

MEETING

CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE

DATE AND TIME

MONDAY 15TH SEPTEMBER, 2014

AT 7.00 PM

VENUE

HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4AX

TO: MEMBERS OF CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE (Quorum 3)

Chairman: Reuben Thompstone

Vice Chairman: Bridget Perry

Councillors

Alison Cornelius
Daniel Thomas
Helena Hart

Anne Hutton
Agnes Slocombe

Ammar Naqvi
Rebecca Challice

Substitute Members

Melvin Cohen
Tom Davey

Stephen Sowerby
Arjun Mittra

Pauline Coakley Webb
Adam Langleben

Co-opted Members

Simon Clifford
Gladys Vendy

Denis Carey
Marilyn Nathan

Darren Warrington

Governance Services contact: Paul Frost 020 8359 2205 paul.frost@barnet.gov.uk

Media Relations contact: Sue Cocker 020 8359 7039

ASSURANCE GROUP

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Decisions of the Children, Education, Libraries & Safeguarding Committee

29 July 2014

Members Present:-

AGENDA ITEM 1

Councillor Reuben Thompstone (Chairman)

Councillor Bridget Perry (Vice-Chairman)

Councillor Rebecca Challice

Councillor Alison Cornelius

Councillor Daniel Thomas

Councillor Helena Hart

Councillor Anne Hutton

Councillor Ammar Naqvi

Councillor Agnes Slocombe

1. MINUTES OF THE LAST MEETING

RESOLVED-

That the minutes of the meeting held on 23 June 2014 be agreed as a correct record.

2. ABSENCE OF MEMBERS

All Members of the committee were in attendance.

3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

Members declared the following interests:

Councillor Rebecca Challice declared a non-pecuniary interest noting that she is a trustee of Barnet carer's centre.

Councillor Anne Hutton declared a non-pecuniary interest noting that she is a representative of the Council on the Barnet Fostering Panel.

Councillor Anne Hutton declared a non-pecuniary interest noting that she is a member of Friern Barnet Library.

4. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

Details are appended of the Public Questions including the answers given by the Chairman. There were no supplementary questions.

(a) PUBLIC QUESTIONS

(b) MEMBERS ITEM - PRESENTATION FROM THE CHAIRMAN OF THE INDEPENDENT SAFEGUARDING BOARD

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee note the presentation from the Independent Chair of Barnet’s Safeguarding Children Board and agree to consider the implications for the Committee in its five-year Commissioning Strategy. This will be considered at the meeting on 28 October 2014.

Vote

Agreed	9
Opposed	0
Abstentions	0

5. SHORT BREAKS COMMISSIONING STRATEGY

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee agree the commissioning strategy for short breaks for disabled children

Vote

Agreed	9
Opposed	0
Abstentions	0

6. BUSINESS PLANNING

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee note this report and consider the outcomes and challenges outlined below as they inform the development of the Commissioning Plan.

Vote

Agreed	9
Opposed	0
Abstentions	0

7. FUTURE OF THE CHILDREN'S TRUST BOARD

The committee considered the report.

RESOLVED –

- That the Children, Education, Libraries and Safeguarding Committee note the view of the Children’s Trust Board on 24 July 2014 regarding its future and make

a decision on a preferred approach to the future governance arrangements for the board.

- That the Children, Education, Libraries and Safeguarding Committee agreed option 1 as set out in the report.

Vote

Agreed	9
Opposed	0
Abstentions	0

8. CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2013/14

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee note and agree the contents of the report and appendices.

Vote

Agreed	9
Opposed	0
Abstentions	0

9. CORPORATE GRANTS PROGRAMME, 2014/15 - FAIR PLAY BARNET

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee note the contents of the report, including the financial matters and not support the application for a grant.

Vote

Agreed	9
Opposed	0
Abstentions	0

10. CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE WORK PROGRAMME

The committee considered the report.

RESOLVED –

That the Children, Education, Libraries and Safeguarding Committee note the items included in the 2014/15 work programme.

Vote

Agreed	9
Opposed	0
Abstentions	0

The meeting finished at 20:10

	AGENDA ITEM 7
	Children, Education, Libraries and Safeguarding Committee 15 September 2014
Title	Business Planning
Report of	Strategic Director for Communities
Wards	All
Status	Public
Enclosures	None
Officer Contact Details	James Mass, Family & Community Well-being Lead Commissioner, 020 8359 4610, james.mass@barnet.gov.uk Val White, Lead Commissioner, Schools, Skills and Learning, 0208 359 7036, val.white@barnet.gov.uk

Summary
The Children, Education, Libraries and Safeguarding Committee agreed to develop a five-year Commissioning Plan and savings proposals and this will be considered by the Committee on 28 October 2014. This report builds on the outcomes reviewed at the meeting of 29 July 2014 to support the Committee as it addresses this task. It sets out suggested commissioning intentions for the Commissioning Plan, the intended impact of these and how they link to the strategic outcomes.

Recommendations
1. That the Children, Education, Libraries and Safeguarding Committee agree the outcomes and commissioning intentions detailed in this report to inform the development of the Commissioning Plan.

1. WHY THIS REPORT IS NEEDED

- 1.1 On 23 June 2014 the Children, Education, Libraries and Safeguarding Committee noted the savings target allocated by the Policy and Resources Committee and agreed to complete a Commissioning Plan and savings proposals by December 2014. This report builds on the outcomes reviewed at the meeting of 29 July 2014 to support the Committee as it addresses this task. It sets out suggested commissioning intentions for the Commissioning Plan, the intended impact of these and how they link to the strategic outcomes.

Outcomes

- 1.2 The outcomes reviewed at the meeting of 29 July 2014 were as follows:

Priority	Key Outcomes
Safeguarding	<p>Children and young people are safe in their homes, schools and around the borough, with an ability to develop healthy relationships with others.</p> <p>When children are at risk, by intervening early the Council will improve outcomes for children, young people and families, enabling them to thrive.</p>
Education	<p>Excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.</p> <ul style="list-style-type: none">• Every child attends a good or outstanding school, as judged by Ofsted.• The attainment and progress of children in Barnet schools is within the top 10% nationally.• The progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers.
Health & emotional well-being	<p>Children and young people are physically, mentally and emotionally healthy.</p> <p>Every child in Barnet has a great start in life, with the security and safety to grow in a nurturing environment.</p> <p>Childhood in Barnet is safe and fun, with lots of opportunities to grow and develop through education, leisure and play.</p> <p>Children and young people feel supported to achieve and engage, while developing their identities and resilience.</p>

Preparation for adulthood	<p>Young people are ambitious for their futures, ready for employment and contribute positively to society.</p> <p>Young people with special educational needs or disabilities and their families are able to plan for their future and enable growth.</p>
Parenting	<p>All parents and carers are able to develop high quality relationships with their children, establishing effective boundaries and support physical and emotional well-being.</p>
Libraries	<p>Children benefit from reading, literacy and learning opportunities.</p> <p>Adults benefit from reading, learning opportunities and easy access to the wider world of knowledge and information.</p> <p>A range of outcomes are achieved by community groups through community spaces, access and resources.</p>

Commissioning intentions:

- 1.3 Commissioning intentions have been developed for the following service components that make up the Children, Education, Libraries and Safeguarding Committee's remit:
- Education services.
 - Children with disabilities, special educational needs (SEN) and high needs, child and adolescent mental health services (CAMHS).
 - Looked after children and young people.
 - Safeguarding and children in need.
 - Family support.
 - Youth (incl. youth offending).
 - Libraries.
 - Support services.

1.4 Education services

	Commissioning intention	Intended impact
1	To develop a new delivery model, in partnership with schools, to deliver cost-effective and sustainable education services.	<ul style="list-style-type: none"> - Services to schools enabled to grow and develop rather than reduce. - Sustainable partnership to maintain educational excellence in light of the increasing autonomy of schools and the diversity of school governance arrangements.
2	The school improvement system will ensure that all schools are challenged and ambitious for Barnet's children and young people. It will better utilise the expertise within the sector in Barnet.	<ul style="list-style-type: none"> - A schools-led, self-sustaining school improvement system, maximising expertise within Barnet schools to ensure all schools are supported to improve. - All schools supported to become good or outstanding.
3	There are a broad range of opportunities available for young people post 16 and they are supported to make well informed choices.	<ul style="list-style-type: none"> - Wider choice of opportunities for young people post 16, particularly for those young people not wishing to pursue an academic pathway. - Young people better informed about the range of opportunities available and how to access them. - Increase in the proportion of youth offenders and other high risk young people in education, training and employment.
4	Young people are equipped with the skills needed by the local, London and national labour markets.	<ul style="list-style-type: none"> - Young people better equipped with the skills required to access employment. - Employer's future workforce needs more fully met.
5	There is a sufficient supply of school places through to 2019/20 and beyond.	<ul style="list-style-type: none"> - All children who require a school place have access to one. - Educational infrastructure in place to support regeneration programmes - Admission priority areas for primary phase reviewed and updated.

