average class sizes
- average number of teacher absences

3.5 Balances Control Scheme (Revised 2012/13)

3.5.1 The operation of the School Balances Control Scheme has been revised with effect from 2012/13 and has been approved by the Schools Forum.

3.5.2 The DfE, via their consultation Improving the assurance system for financial management in Local Authority maintained schools, have re-stated their position regarding what they would deem to be an excessive school balance. The DfE will challenge Local Authorities if 5% or greater of schools have had a surplus of 15% or more for 5 years.

3.5.3 It is within this context that the School Balances Control Scheme has been relaxed so that it targets only those schools that have particularly excessive balances and are at risk of contravening the limits set by the DfE. This will ensure that schools and officer time is spent reviewing the financial position of a much smaller targeted number of schools and ensuring resources in those schools are being used effectively.

3.5.4 Those schools required to provide an explanation of their high revenue balance and future spending plans under the revised arrangements, will receive a letter. For all other schools no action is required other than the usual financial management controls you will already have in place to monitor your balance levels.

3.5.5 The revised scheme:

If a school's revenue balance has exceeded 15% for the previous 3 years, a letter will be sent asking for an explanation and details of their future spending plan. A warning would be given that if the school still had a revenue balance in excess of 15% at the end of the current financial year, this would potentially be clawed back.

If a school which had received a warning letter still had a revenue balance in excess of 15% at 31st March of the current financial year, the amount over 15% would be clawed back into the central schools block for use by all schools, unless the school could provide evidence for one of the following permitted exceptions:

- Planned revenue contributions to capital projects already undertaken or expected to be completed within the next financial year (evidence of approval by Governors will be required)
- Community focussed extended schools balances (an income and expenditure statement of the community activity will be required)
- Unused pupil premium. The conditions of the grant allow for any unspent element to be carried forward to future years. However, as schools are required to report on how they have spent their pupil premium each year and the impact it has had, any funding identified as unused pupil premium would need to be consistent with this report.

3.6 The Budget Cycle

3.6.1 The Budget Cycle is an ongoing process and the budget and long term forecast should be reviewed on a regular basis and especially when any of the key drivers change i.e. forecast pupil numbers, staffing levels, staffing changes etc. However, there are key times of the year when information needs to be produced and submitted to the Authority. These are:-

SCHOOLS FINANCE MANUAL

CHAPTER 3

Revenue Budgets & Long Term Financial Forecasts

Chapter: 3.0
Page: 5 of 13
Date: April 2013

- by the end of May each year a copy of the start budget for the financial year plus forecasts for the following two financial years need to be submitted, and;
- during the autumn Term each year when the Authority should receive an updated budget and forecast taking account of the changes that have occurred since the Start Budget was prepared i.e. pupil number changes, staff turnover etc. For the current year this submission can take the form of a “revised budget” or an “expected outturn” for the year.

3.7 Budget Monitoring

3.7.1 Once a budget has been approved by Governors, it will be necessary to monitor actual expenditure against it throughout the financial year. Such an exercise will:-

- (a) identify those budget heads where overspends or underspends (expenditure) or under-recoveries or over recoveries (income) are likely;
- (b) indicate where action has to be taken to identify the reason for the variation between budget and actual;
- (c) provide a basis for further management action which may require an adjustment to the school’s improvement plan, and consequent estimates within year;
- (d) assist in ensuring that the school’s priorities are implemented as effectively as possible

Monitoring is also essential to ensure that the school does not unexpectedly exceed the limits set out in the Balances Control Scheme and thereby loses resources.

3.7.2 In its most basic form, monitoring can be undertaken by expressing expenditure to date as a percentage of the budget and comparing this with the proportion of the year that has elapsed. However, it is felt that this is far too simplistic and can lead to major errors. The main reason for this is that very little expenditure is evenly spread throughout the year.

3.7.3 It is considered that the most effective way to monitor is to look at:-

- what has been spent to date, and;
- what is expected to be spent for the remainder of the year

These totals then need to be compared with the annual budget in order to identify any variances.