1.5 Children with disabilities, SEN and high needs, CAMHS

	Commissioning intention	Intended impact
1	Implement a 0-25 disabilities service that better brings together health, care and education.	<ul style="list-style-type: none"> - Growth is enabled for young people with disabilities. - Improved relationships between families and the local authority. - Reduced cost to adult social care arising from lower care package costs

	Commissioning intention	Intended impact
		<p>for those transitioning.</p> <ul style="list-style-type: none"> - Some rebalancing of cost from expensive specialist provision to preventative and enabling services.
2	Develop a new specification for child and adolescent mental health services with the CCG and Public Health that invests in prevention and early intervention and delivers more effective and timely targeted interventions.	<ul style="list-style-type: none"> - Improved mental well-being of children and young people. - Reduction in demand for intensive CAMHS services (tier 3 and 4). - More specialist services delivered in the community with better outcomes, reduced waiting times and improved satisfaction.
3	All eligible children and young people have a personalised, outcome focused Education, Health and Care Plan that is regularly reviewed.	<ul style="list-style-type: none"> - Better co-ordinated plans that more effectively achieve the identified outcomes for children and young people.
4	Families of children with additional needs have greater choice and control over the services included in the plan. The new short breaks offer will provide much greater choice and control to families.	<ul style="list-style-type: none"> - More personalised plans that more effectively achieve the identified outcomes for children and young people. - Parents feel better supported.
5	The local offer for children with SEND clearly sets out a comprehensive, up-to-date range of services.	<ul style="list-style-type: none"> - Parents and carers are enabled to better plan for the future. - Innovation and improvement in the market to best meet the needs of local children and young people.
6	To meet growing demand for school places for children with SEND we will increase the availability of provision in Barnet and seek to ensure consistently high quality service by making better use of our centres of excellence.	<ul style="list-style-type: none"> - Higher quality provision leading to better educational outcomes. - A reduction in specialist and out-of-borough places. - A reduction in SEN transport costs.
7	Reduce the cost of SEN transport through more extensive use of travel training, the offer of personal transport budgets, more effective route planning and procuring better value services.	<ul style="list-style-type: none"> - Increased independence for children and young people. - A reduction in SEN transport costs. - Less time spent travelling to and from school.

1.6 Looked after children and young people

	Commissioning intention	Intended impact
1	Grow and strengthen the in-house foster care service. Intervene early to prevent placement breakdown through better case management and access to a wider range of support services.	<ul style="list-style-type: none"> - Greater stability of local placements in a family home leading to better outcomes for looked after children. - A reduction in the average cost of placements for looked after children.
2	Develop more effective approaches to enable appropriate young people to step-down from residential to foster care placements.	<ul style="list-style-type: none"> - More effectively deal with the causes of disruptive and challenging behaviour leading to better outcomes for looked after children. - A reduction in the average cost of placements for looked after children.
3	Re-location of one of Barnet's in-house children's homes to improve the quality of facilities.	<ul style="list-style-type: none"> - Improved aspirations and life outcomes for young people resident in the home.
4	Adoption and other options for permanence are secured for a broader range of children, especially for older children and those with complex needs.	<ul style="list-style-type: none"> - More children and young people benefit from a permanent family environment. - Children and young people spend less time waiting for a permanent placement. - Adopters wait less time between approval and placement. - Reduced cost of placements to the local authority.
5	Develop and enhance the leaving care service in partnership with other local agencies.	<ul style="list-style-type: none"> - An increase in the proportion of looked after children moving on to employment, training and further education. - Improved life outcomes including employment, income, involvement in criminal activity and stability of future family life. - Young people leaving care are able to secure local and appropriate housing.
6	Improve the educational offer to all our looked after children through use of the pupil premium and better use of the Virtual School.	<ul style="list-style-type: none"> - Better educational outcomes for looked after children (attainment, attendance and transitions).

1.7 Safeguarding and Children In Need

	Commissioning intention	Intended impact
1	Through a strong commitment to implementing the business plan of Barnet's Local Safeguarding Children's Board, consolidate safeguarding work across the partnership.	<ul style="list-style-type: none"> - Protect children and young people from harm in particular those being sexually exploited and neglected and for missing children. - Better outcomes for children and young people at risk of harm through better preventative work and earlier intervention.
2	Consolidate and embed the Multi-Agency Safeguarding Hub (MASH) as Barnet's integrated front door for both safeguarding and early help.	<ul style="list-style-type: none"> - Ensure that all referrals are effectively screened in a timely manner and that decision making is well informed and of a high quality. - Use the intelligence developed from the MASH to improve service design, planning and sign-posting.

1.8 Family Support

	Commissioning intention	Intended impact
1	A strengthened early years service that integrates universal provision with targeted services with a specific focus on improving outcomes for the most vulnerable families. Ensure that early years is a priority investment area for the ring-fenced public health grant. Create an early years centre of excellence to improve the quality of early education across the borough.	<ul style="list-style-type: none"> - Sustainably improved outcomes for families. - Reduced costs to social care and to other parts of the local public sector. - Improved standards of early education leading to improved outcomes at the end of the early years foundation stage.
2	To continue with our early intervention approach to family support. As early implementers of the next phase of the Troubled Families Programme we will work with an expanded cohort of families and seek a sustainable funding approach for when the grant ceases.	<ul style="list-style-type: none"> - Sustainably improved outcomes for families. - Reduced costs to social care and to other parts of the local public sector.
3	Increased use of evidence based programmes to improve the effectiveness and value for money of interventions. Rigorously evaluate our	<ul style="list-style-type: none"> - Sustainably improved outcomes for families. - Reduced costs to social care and to other parts of the local public sector.

	Commissioning intention	Intended impact
	family support work and ensure investment is focused on services that demonstrate the highest impact.	

1.9 Youth (incl youth offending)

	Commissioning intention	Intended impact
1	Develop Barnet's partnership approach to work with young people at risk of involvement in youth violence and those already actively involved.	<ul style="list-style-type: none"> - Improved life outcomes for young people. - A reduction in youth violence.
2	Work with partners to better support young offenders and other high risk young people to access education, training and employment opportunities available in Barnet.	<ul style="list-style-type: none"> - Increase in the proportion of young offenders and other high risk young people in education, training and employment. - A reduction in reoffending rates.
3	Improve working across the public sector to achieve better outcomes for vulnerable young adults age 16 - 24.	<ul style="list-style-type: none"> - Reduction in the longer term costs to the public sector. - Reduction in re-offending, long-term unemployment and homelessness.
4	Continuing to prioritise detached youth work with the most vulnerable young people in the Borough through a partnership approach.	<ul style="list-style-type: none"> - Improved life outcomes for young people. - Reduction in the longer term costs to the public sector.

1.10 Libraries

	Commissioning intention	Intended impact
1	To deliver a comprehensive and efficient library service that best meets the demands of residents with a significantly reduced budget.	<ul style="list-style-type: none"> - Minimise the impact of savings on the intended outcomes of the service.

1.11 Cross-cutting

	Commissioning intention	Intended impact
1	Ensure that the voice of children and young people contributes to the design and delivery of services.	- Services that better meet the needs of children and young people.
2	Promote and maintain the quality and consistency of social and family work. Ensure that the workforce development programme is focused on strengthening the quality and consistency of practice.	- Maintain the safety of looked after children. - Ensure that young people are at the centre of planning for their future. - High quality decision making. - Effective working with families. - Improved staff retention.
3	Constrain inflationary pressure on procured goods and services to 0.5% from 16/17 – 19/20.	- Avoidance of cost pressures from third party spending.

2. REASONS FOR RECOMMENDATIONS

- 2.1 This report is a step in the process of agreeing a Commissioning Plan and a set of business planning proposals. Further work needs to be done by the working groups and Council officers to inform the corporate business planning process and the report to Policy and Resources Committee on 2 December 2014.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 N/A

4. POST DECISION IMPLEMENTATION

- 4.1 Officers will bring a paper on the Commissioning Plan to the next Children, Education, Libraries and Safeguarding Committee meeting on 28 October 2014.

5. IMPLICATIONS OF DECISION

5.1 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.1.1 In addition to continued austerity, demographic change and the resulting pressure on services poses a significant challenge to the Council. The organisation is facing significant budget reductions at the same time as the population is increasing, particularly in the young and very old population cohorts. Given that nearly two thirds of the Council's budget is spent on Adult Social Care and Children's Services, this poses a particular challenge as

these services are predominantly 'demand led'.

5.2 Legal and Constitutional References

5.2.1 All proposals emerging from the business planning process will need to be considered in terms of the Council's legal powers and obligations (including, specifically, the public sector equality duty under the Equality Act 2010) and, where appropriate, mechanisms put into place to ensure compliance with legal obligations and duties and to mitigate any other legal risks as far as possible.

5.2.2 Constitution, Part 3, Responsibility for Functions – Section 3

5.3 Risk Management

5.3.1 The Council has taken steps to improve its risk management processes by integrating the management of financial and other risks facing the organisation. Risk management information is reported quarterly to the Board and to Committees and is reflected, as appropriate, throughout the annual business planning process.

5.4 Equalities and Diversity

5.4.1 Equality and diversity issues are a mandatory consideration in the decision-making of the Council. This requires elected Members to satisfy themselves that equality considerations are integrated into day to day business and that all proposals emerging from the finance and business planning process have properly taken into consideration what impact, if any, there is on any protected group and what mitigating factors can be put in train.