3.7.4 The web based Financial Planning Software supported by the FMS Team will help with this approach to monitoring as:-

- expenditure to date and commitment data is electronically transferred from RM Finance (the transaction recording system) into the software, and;
- profiles of staffing expenditure for the remainder of the financial year are generated from within the web based software. The profiles will take account of such things as pay awards, increment dates etc.

The quality of the report is very dependent on the person preparing the report being fully informed about future spending and using their skill and knowledge in completing the expected remainder column of the monitoring report.



Financial Management in Schools

Income and Expenditure Checklist for Schools

Introduction

The following checklist was provided by the National College of School Leadership (NCSL) several years ago after consultation with a number of schools and head teachers. It is a development tool which may be of use to primary, secondary and special schools.

The intention of the checklist is to generate thoughts and ideas. It is not an exhaustive list. Some items may not be applicable to a particular school or type of school. Alternatively a school may have already considered many of the ideas and taken actions around them or some updating would be appropriate. Many schools have found the checklist to be a very useful starting point when reviewing their approach to the financial planning associated with school improvement and raising standards.

Evaluation of spending decisions

Any possible changes to the spending on staff, resources and accommodation etc should always be assessed against what is in the best interests of the pupils, educational opportunities and the raising of standards. The cost benefit analysis should be considered over a short term, medium term and longer term period.

Risk analysis

A risk analysis should also always be done taking into account, for example, legal implications, HR implications, implications for pupils, staff morale and the image of the school in the community. Where there are legal and HR implications the appropriate LA personnel should be consulted. This analysis should always involve consultation with Governors, staff and, where appropriate, parents and pupils.

Recurrent/non-recurrent income and savings

Consideration should be given as to whether the additional income and/or cost savings are:

- 1) recurrent i.e. repeated year after year or at least for several years and therefore provide a more permanent solution to a budgetary problem in a school; or
- 2) non-recurrent i.e. "one off" items which will probably not be repeated year after year but they may be useful in providing a "breathing space" to enable more permanent solutions to be implemented.

Baselining current school position

Identification and benchmarking of key school data within school and against other local schools, using LA, regional and national figures, enables schools to baseline the current position.

Financial Management in Schools: Income & Expenditure Checklist in Schools

EXPENDITURE**Teaching Staff**

Has the class organisation been recently reviewed?

i.e. if there are small numbers in year groups, could classes include different year groups?

Could classes be amalgamated for certain activities?

Has the school recently reviewed the distribution of teaching and support staff?

Has the school predicted future school numbers on roll and matched teaching and support staff against these?

Does the school use a spreadsheet to model the different variables, when preparing its three year budget and calculating teaching staff costs, etc?

Does the school regularly check that the teaching establishment is in line with the school development plan?

Has the school identified a shadow staffing structure i.e. a structure the school is aiming to achieve that best suits the school as it moves forward and is cost effective? Are actions being taken towards achieving this?

Has the school reviewed the allocation of TLR's? Are TLR's being used appropriately, in the light of current terms and conditions, as laid out in the School Teachers Pay & Conditions document?

Curriculum

As part of the self evaluation audit, has the school analysed the curriculum strengths/expertise of all the staff, to make optimum use of all resources?

Does it meet the priorities in the school development plan?

Was a cross section of staff involved in reviews?

Could the school collaborate with other schools - for example for joint appointments, sharing resources/facilities, sharing expertise?

Staffing Deployment

What are the strengths and weaknesses of staff deployment in the school particularly with regard to cost effectiveness?

Has a cross-function representative group of staff been involved in these discussions and the considerations below, to obtain their input and ideas?

Is there flexibility to move staff between age groups?

Does the school have teachers employed only on duties commensurate with their qualifications and training?

Has the school reviewed job descriptions recently to achieve maximum use of skills, abilities and resources?

Has the school considered job shares, secondments e.g. to LA, teacher training, other placements?

Budget

Has the school built the following into the three year budget?

- the experience profile of staff and the implications for teaching costs i.e.. if a relatively young profile the yearly increments to payroll costs
- on average the number of staff leaving each year
- where people are retiring or leaving and being replacing with younger staff
- posts of responsibility that may become redundant and not replaced
- the impact of annual increments/ fast tracking/t and progression on UPS/use of recruitment

Financial Management in Schools: Income & Expenditure Checklist in Schools

and retention incentives

Has the school reviewed cost per year group, as an input to decision making?