5.4.2 The projected increase in the borough's population and changes in the demographic profile will be key factors that need to be considered when determining both the corporate strategy and service responses. Both of these need to also reflect the aspirations and contributions of current residents

5.4.3 Similarly, all human resources implications will be managed in accordance with the Council's Managing Organisational Change policy that supports the Council's Human Resources Strategy and meets statutory equalities duties and current employment legislation.

5.5 Consultation and Engagement

5.5.1 As proposals are developed in response to the challenges raised in this paper, an appropriate consultation and engagement plan will be developed and implemented. The work will be informed by the extensive consultation work that has been carried out already as part of the Priorities and Spending Review process.

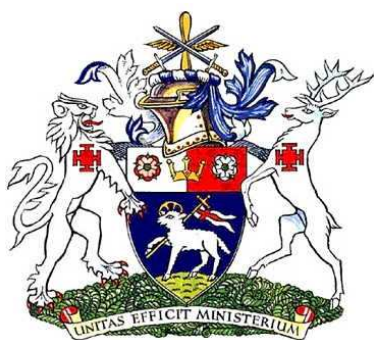
5.5.2 Over the last twelve months the council has been reviewing its priorities and spending. To help inform the council's future long term spending plans the council commissioned the Office for Public Management (OPM), an independent research organisation, to run a comprehensive series of

residents engagement activities to understand their priorities for the local area and look at how residents and organisations can support services going forward.

6. BACKGROUND PAPERS

- 6.1 Children, Education, Libraries and Safeguarding Committee, 23 June 2014.
[Item 5 – Business Planning](#)
- 6.2 Children, Education, Libraries and Safeguarding Committee, 29 July 2014.
[Item 7 – Business Planning](#)

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Children, Education, Libraries and Safeguarding Committee

15th September 2014

Title	Education and Skills – Future Delivery of Services
Report of	Schools, Skills and Learning Lead Commissioner
Wards	All
Status	Public
Enclosures	Appendix One: Draft Outline Business Case Appendix A: School Survey Results Appendix B: Evaluation Criteria Appendix C: Scoring Outcomes Appendix Two: Initial Equalities Impact Assessment
Officer Contact Details	Val White, Schools, Skills and Learning Lead Commissioner val.white@barnet.gov.uk 020 8359 7036 Deborah Hinde, Project Lead, Commercial Services deborah.hinde@barnet.gov.uk 020 8359 2461

Summary

The Children, Education, Libraries and Safeguarding Committee has agreed to develop a five year Commissioning Plan and savings proposals by December 2014. At its meeting on the 29th July 2014, the Committee considered a range of national and local challenges facing services for children and young people, including the need to retain focus on maintaining and improving educational standards in the Borough. The Children, Education, Libraries and Safeguarding Committee is now requested to consider a draft outline business case, attached as Appendix One, which sets out proposals for developing a new way of delivering the Council’s Education and Skills service in partnership with schools in the Borough.

The draft outline business case sets out how the changing educational landscape creates strategic, financial and performance drivers that combine to make a compelling case for change in order to:

- Maintain Barnet’s excellent education offer
- Maintain an excellent relationship between the Council and schools
- Achieve the budget savings target for the service up to 2020

The draft outline business case incorporates a detailed options appraisal of six possible future models for the delivery of these services. In particular, it examines ways in which schools can take control or ownership of part or all of the system and also considers any benefits of working with a third party provider.

The business case concludes that three of the six models are better placed than the others to meet the objectives of the service, but that further work is required to confirm the commercial and financial viability of these options. There has been initial engagement and consultation with schools during the process in developing the options and the proposals reflect the outcome of the engagement and consultation to date. Approval to proceed to consultation on the three options is being sought from the Committee at this stage to ensure that the selection of a preferred option can be properly informed by the outcome of that consultation. This will include formal consultation with the market, which is essential to ensure that the financial assessment of each of the options is sufficiently complete and robust to enable a decision to be made on the preferred option, when a final outline business case is put before members of the Children, Education, Libraries and Safeguarding Committee in January 2015.

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee note the content of the report and the draft outline business case.**
- 2. That the Children, Education, Libraries and Safeguarding Committee agree to further consultation and engagement on the three preferred options, as set out in paragraph 2.2.**
- 3. That the Children, Education, Libraries and Safeguarding Committee note that the draft outline business case will be referred to the Policy and Resources Committee for approval of the consideration to set up a separate legal entity to deliver education and skills services.**
- 4. That the Children, Education, Libraries and Safeguarding Committee note that a final outline business case setting out recommendations on the preferred option will be produced and further note that this will be reported to the Children, Education, Libraries and Safeguarding Committee on 12th January 2015.**

1. WHY THIS REPORT IS NEEDED

Strategic Context and the Case for Change

- 1.1 On the 23rd June 2014, the Children, Education, Libraries and Safeguarding Committee noted the savings target allocated by the Policy and Resources Committee and agreed to complete a Commissioning Plan and savings proposals by December 2014. In setting savings targets up to 2020, the Policy and Resources Committee took account of findings from consultation with residents and other parties in which the quality of education in Barnet

was consistently raised as a key attraction in making Barnet such a popular place to live and raise a family.

1.2 In preparation for developing its Commissioning Plan, the Children, Education, Libraries and Safeguarding Committee considered a number of national and local policy challenges at its meeting on the 29th July 2014, including those relating to the changing educational landscape within which Barnet schools and the Council are working. The Committee considered the ambition for educational outcomes that has been developed in consultation with Barnet schools, which is for Barnet to be *'the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.'* This ambition is supported by three key aims that articulate how the partnership effort to deliver this ambition can be assessed:

- Every child attends a good or outstanding school, as judged by Ofsted
- The attainment and progress of children in Barnet schools is within the top 10% nationally
- The progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers

1.3 Barnet's Education Strategy (approved by Cabinet in June 2013) sets out the key factors leading to the changing educational landscape and the factors that are influencing the respective roles of the Council and the schools, including:

- The increasing autonomy of schools – nationally, over 50% of secondary schools and 9% of primaries are now academies. In Barnet, 75% of secondary schools are now academies. Primary academy conversion in Barnet is less prevalent, but is anticipated to increase.
- The increasing diversity of educational providers entering the educational arena, including academy trusts/sponsors and free school proposers. In Barnet, there are three primary free schools and two secondary free schools with more likely to open in the next two to three years.
- Increasing delegation of school funding through the move towards a national funding formula. The vast majority of school improvement resources now sit with schools, with schools being best placed to lead a more autonomous and self-improving school system.
- The emergence of Teaching Schools and National and Local Leaders of Education is creating significant capacity to lead and deliver school-to-school support, while schools themselves are becoming increasingly confident in commissioning the support they need and in offering support to others.

1.4 This evolving educational landscape together with the financial constraints facing local authority services, creates three compelling key drivers for reviewing the way education services are delivered:

- i. A **performance** driver to maintain Barnet's excellent education offer, contributing to the quality of life in the Borough. This driver recognises that, in recent years, Barnet schools have been among the best in the country. However, maintaining this performance is challenging and some recent Ofsted inspections have been disappointing – a potential early warning sign that we need to review and evolve to adapt our systems and services to better reflect the new educational environment in which our partnership with schools is operating. It also recognises that the vast majority of school improvement resource and expertise is now controlled and managed by schools themselves and that the effective involvement of schools is essential to delivering better educational outcomes for Barnet as a whole.
 - ii. A **strategic direction** driver to maintain Barnet's excellent relationship with schools. This driver recognises the increasingly diverse range of school governance arrangements that are emerging, including academies and free schools, and the need to ensure that future service provision is of a high standard and that services are responsive to the needs of all schools. It also recognises that these changes in school leadership place schools in a strong position to play a much more central role in shaping and driving future service provision.
 - iii. A **financial driver** to meet the Council's savings target, whilst maximising the opportunity to provide sustainable services into the future. This driver recognises that funding going to schools has been well protected, despite recent reforms. However, the ability of the local authority to fund services to meet its remaining statutory duties is less secure, being impacted by both the reduction in local government funding overall, and by a reduction in government grant as individual schools convert to academy status.
- 1.5 The commissioning approach to service delivery requires a consideration of the best method or model for delivering services to meet commissioning priorities and outcomes. This report and the attached draft outline business case set out the results of work that has been carried out to assess the best way of delivering Education and Skills services given the three key drivers above.
- 1.6 Alongside a review of services, initial consultation and engagement with schools has been undertaken to seek early views of headteachers and governors about opportunities for working in closer partnership to deliver services for schools.
- 1.7 As a result of the review, this report proposes the development of an alternative model for delivering education services in the future that will maintain Barnet's excellent education offer and maintain an excellent relationship between the Council and schools, whilst also achieving the budget savings target set by the Council.

Developing Future Delivery Options

- 1.8 The shift in responsibility and financial resources for managing and leading school improvement to schools is resulting in schools becoming drivers and designers of the services they need to support them. Developing a model of delivery based on the partnership with schools provides an opportunity to provide services that are responsive to the needs of schools and that are sustainable over time by allowing schools to commission and potentially co-deliver the services they need.
- 1.9 The business case considers a number of options for the alternative delivery of the full range of services currently provided by the Council's Education and Skills Delivery Unit. The decision to include the full range of services in the options appraisal was reached after considering:
- i. The strategic context within which the local authority and schools are working to improve educational outcomes
 - ii. The need to provide a unified, integrated approach to service delivery for schools and others
 - iii. The ability to define a single brand for education services, with clear points of contact for schools and parents
 - iv. The start-up and/or procurement costs, as well as ongoing client-side management costs of moving to a new delivery model.
- 1.10 The following services are in scope:
- School improvement
 - Special educational needs (SEN)
 - Admissions and sufficiency of school places
 - Vulnerable pupils – Education Welfare
 - Post 16 learning
 - Traded services within Education and Skills:
 - Catering service
 - Governor clerking service
 - School improvement traded service (Barnet Partnership for School Improvement)
 - Newly Qualified Teachers
 - Educational psychology (part)
- 1.11 Any new model would deliver both delegable statutory services for the Council as well as trading services to schools and educational establishments. Where the options involve the creation of a separate entity, for the Council's statutory functions to be contracted out to that separate entity, the statutory duties or powers in question need to be either:
- i. included in the regulations made under the Deregulation and Contracting Out Act 1994; or
 - ii. otherwise eligible to be contracted out as a matter of statutory interpretation of the legislation giving rise to the statutory function.

- 1.12 Some of the duties and powers cannot be contracted out, for example the duty around place planning and the power to prosecute for non-school attendance. However, this does not prevent the Council from contracting out delivery of services associated with these duties and powers, but the ultimate accountability and decision making would remain with the Council.
- 1.13 Within all of the options under consideration, the statutory post of Director of Children's Services will remain with the Council. The Director of Children's Services has professional responsibility for the leadership, strategy and effectiveness of local authority children's services. The Director of Children's Services is responsible for the performance of local authority functions relating to education and social care of children and young people. The Director of Children's Services is responsible for ensuring that effective systems are in place for discharging local authority functions, including where a local authority has commissioned any services from another provider rather than delivering them itself.

Options Appraisal

- 1.14 A number of options have been considered and evaluated. The draft outline business case sets out full details of each of these options, including the potential benefits and risks associated with them. The options are summarised below.

Model A: In house

Model B: Outsource

Model C: Local authority trading company (LATC)

Model D: Schools-led social enterprise

Model E: Joint venture with schools having a commissioning role

Model F: Joint venture with schools having an ownership role

In house

- 1.15 The in house option is the representation of the service continuing to operate broadly as now, but on the basis that budgets are to be reduced significantly. This option would require significant changes in organisational capacity and skill-sets to deliver a more commercial approach. The impact of budget reductions on capacity would restrict the ability to achieve this. The in house model cannot therefore meet all the objectives for this service, as the level of service cannot be preserved and it would not actively involve schools in the development process.

Outsource

- 1.16 In this option, a commercial provider would be procured to run the service and service levels would be contractually assured. The local authority and schools would take no role in the ownership of the model, and would therefore be less likely to share in the risk or reward associated with delivery and growth. The local authority and school role in this model would be in specifying service levels and strategic commissioning and steering. Financial benefits would be achieved by drawing upon commercial expertise and capacity to deliver more efficient processes and

to grow services quickly. However, this model may struggle to build upon the relationship with schools, due to its more commercial focus.

Local authority trading company

- 1.17 The local authority trading company (LATC) would be a new organisation wholly owned by the local authority. This option would require a decision by the Council to invest in establishing an organisation able to trade and grow services. A LATC would primarily aim to meet the objectives through Barnet based growth, but this opportunity could be constrained by the lack of availability of commercial expertise. However the LATC is able to trade commercially and therefore may be better able to preserve service levels than the in house model.

Schools-led company/social enterprise

- 1.18 This model would require the establishment of a legal entity that is jointly-owned by schools and the Council, with both parties investing funds to establish the new organisation and grow services. This model builds on the existing good relationships with schools. Service levels would need to be maintained through investment from schools and the Council to build the capacity and commercial expertise that is needed to grow services quickly.

Joint venture – LBB and third party provider

- 1.19 For a joint venture the local authority would procure a third party provider to co-create a new organisation. Schools will have a role in service level commissioning and strategic commissioning, but would not take an ownership role. A joint venture enables an injection of funding and commercial expertise from a third party provider to build capacity and grow services, in exchange for a return on that investment. The Council would be a part owner in the organisation, benefiting from a return on any growth and the ability to influence strategic direction. The relationship with schools would be built through the commissioning role at both strategic and service level, with a degree of visibility and transparency not associated with the outsource model.

Joint venture – LBB, schools and third party provider

- 1.20 In this option, schools would form a new legal entity, which in turn would enter into a joint venture with the Council and a third party provider. Schools would take on some of the risk and delivery responsibility inherent in the ownership role. School ownership builds significantly on the current relationship with schools, creating a strongly unified education service across the Borough. A joint venture enables an injection of funding and commercial expertise from a third party provider to build capacity and grow services, in exchange for a return on that investment. Both the Council and the school company would be part owners in the organisation, benefiting from a return on any growth and the ability to influence strategic direction.

Evaluation Approach

- 1.21 The initial evaluation of options has been carried out in two stages. The first stage was an objective scoring exercise conducted by the Project Board.

This stage identified a series of assumptions to be tested in early engagement with schools and third party providers. In addition, external support was commissioned to provide an in-depth independent assessment of the financial modelling, along with a broader assessment of the commercial potential of an alternative delivery model.

- 1.22 The second stage of the initial options appraisal was conducted by the Project Board via a series of workshops. This included refining the models and assessment criteria used, based on initial feedback from schools and the market, scoring the models and recording the assumptions used to inform the scoring.

Initial Engagement with Schools

- 1.23 In order to get an initial indication of the appetite of schools for a different delivery model, it was decided that a reference group of headteachers should be convened. In the first two meetings the objectives were:
- To explain why there is a need to consider alternative delivery models
 - To understand the appetite for involvement in shaping services in the future
 - To gauge responses to a possible third party provider
 - To gauge the appetite for possible ownership of a potential new company
- 1.24 This was followed by a series of briefing meetings, to which all headteachers and chairs of governors were invited. Chairs of governors were also given the option of extending the invitation to parent governors.
- 1.25 A consultation survey was then issued to all headteachers and chairs of governors, to seek initial views on:
- The aims, objectives and drivers
 - The potential benefits and risks of each model
 - The evaluation criteria
 - The potential role of schools in a new model
 - The level of support for each of the models under consideration
- 1.26 The survey was initially conducted between 1st July 2014 and 15th July 2014, at which point interim results were evaluated and reported back to the Headteacher Reference Group. The survey then remained open until 18th August 2014 and the interim report was updated to reflect the additional responses received.
- 1.27 The full findings from the meetings and the survey are set out in the draft outline business case. The key points are:

- There was very strong support for the vision and aims that have been set out for education services, alongside clear agreement with the key drivers for change.
- There was a good level of interest in engaging with the Council to shape the future direction of the service and there was a particular interest in how schools could work more closely together to secure high standards. There was less certainty that all schools could be successfully engaged.
- The Reference Group was clear that schools are willing to purchase what they need as long as it is good quality and delivers, regardless of provider. The Group was less certain of the benefit that a third party provider could bring but were willing to consider all options at this stage.
- There was no particular consensus over the level of commitment to ownership; however there was universal interest and a desire to understand more about potential models.

1.28 In respect of the six models under consideration, initial views from the survey were:

Some support for the in house model, with 25% of respondents positive and a further 26% willing to consider it, a total of 51%. 25% tended not to support this model and 7% strongly opposed it (32% against).

Little support for the outsourcing model, with 7% positive and a further 16% willing to consider it, a total of 23%. 24% tended not to support this model and 36% strongly opposed it (60% against).

Moderate support for a local authority trading company, with 11% positive and 41% willing to consider, a total of 52%. 23% tended not to support this model and 7% strongly opposed it (30% against).

Strong support for a social enterprise model, with 35% positive and 37% willing to consider it, a total of 72%. 10% tended not to support this model and 5% strongly opposed it (15% against).

Good support for the joint venture (LBB and third party provider) model, with 30% positive and a further 41% willing to consider it, a total of 71%. 14% tended not to support this model and 5% strongly opposed it (19% against).

Good support for the joint venture (LBB, schools and third party provider) model, with 29% positive and a further 31% willing to consider it, a total of 60%. 20% tended not to support this model and 8% strongly opposed it (28% against).

1.29 The number of responses received over a relatively short time period, along with the high level of attendance at briefing meetings, suggests a good level of engagement by schools in this process. However, the proportion of respondents that chose not to express views on the options, along with the

number of respondents that selected the “don’t know/not sure” response, reinforces the messages from meetings and from individual schools that schools require more time and more information on which to base any decisions they would need to make.