Staff Movement

Can the school meet any requests to work part time or step down from posts of responsibility?

Would any staff consider job sharing?

Non-Contact Time

How much non-contact time is allocated to post holders and how is this time being used?

Are teachers and headteachers doing things that others could do? See below re support staff considerations?

How much non-contact time does the headteacher have? (This should be appropriate in terms of fulfilling the non-teaching responsibilities of being head i.e. in small schools)

Senior Leadership Team

Does the school have the appropriate number of SLT members for the size of the school?

If applicable, can the school afford to have non-teaching members of the SLT?

Are members of SLT engaged in appropriate duties i.e. could School Business Managers, administrators; site officers etc do some of these duties?

Recruitment

Are staff employed on the best candidate for the job basis rather than cost?

Does the school always review the overall staffing profile when making new appointments?

Can the filling of any vacant or new posts be delayed by a few months?

Retirement

Where people are retiring, how are they being replaced? Do they need to be replaced? If so at what level - to achieve a balance of age, experience, youth, new ideas across the staff?

What is the LA policy on retirement and who meets the cost of early retirement?

Have staff been asked whether anyone is interested in early retirement?

Redundancy / Step Down

If the school is considering redundancy have all other options been explored - such as those mentioned above?

Does the school have a redundancy policy?

Who meets redundancy costs?

Have the staff been asked whether anyone is interested in taking redundancy/step down?

Supply Teaching Staff

Does the school have a list of supply teachers to avoid high agency costs?

Is there another way to provide cover, which is more cost effective i.e. cover by HLTAs or cover supervisors? If so, have appointment and training costs been taken into account?

Is the supply budget systematically monitored throughout the year and reviewed prior to budget setting for the next year/three years?

Education Support Staff

Is it better for pupils to have larger classes, using learning support staff as well as a teacher, so the ratio of pupil to teacher is higher but the pupil to adult ratio could be lower - within constraints such as

Financial Management in Schools: Income & Expenditure Checklist in Schools

Key Stage One with not more than 30 to a class?

Are any of the school's learning support staff interested in training to be a teacher? Schools can take advantage of the Graduate Teacher Recruitment scheme up to the end of the 2012/13 academic year, (after which it will be replaced by the School Direct Training Programme (salaried), an employment based route into teaching for high quality graduates with three or more years' career experience), where the school is eligible for a training grant and a salary grant during the year in which the training takes place? (The individual has to have a degree qualification).

Are any members of the support staff interested in seeking HLTA status? Have any financial implications been taken into account?

Has the school considered employing/using Year 11, sixth formers or gap year students, parents, other volunteers etc to do tasks such as displays, photocopying, hearing pupils read etc?

Has the school considered sixth formers/older pupils from local secondary schools or colleges/parents/volunteers from the community/football clubs/local musicians/actors etc to run homework clubs/sports clubs?

Could there be more high quality online delivery in some subjects and if so could technicians/instructors be used rather than teachers? Could these be shared resources with other schools?

Premises, Admin, Clerical and Other Staff

Can the school make any joint appointments with one or more neighbouring schools to share these resources? For example where one school can be the lead school for contract purposes and the other schools contribute to the costs e.g. for a School Business Manager?

Are members of the leadership teams doing tasks or roles that could be undertaken more cost effectively by employing non teaching staff? Or could roles be reallocated amongst existing staff?

Is the school optimising use of ICT resources and ICT skills of support staff to automate jobs? Could support staff receive ICT training in-house?

Are there any tasks which could be abandoned or given a lower priority?

Are there different ways of doing any of the tasks?

Have staff been asked for their ideas on any of the above?

Has the school researched what other schools do?

Development and Training

Is there a staff development policy and plan and is it based on clear and rigorous performance management system?

What impact is expenditure on training and professional development having on staff practice and standards?

Are there alternative ways of training that could be used? For example: bringing in other schools to share the training?

Could a cascade model be used if one member of staff has already been trained?