Initial Market Research

- 1.30 Based on the initial assessment of the options, some assumptions required testing with the market. This research was carried out by inviting four industry representative companies to complete a questionnaire and attend a short interview. Three of the invited companies participated in the exercise.
- 1.31 The key findings from the research were:
- All respondents agreed that there was a market for this package of services, although some respondents suggested that some services may be subcontracted or delivered in partnership with co-bidders.
 - It was universally accepted that the role of schools as owners would be feasible. However, the details of this structure would need to be worked out through the procurement process.
 - All respondents identified that ownership carries risk. If schools take an ownership role they inherently take on some of the responsibility for delivery of these services and some of the risks of failure.
 - The proportion of ownership was identified as a key factor, as a controlling stake for schools would be unattractive to some respondents. For those that identified a controlling stake would be acceptable it was made clear that the respondents would not guarantee results from a company in which they did not have a majority stake.
 - It was suggested that any procurement should be heavily weighted on quality over cost.
- 1.32 In recognition of the restricted scope of this initial research, external support has subsequently been commissioned through a competitive tendering exercise, to provide an independent assessment of the broader market, including the not-for-profit sector, and the commercial opportunities that may exist for these services. In order to secure effective market engagement, thereby ensuring that this work provides the most accurate possible information, it is proposed that it is undertaken as part of the next stage of consultation, following Members’ consideration of this draft outline business case.

Potential Financial Benefits of the Options

- 1.33 For any model there are several basic cost saving or income generating methods that may be applicable. These methods are described in full in the draft outline business case.

Efficiency savings

- 1.34 Efficiency savings are created through transforming processes, eliminating waste in the system to create operational capacity. In the scoring of these models, it has been assumed that a third party provider would be better able to realise efficiency savings, through potential economies of scales and more commercial experience. The additional capacity created through efficiency savings need not lead to reduced staff numbers. As the objectives of the new delivery model include both growth and development of new services, it is likely that some or all of the additional capacity created through efficiency methods can be retained for these purposes.

Income generation (growth)

- 1.35 There are three types of income generation accessible to different degrees by different models:

- Increased trade to current school customers
- Increased trade to schools within Barnet that are not yet customers
- Trading to schools in other boroughs or local authority areas and to academy chains

- 1.36 The in house model would have less capacity for growing traded services, as the budget would be significantly reduced and it is expected that potential service reductions, limited commercial capacity and a short timeframe would make it extremely challenging to develop services. A third party provider would bring commercial expertise that enables realisation of greater growth outside of the Borough, and faster growth in all categories.

Additional services

- 1.37 In addition to building income through delivering higher volumes of existing services, the development of new services and bringing them to market is a further mechanism for growing revenue. It is assumed that through the application of commercial acumen and quicker availability of funding, a third party provider would be more likely to be able to develop services quickly in response to emerging needs. It is also assumed that partnership models involving schools are more able to quickly identify the emerging needs.

Service reductions







- 1.38 This mechanism does not support the overall objectives of the project. However, the in house model would be more likely to draw upon this mechanism to deliver the required savings, as the capacity to build income and additional services is limited. Other models are less likely to draw upon this mechanism, due to their ability to achieve budget targets through growth. However, both the LATC and the schools-led company models would require up-front investment from the Council and/or schools in order to avoid service reductions.

Application

- 1.39 As described in the preceding sections, each model has access to these savings mechanisms to a different extent. The table below provides an

initial indication of the degree to which each model would have access to these levers. Detailed financial modelling is under way to provide a comprehensive analysis of the likely impact of each lever on individual service areas.

1.40 The key financial objective for any future delivery model is that it is able to achieve the budget savings target set by the Council. Beyond the achievement of that minimum standard, the imperatives relate to service level and quality. At this stage, the financial viability of each model has therefore been assessed in those terms, taking into account the levers available to that model.

Lever	Applied to	In House	Outsource	LATC	Schools Led Company (social enterprise)	Joint Venture	Joint Venture with Schools
Efficiency savings	Gross Exp	✓✓	✓✓✓	✓✓	✓✓	✓✓✓	✓✓✓
Increased income through growth	Income	✓	✓✓	✓✓	✓✓	✓✓✓	✓✓✓
Additional services	Net Budget	✓	✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓
Service Reductions	Net Budget	✓✓✓	✓	✓	✓	✓	✓
KEY to the level of savings likely to come from each lever: ✓✓✓ - high ✓✓ - medium ✓ - low							
ABILITY TO ACHIEVE MTFs TARGETS WITHOUT A NEGATIVE IMPACT ON SERVICE LEVELS/QUALITY		LOW	MED	MED	MED	HIGH	HIGH
							

1.41 Independent external support has been commissioned to provide further, in-depth analysis of the potential financial benefits, including the likely financial benefits from each model over and above delivery of the budget savings target. The outcomes of this work will be incorporated in the final outline business case.

Scored Assessment

1.42 Four key categories of criteria have been identified, each of which were weighted in terms of their overall importance to the selection of a model.

This was informed by the strategic context as described above. The four categories of assessment criteria were:

Strategic Direction (weighted 30%) - Focuses on Barnet's relationship with schools, commissioning model, sector-led improvement and flexibility.

Cost Saving (weighted 40%) - Focuses on the ability of the model to achieve budget reduction targets over time, maximising the funding in Barnet's education system and sustainability of the service.

Initiation/Design (weighted 10%) - Focuses on retention of expertise, flexibility, complexity of governance, and the required time and cost of implementation.

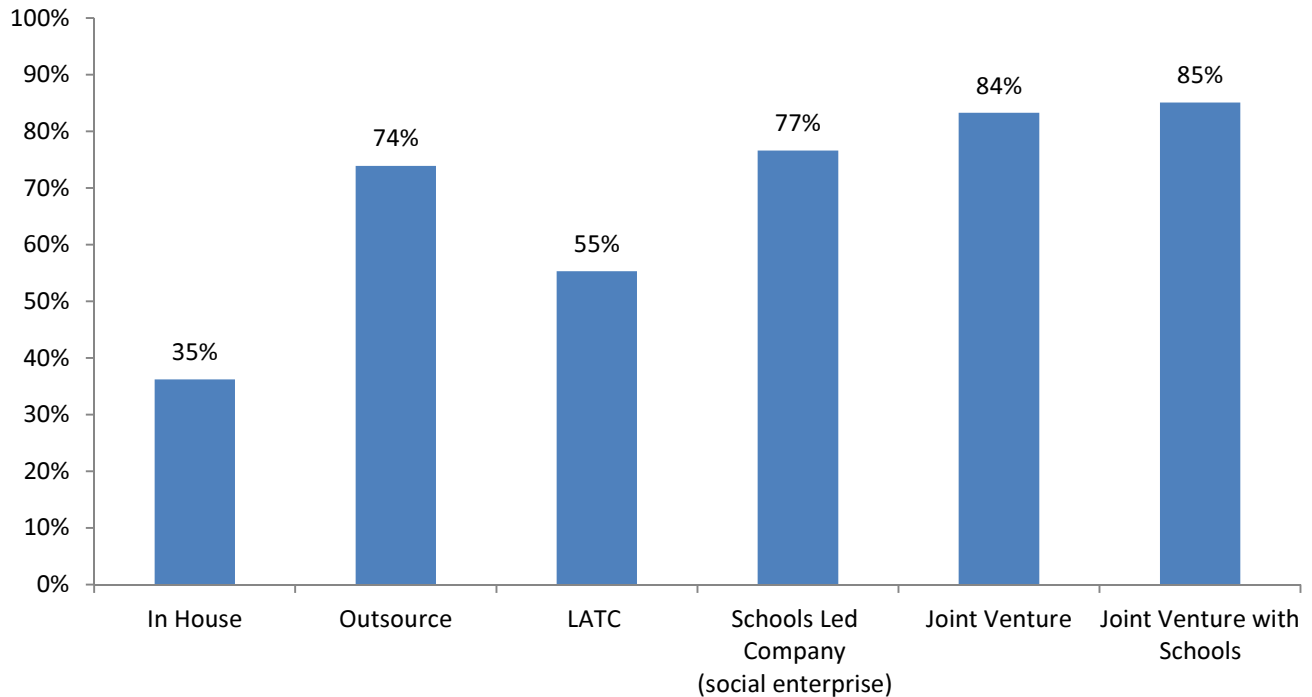
Performance (weighted 20%) - Focuses on performance, freedom to innovate, ability to meet demand and the focus on Barnet.

1.43 Within each category there are a number of criteria which have been further weighted in terms of their importance within the category. A full list and descriptions of the criteria are set out in the draft outline business case.

1.44 Each of the models has been scored based on the descriptions set out in sections 1.15 to 1.20 above. The key assumptions that underpin this assessment are:

- Models that include schools in ownership or commissioning roles are a better strategic fit
- Models that include a third party provider attain greater commercial expertise from the outset and are better able to grow services more quickly
- Models that include a third party provider deliver a greater opportunity for investment from outside the current system

1.45 The figure below shows the total weighted score for each model. Full details of the scoring are set out in the draft outline business case.



1.46 In summary, the two joint venture models score highest overall, with both scoring over 80% in total. They also score over 70% within each of the four categories.

1.47 The school-led social enterprise model and the outsource model both score over 70% and appear close based on total score. However, the social enterprise model scores over 50% within each of the categories and scores very well on strategic direction, whereas the outsource model scores less than 50% in the initiation/design category and scores relatively poorly in the strategic direction category.

1.48 The remaining two models score less well.

2. REASONS FOR RECOMMENDATIONS

2.1 Based on the detailed evaluation of the six possible models and taking into account the views of schools, along with the initial market and financial assessment, it is concluded that:

- i. The in-house, local authority trading company and outsource options are unlikely to meet the project objectives and have attracted less support from schools.
- ii. The three partnership options (social enterprise, joint venture with schools taking an ownership role and joint venture with schools taking a commissioning role) could potentially meet the project objectives and have attracted a reasonable degree of support from schools.

- iii. Further work is required to confirm the commercial and financial viability of these three options and to ensure that schools have sufficient information on which to base their decisions regarding the degree of involvement they would wish to have in the ownership of the future delivery vehicle and the level of investment they would be willing to make in both the establishment and the ongoing operation of that vehicle.

2.2 It is therefore recommended that the Council should proceed with setting up an alternative delivery model for Education and Skills services, centred on a partnership option. At this stage, it is proposed that the three main options around the nature of such a partnership should remain open for further consideration and that a final outline business case confirming the preferred option be put before Members in January 2015.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1 In addition to the six options that were evaluated in detail, one further option, a shared service, was identified, but not taken forward for further consideration. The Council has a track record of using services shared with other organisations, where appropriate, but in this case informal discussions with neighbouring councils indicated that there was little appetite to participate in the development of a shared service at the current time. None of the six models under consideration preclude the possibility of future joint working with other councils.

4. POST DECISION IMPLEMENTATION

4.1 In order to finalise the outline business case, work will continue on a number of fronts during the autumn term in order to:

- Carry out detailed testing of the commercial and financial viability of the remaining options, commencing with the publication of a Prior Information Notice (PIN) that will enable formal consultation to take place with the market through a soft market testing exercise.
- Enable schools to make informed decisions about their level of involvement in the future model.
- Develop detailed implementation plans and budgets to inform the decision-making process.
- Develop a summary of efficiency, improvement and income opportunities for different in-scope services.
- Give detailed consideration to the human resource implications of each remaining option, including potential TUPE transfers, and development of the Equality Impact Assessment. An initial Equality Impact Assessment is attached as Appendix Two.
- Identify the statutory responsibilities that will remain with the Council and how the interface between the Council and the new delivery model will be managed.

- Work up detailed requirements for specialist legal, commercial and HR support for the implementation process and commence procurement to ensure that the necessary support is in place ready for the delivery of whichever option Members select for implementation.
 - Ensure that there is appropriate engagement and consultation prior to a decision being made.
- 4.2 Customer and Support Group involvement ceased in the concept phase of the project cycle and the development of options, assessment of financial benefit and engagement with schools has been managed directly by the Council and independent suppliers. The project will continue to be managed directly by the Council from this point forward, with all technical advice and input that relates to the development of the business case, commercial position and all procurement activities operating outside of any input from the Customer and Support Group and the wider Capita organisation. This ring-fence will remain throughout the duration of the project. As with any commercially sensitive project, the management of information is of paramount importance, with restricted access in place.
- 4.3 To date, independent external support has been commissioned to:
- Carry out the detailed financial assessment
 - Advise on the commercial aspects of the project
 - Provide “critical friend” input to the outline business case and development of detailed plans
- 4.4 It is proposed that a core team of 1 FTE project lead and 1.5 FTE workstream leads be deployed for the completion of the final outline business case and that they be supplemented by the use of targeted specialist support, as required.

5. **IMPLICATIONS OF DECISION**

Corporate Priorities and Performance

- 5.1 Barnet is a place of growth. The quality of the education offer is at the heart of Barnet’s continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet’s schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council’s strategic objectives set out in its Corporate Plan 2013-16 to:
- Promote responsible growth, development and success across the Borough
 - Support families and individuals that need it – promoting independence, learning and well-being

- Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place
- 5.2 Developing a new approach to delivering education and skills services in partnership with schools, will enable the Council and schools to continue to support these priorities through jointly harnessing efforts and resources at a time of financial constraint and when the educational landscape is leading to a more diverse range of providers. Developing a delivery model that enables the services to be responsive to the needs of this increasingly diverse range of providers offers the opportunity to maintain and improve support services to schools so that Barnet's excellent educational offer can be maintained and improved.

Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.3 These services are currently provided at a total annual gross cost of £18.7m. This is funded by £2.8m from the Dedicated Schools Grant, which is ring-fenced, and generation of income of £9.1m. This leaves a net budget of £6.8m.
- 5.4 Within the savings target set by the Policy and Resources Committee, the Education and Skills service is required to deliver savings of £850k between 2016/17 and 2019/20, in addition to savings of £700k that were agreed as part of the Medium Term Financial Strategy for 2015/16 in February 2014.
- 5.5 In respect of the development of proposals and the work required to complete the final outline business case, the project budget was initially set at £100k. An initial £32k was spent on baselining work, with the cost of the team that managed the project to the end of the Concept Phase being £51k.
- 5.6 As a result of the decision to recruit additional resources to deliver the assessment phase, further draw down of £150k was approved by Policy and Resources Committee on 10th June 2014. An estimate of expenditure required to complete the final outline business case, including external specialist support, indicates a further requirement of £50k, for which permission will be sought for additional draw down from the Policy and Resources Committee.
- 5.7 The development of the final outline business case will include a detailed assessment of the potential financial benefits of each of the options under consideration, based on the application of the levers identified in paragraph 1.34 to 1.38 above. Members are asked to note that there are also additional one-off costs associated with the implementation of any new delivery model. In this case, initial estimates are that these are likely to be in the order of £500k. These costs, along with their funding, will need to be

considered as part of the overall cost/benefit analysis that forms part of the final outline business case.

Legal and Constitutional References

- 5.8 The Responsibility for Functions section of the Council’s Constitution sets out how decisions of the Council can be made. If this proposal proceeds, there are a number of significant decisions to be made, which sit across Council committees and full Council.
- 5.9 Paragraph 1.6 of the Responsibility for Functions section confirms that decisions on policy matters and new proposals relating to significant partnerships with external agencies and local authority companies are reserved to the full Council.
- 5.10 Annex A to the Responsibility for Functions section confirms the terms of reference for Council committees. Policy and Resources Committee has responsibility to determine the overall strategic direction of the Council, specifically in relation to internal transformation programmes, strategic partnerships and corporate procurement. The Children, Education, Libraries and Safeguarding Committee has responsibility for education functions, including discussion of transformation schemes within the Council’s policy framework.
- 5.11 To ensure that this project is considered by the correct decision making bodies, the following reports will be presented:

September 2014	CELS	Consideration and agreement of draft outline business case and agreement to consultation on preferred options
December 2014	P&R	Consideration of draft OBC and agreement to continued consideration of alternative delivery model for education services Agreement of budget for project implementation
January 2015	CELS	Consideration of consultation responses and decision on preferred option and commencement of procurement, as required
July 2015	CELS	Decision on selection of bidder, as required
July 2015	P&R	Consideration of alternative delivery model and recommendation to full Council on contracting out of functions and setting up alternative delivery model, as required
July 2015	Full Council	Decision on whether to set up alternative delivery model and contracting out of functions

- 5.12 The Education and Skills service provides a combination of statutory and discretionary services, some of which are traded to schools. Many of the statutory services can be contracted out by virtue of regulations made under the Deregulation and Contracting Out Act 1994, although there are some exceptions and the Council will have to consider the most appropriate way for relevant services to be delivered as part of the overall business case.

- 5.13 When making decisions around service delivery, the Council must consider its public law duties. This includes its public sector equality duties and consultation requirements as well as specific duties in relation to education services and services to children and families.
- 5.14 Due to the potential change to the provision of education services, detailed consultation will be carried out with schools, service users and the general public, as well as current employees. Results from this consultation must be considered when deciding on the most appropriate way forward.
- 5.15 The Council must comply with the Public Contract Regulations 2006 when proposing to enter into contractual arrangements for certain services. Detailed legal support is being provided to ensure that the Council meets its public procurement obligations.

Risk Management

- 5.16 Project risks have been identified in the draft outline business case, along with mitigation measures. These will be managed through the project governance arrangements, in accordance with the Council's project management standards. The key risks to this project relate to:
 - i. Ensuring an effective level of engagement of schools that secures support for the chosen model and willingness to buy-back the services it provides. This will be managed by ensuring the ongoing involvement of schools in the formulation of the most appropriate and viable model.
 - ii. The ability to meet the timescale for achieving budget savings, given the level of change required. This will require ongoing monitoring.
 - iii. The ability to implement a new delivery model within the required operational timescales. Significant effort is being put into early, detailed planning of the commissioning process and ensuring that the necessary resources are in place to support this.
 - iv. The potential impact of changes in legislation relating to Special Educational Needs. Additional subject matter expertise is being sought to support the process of defining service requirements.
 - v. The ability of any alternative delivery model to achieve the required financial benefits based on the range of services that are in scope. The detailed financial modelling and early engagement with the market will ensure that a final decision can be based on a robust assessment of the potential financial benefits of each model.
 - vi. The potential impact on competition of the market's perception of the Council's existing partnership arrangements. Measures have been put in place to minimise the involvement of personnel that are employed through existing partnership arrangements and to ensure that any involvement is restricted to data provision and technical support only.
- 5.17 An initial assessment of Health and Safety Risks associated with the proposals has been carried out. This has identified that there are no

additional Health and Safety risks beyond those normally associated with the delivery of these services and which are managed through the established Health and Safety policies and procedures. In the event of a third party or separate organisation being established, there will need to be due consideration of Health and Safety matters in the commissioning process.