Could online training be used in some circumstances?

Could training and development be prioritised over the next three years?

Is there enough money being spent on professional development, both teaching and support staff, to ensure maintenance/raising of standards?

Supply Teacher Insurance and Staff Related Insurance

Does the school have supply insurance for support staff?

What are the risks of not taking out insurance? Would this be acceptable to the school and the Governors?

Are there other options in terms of providers and/or levels of insurance cover, which might be more cost effective?

Financial Management in Schools: Income & Expenditure Checklist in Schools

Building and Grounds Maintenance and Improvement

Could joint appointments be made with another school(s) - either new appointments or sharing existing resources?

Would it be more cost effective to buy in services from an external organisation? Or vice versa?

Has the school recently reviewed all contracts/SLAs to check that optimum use is being made of the services available? Does the school still need the current level of service(s)?

Are there any other providers that could provide the services more cost effectively at no risk to quality, even taking into account a contract's early termination payments?

Is the school familiar with the Best Value principles? Value for money lies at the core of Best Value.

Would it be worth considering training a member of the premises staff in a specialism i.e.. painting and decorating?

When employing new premises staff, would it be worth looking for someone with skills i.e.. carpenter/joiner?

Is there anyone the school could call on as an expert (i.e.. LA officer, parent, governor) to help save costs i.e. by researching best offers for supply of cleaning materials/building supplies?

Is it possible to obtain company sponsorship i.e. for paints and materials?

Does the school have a self-help scheme in operation, whereby the school provides materials and parents/qualified volunteers provide labour?

Can any maintenance work be safely deferred to a later date?

Can any purchase of equipment be deferred to a later date?

Can any new projects be delayed?

Cleaning and Caretaking

(as above – Building, Grounds Maintenance and Improvement)

Water, Sewerage and Energy

Are there any other providers that could provide the services more cost effectively at no risk to quality, even taking into account a contract's early termination payments?

Does the LA have recommended suppliers, where good rates have been negotiated?

Has the school checked meter readings recently to ensure the providers are not over estimating? Or even ensured it has been receiving bills? Is the school monitoring energy usage?

Has the school ensured there are no leakages in the water supply?

Does the school use energy saving resources?

Are there any opportunities to collaborate with other schools to share costs?

Could the school benefit from any energy saving initiatives, with the added benefit of being educational?

Other Occupation Costs

Does the school renew insurance each year only after careful review of all the risks?

Does the school renew insurance each year only after checking the inventory/asset register?

Has the school considered alternative providers to ensure best value?

Learning Resources

Could the school link with other schools and buy in bulk? Or make use of LA bulk buying power, a procurement management service or agency or e-commerce?

Are access to and provision of resources co-ordinated across the school, to ensure efficiency?

Financial Management in Schools: Income & Expenditure Checklist in Schools

Has the school recently reviewed the allocation of funding to cost centres/spending areas?

Is the school carrying unnecessarily high levels of stock?

Can the school phase the purchase of learning resources, including purchasing at the end of the month, to improve cashflow?

Are orders just being placed without review i.e. has the school checked its stock cupboard recently?

Are the materials still needed and/or in the quantities being ordered?

ICT Learning Resources

Can the school lease ICT resources instead of purchasing or vice versa? What is best value?

Is there any potential for company sponsorship?

In terms of IT technicians, could a school make use of local sixth formers or share an ICT technician with one or more schools?

Can any purchase of equipment be deferred to a later date?

Could the school offer to be a pilot school for new systems/technology/ software?

Admin Supplies

As above are there other more cost effective providers? Could there be bulk purchasing arrangements across schools, within LAs?

Could recycled materials be used?

Are all supplies necessary? Could any purchases be deferred?

Other Insurance Premiums

(see above under other occupation costs)

Special Facilities

Is the school obtaining best value from providers?

Is the school accessing all the funding available for these facilities?

Catering Supplies

Are there alternative providers who can provide the same level of service more cost effectively? Or could it be done in-house?

Does the school get value for money?

Are catering contractors charging "free school meals rate" rather than the rate for what pupils choose to eat?

Agency Supply Teaching

(See supply teaching above)

Has the school compared costs across several agencies?