Equalities and Diversity

- 5.18 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
 - advance equality of opportunity between people from different groups
 - foster good relations between people from different groups
- 5.19 The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services.
- 5.20 An initial Equality Impact Assessment has been carried out and is attached as Appendix Two. This covers potential impacts on residents and service users and on employees. It will be developed in more detail, as work on the three options progresses. The initial impact assessment for residents and service users identifies a minimal positive impact overall. The initial impact assessment for employees identifies a bigger impact on women than men. This is due to the fact that women make up 93% of the affected workforce.
- 5.21 It is recognised that the establishment of an alternative delivery model constitutes a significant change that will have an impact on employees and, in accordance with the Council's Managing Organisational Change Policy, it is essential that this change is managed in a way that reduces the disruptive effects of change. This will include ensuring that:
- the employees concerned will be treated in a fair and equitable way
 - advance notice of the impending change is given to the employees concerned as soon as possible
 - change will be brought about following consultation
 - the need for compulsory redundancy will be minimised but balanced against the Authority's need to retain employees with the skills and experience necessary to best meet future service requirements
 - redeployment opportunities will be maximised
- 5.22 As identified in the body of the report, consultation will take place with the recognised trade unions and affected employees, as the proposals are developed further.

- 5.23 The Equality Impact Assessment will be kept under review and consultation responses will be incorporated into it to identify any potential adverse impacts and mitigating measures.

Consultation and Engagement

- 5.24 The Council has carried out a series of consultations into the future shape of services.
- 5.25 In October to December 2013, the Council ran area-based workshops and focus groups with service users and residents with protected characteristics to establish their priorities for the future of the Council. The results of this consultation are published on www.engage.barnet.gov and informed the development of the priorities and spending review.
- 5.26 From March to June 2014 (with a break for the pre-election period), the Council ran a Call for Evidence for local organisations and residents, specifically exploring the roles of external organisations in supporting the Council in the delivery of services to Barnet residents. The results for this are also published on www.engage.barnet.gov.
- 5.27 Through May to July 2014, the Council consulted with headteachers and governors, the direct recipients of Education and Skills services, to gather their views on potential future delivery models for the service. The results of that consultation are published as Appendix A to the draft outline business case.
- 5.28 Overall, the following key stakeholders have been engaged with to date:
- i. Engagement with schools to share the challenges and issues and to understand the opportunities and appetite for different levels of involvement from schools in a new model. This has been undertaken through briefings, workshops and an online survey of headteachers and chairs of governors.
 - ii. Consultation with other key stakeholder groups, for example the Children's Trust Board, Barnet and Southgate College, to share the challenges and issues and explore opportunities.
 - iii. Initial engagement with three private sector providers to explore potential opportunities and assess market appetite.
 - iv. Engagement with employees and trades unions through briefings to share the challenges and issues and to inform them of the potential options and project approach.
- 5.29 In addition, desk research and insight gathering has taken place to assess the potential of alternative models and to learn from other local authorities.
- 5.30 The outcomes of the consultation and engagement activity that has been undertaken to date are set out in the body of the report.

- 5.31 A detailed consultation and engagement plan has been produced for the next stage of the project. The four key target groups for consultation and engagement are: schools; the market; employees and trades unions; and residents and service users. All findings will be taken into consideration and will inform the development of the final outline business case.

Schools

- 5.32 There will be further extensive consultation with schools on the nature of the future delivery model, including whether or not schools should be involved in the ownership of the model and whether or not a third party provider should be sought. This consultation will also explore the level of investment that schools are willing to make in the new delivery vehicle, either in setting up the vehicle or in maintaining it through their purchasing power. This will take place primarily through briefings, presentations and school/governor circulars. Work will continue with the Headteacher Reference Group to develop the models and provide a key link to all schools. This will include involving school representatives in the evaluation process to inform the development of the final outline business case.

The market

- 5.33 There will be formal consultation with the market through a soft market testing exercise consisting of questionnaires and interviews, which will establish the true level of viable market interest in entering into a joint venture with the Council or with the Council and schools. This will include assessing the level of interest from other local authorities in participating in the potential joint venture.

Employees and trades unions

- 5.34 Initial briefings have been carried out with employees and trades union representatives in the services under consideration. There will be ongoing consultation and engagement through staff briefings and workshops, management team meetings and JNCC meetings, as the proposals are developed further.

The public and service users

- 5.35 There will be broad engagement activity to inform the general public and parents on the proposals and their potential impact. There will be targeted consultation, through focus groups, with parent governors and special needs groups to identify their priorities in terms of evaluating potential partners and any concerns about the proposals, for which safeguards need to be built into any partnership agreement.

6. BACKGROUND PAPERS

- 6.1 Policy and Resources Committee, 10th June 2014 (Decision Item 6) – noted the updated Medium Term Financial Strategy up to 2020 and the Priorities and Spending Review report. The Committee agreed the Education and Skills project approach to consultation.

6.2 Cabinet, 25th February 2014 (Decision Item 7) – approved the Medium Term Financial Strategy.

<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=120&MId=7518&Ver=4>

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Draft Outline Business Case

Education and Skills Alternative Delivery Model

Author:	Deborah Hinde
Date:	30 th July 2014
Service/Dept:	Commissioning Group

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1.1 Document Control

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30 th Jul 14	0.1	First draft, circulated to Project Board members	D J Hinde
5 th Aug 14	0.2	Updated in response to comments received from Project Board members	D J Hinde
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1.3 Distribution List

Name	Role	Date
Val White Project Board Members	Project Board	31 st July 2014

1.4 Approvals

This document requires the following approval(s):

	Name	Role	Date
Project Board			27 th August 2014
Finance	Ruth Hodson	Head of Finance	29 th August 2014
HR	Mark Grimley	Head of HR	29 th August 2014
Legal	Sarah Wilson		29 th August 2014
Governance	Paul Frost		2 nd September 2014
Commercial Team	Claire Symonds	Commercial and Customer Services Director	4 th September 2014
Equalities	Lesley Holland		4 th September 2014

2 Introduction

2.1 Aims and Objectives

On the 23rd June 2014, the Children, Education, Libraries and Safeguarding Committee noted the savings target allocated by the Policy and Resources Committee and agreed to complete a Commissioning Plan and savings proposals by December 2014. In setting savings targets up to 2020, the Policy and Resources Committee took account of findings from consultation with residents and other parties in which the quality of education in Barnet was consistently raised as a key attraction in making Barnet such a popular place to live and raise a family.

In preparation for developing its Commissioning Plan, the Children, Education, Libraries and Safeguarding Committee considered a number of national and local policy challenges at its meeting on the 29th July 2014, including those relating to the changing educational landscape within which Barnet schools and the Council are working. The Committee considered the ambition for educational outcomes that has been developed in consultation with Barnet schools which is for Barnet to be *'the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.'* This ambition is supported by three key aims that articulate how the partnership effort to deliver this ambition can be assessed:

- Every child attends a good or outstanding school, as judged by Ofsted
- The attainment and progress of children in Barnet schools is within the top 10% nationally
- The progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers

This draft outline business case sets out the results of work that has been carried out to assess the best way of delivering Education and Skills services so that they can support the achievement of this ambition. It proposes the development of an alternative model for delivering these services in the future that will realise the objectives of:

- Achieving the budget savings target set by the Council
- Maintaining Barnet's excellent education offer
- Maintaining an excellent relationship between the Council and schools

In order to fully explore available options the project has examined ways in which schools can take control or ownership of part or all of the system and has also considered any benefits of working with a third party provider.