Bought in Professional Services – Other

Are there alternative providers who can provide the same level of service more cost effectively?

Does the school need to buy in these services at all? Could any be provided in house? How do different options compare on a cost/benefit analysis?

Financial Management in Schools: Income & Expenditure Checklist in Schools

INCOME

Overall

Is the school making use of resources other than headteacher to investigate other sources of income i.e. a School Business Manager, bursar, a fundraiser, LA finance officer? Could resources be shared across schools?

Is the school aware of their contact on the LA Schools' Forum? What has the school done to keep him/her informed about the context of the school and the impact of the local funding formula?

Funds Delegated by the LA

Has the school checked the basis on which all strands of the budgets are prepared? Have the underlying figures been checked?

Does the school have an up-to-date database in terms of PLASC figures?

Are there families who should be receiving free meals? Have you provided assistance to parents to claim for free school meals? Do they understand the school benefits if they claim?

Are there plans to sustain or increase pupil roll numbers by doing things to attract parents to the school i.e. out of hour clubs, setting up a nursery, good publicity in the community etc?

SEN Funding

Has the school checked the basis on which the budgets are prepared? Have the underlying figures been checked?

Is the school making best value use of the funding?

Funding for Ethnic Minority Pupils

Has the school checked the basis on which the budgets are prepared? Have the underlying figures been checked?

Is the school making best use of the funding?

Other Government Grants and Other Grants and Payments

Has the school checked for all potential grants and sponsorship/support available?

If not, could the school use an existing resource to do so i.e. a School Business Manager, finance administrator, bursar etc? Could the school share a resource across schools, particularly using other schools' expertise and/or making use of the LA advice and support in this area?

Has the school bid for Lottery money?

Has the school applied for available funding for training?

Could the school tap into any local charities/trusts/funds dedicated to the needs of young people in the area/parish?

Could the school apply for additional funding for out-of-hours activities/study support?

Income from Facilities, Services and Catering

Has the school collaborated with other schools to generate income?

Has the school thought about the possible opportunities to generate income from using the school facilities assets/ out of hours i.e. pre school, after school, weekends and school holidays? i.e.

- Leisure facilities made available to the community
- Specialist equipment/facilities made available to community and local business such as ICT, D&T, Drama theatre, dance studio etc
- Room space made available to facilitate adult education, youth provision, nursery provision, church groups, supplementary schools on Saturdays and special events such as children's parties, weddings etc. Extra publicity also attracts pupils

Financial Management in Schools: Income & Expenditure Checklist in Schools

- Income from rentals i.e.. a school house

Has the school thought of its headteacher training to become an NCSL Consultant Leader, who could then offer consultancy to other schools?

Is there any other consultancy work the head could do i.e. NPQH Tutor or LPSH Facilitator, External Consultancy etc?

Could the head speak at conferences or run training courses?

Does any other staff have skills and expertise that could generate income by helping other schools or other organisations? i.e.

- bid writing by bursars and business managers
- "out of hours" clubs
- establishing master classes for community and other schools
- weekend/holiday programme to benefit the community i.e.. "children's university"
- catering staff offering catering to outside organisations
- music tuition

Could the school charge parents for looking after children after hours? i.e. Breakfast and/or After School clubs/activities

Does the school have a system for chasing late and non payment of debtor invoices, fees, trip money, school meals etc?

Is all income banked promptly thus maximising interest?

Does the school get a good commission from the sale of school photographs and selling school uniform?

Receipts from Staff Absence Claims

Has the school claimed all it should?

Income from Contributions to Visits

Could the school ask for more contributions, for school trips and visits?

Does the school have an effective system for collecting voluntary contributions?

Donations and/or Voluntary Funds

Are there other sources the school could access for general or specific reasons i.e.. local businesses, external charities? Could the school obtain commercial sponsorship from local businesses?

Does the school have different avenues of fundraising especially with parent bodies eg appeals, sponsored events?

Does the PTA run events that bring people into the school? These also are good for school publicity and community spirit i.e. building a garden would be good to bring fathers into the school.

Has the school considered asking for termly/annual donations to the School Fund?