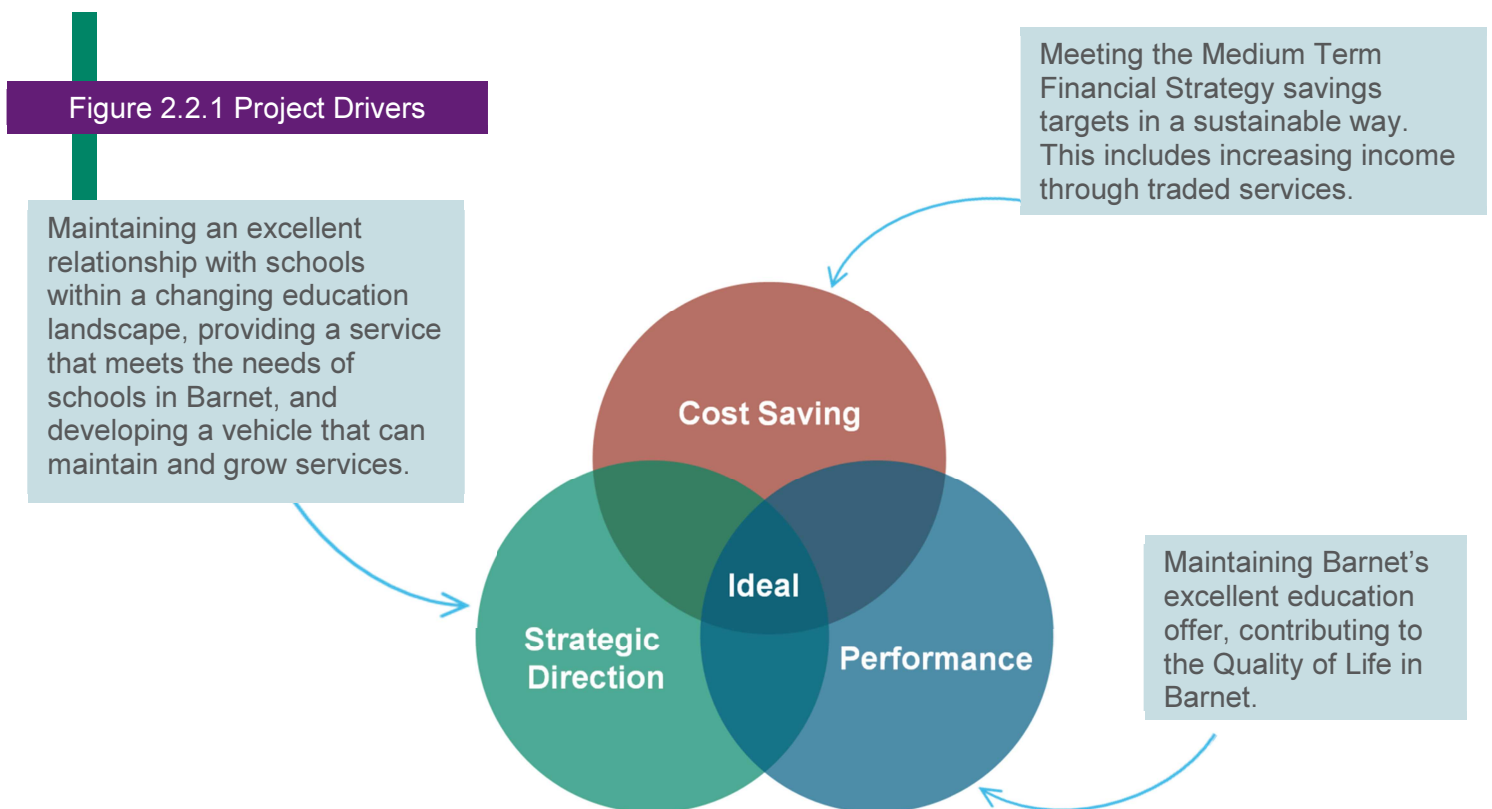
There has been initial engagement and consultation with schools during the process to date and the proposals reflect the outcome of that engagement and consultation. Further consultation is proposed prior to a final decision being made on the preferred option, when a final outline business case is put before members in January 2015.

2.2 Strategic Context

Barnet’s Education Strategy (approved by Cabinet in June 2013) sets out the changing educational landscape within which local authorities and schools are now operating, including:

- The increasing autonomy of schools – nationally, over 50% of secondary schools and 9% of primaries are now academies
- The increasing diversity of educational providers entering the educational arena, including academy trusts/sponsors and free school proposers
- Increasing delegation of school funding through the move towards a national funding formula

This changing landscape creates three key drivers for change in the service, which are summarised in figure 2.2.1 and described in full in the following paragraphs. These drivers combine to make a compelling case for change, the achievement of which requires consideration of an alternative model for the delivery of services in the future.



2.2.1 Performance Driver

In recent years, Barnet schools have been among the best in the country. 90% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection – ranking Barnet 12th in the country. With 90% of Barnet schools graded good or better, the local authority is ranked 13th nationally on this measure. Our

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aspiration is to be in the top 10% of authorities in the country and so far, we are succeeding.

However, maintaining this performance is challenging and some more recent Ofsted inspections have been disappointing – a potential early warning sign that we need to review and evolve to adapt our systems and services to better reflect the new educational environment in which our partnership with schools is operating. The following are areas of concern, which require a strategic response by the local authority and schools:

- Good and outstanding schools under the new OfSTED framework - whilst Barnet remains in the top 10 percent of local authorities for schools that have been judged by OfSTED as good or outstanding, Barnet ranks much lower (close to the national average) in relation to inspections carried out under the new inspection framework introduced in 2012.
- Primary writing - In relation to pupil achievement and progression, there are significant concerns with Primary school results, particularly in relation to writing, though the provisional 2014 results indicate an improvement on 2013.
- The FSM gap - At both Primary and Secondary level, the gap in attainment between pupils eligible for Free Schools Meals and their peers last year was well outside the top 10% of local authorities in England and well above the average gap for London. There has been an improvement in the Key Stage 2 figure in 2014 but it is not yet known whether this is also the case for Key Stage 4.
- Looked after children - In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A*-C GCSEs including English and Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.
- Primary attendance - Pupil attendance at primary schools in 2012/13 (the last available figures for a full school year) was below the national average and well below the London average.

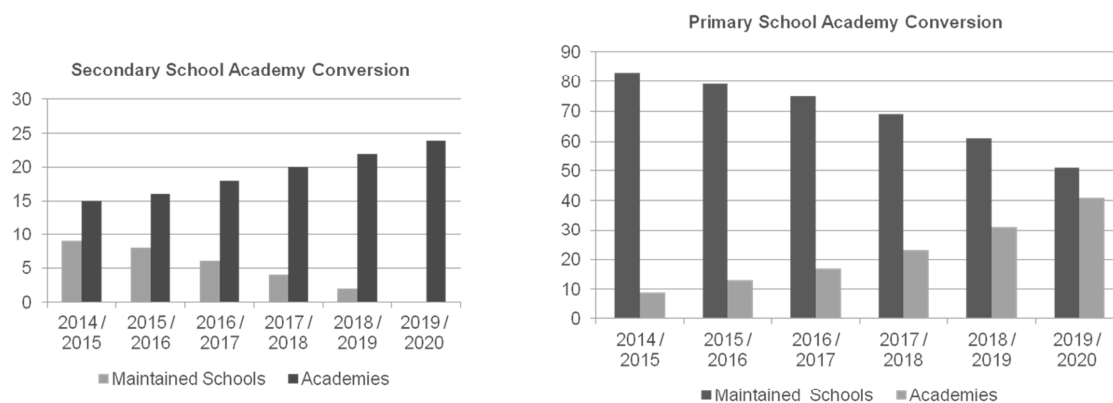
These areas of concern raise a broader issue of whether the arrangements for school improvement in Barnet are appropriate to the challenges we face. Because of this concern, officers and headteachers have been reviewing our school improvement arrangements. The same organisational issues also apply to other services and are a key factor in considering alternative delivery models.

Educational excellence is key to Barnet's ambition as a Borough to grow successfully and, in a series of consultations that have been conducted with Barnet residents, the quality of the education offer in Barnet has been identified as a priority issue, fundamental to maintaining quality of life in the Borough.

With the diversification of funding, structures and providers, maintaining this excellence going forward is going to require the Council and schools to consider how best to harness the resources within the system overall in order to sustain high standards in all our schools and to ensure that all children receive the very best standard of education in the Borough.

2.2.2 Strategic Direction Driver

As in most local authority areas, we are witnessing an increasingly diverse range of school governance arrangements emerging. 17 out of 24 of our secondary schools are academies and there are six primary academies. Of these, two are secondary free schools and three are primary free schools with more set to open. Based on current trends the rate of conversion to academies and free schools is predicted to increase over the coming years. Figure 2.2.3 shows an indicative predicted rate of conversion for both primary and secondary schools.



This means a conversion of 100% of currently maintained secondary schools and conversion of 39% of currently maintained primary schools.

This change will mean a reduction in demand for statutory functions and an increase in demand for traded services. This provides an opportunity for growth, but also the risk of competition for services.

Figure 2.2.3 Academy conversion

The vast majority of school improvement resources and school improvement expertise is now controlled and managed by schools themselves. 95 percent of the Schools Budget (the Dedicated Schools Grant) is devolved to schools. With all these resources at their disposal and the expertise it pays for and given the new education landscape of increasing school autonomy, the authority believes the time is ripe for schools to take greater ownership of education services, policies and strategies. The consideration of new delivery models is a response to that.

In addition, the authority intends to consult schools on a more flexible approach to how the school improvement system in Barnet should operate. There are significant potential benefits to be gained by establishing a more strategic longer-term approach to school improvement, based on systematic school-to-school support and drawing on the system leadership capability of many of the best headteachers and schools, including academies.

Barnet schools and the Education and Skills service are in a strong position to make a successful, timely transition to school-led improvement, building on the existing strengths of schools and central services and drawing on the experience and expertise of good and outstanding Barnet headteachers.

The new approach under consideration involves the development of a series of school improvement partnerships by April 2015 so that every school in Barnet is able

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to benefit from or contribute to system leadership and a self-improving school system.

This principles underpinning this approach to school ownership of school improvement also apply to other services to schools and children, young people and their families. The authority feels that schools should play a much more central role in the oversight of these services, including statutory services that are the responsibility of the local authority.

These other services which operate within increasingly tight financial constraints, as central budgets are reduced each year, include:

- making and reviewing special educational needs statements and determining placements
- securing sufficient education in the area
- provision of home-to-school transport for eligible children
- co-ordinating school admissions
- statutory enforcement in relation to school attendance
- co-ordination of arrangements to track young people and ensure participation beyond 16

A further range of services to schools is provided on a traded basis, either through the Council's Education and Skills service or through the Council's Customer and Support Group (CSG) partnership with Capita.

The strategic driver behind the proposed move to a new delivery model reflects the Council's desire to maintain its strong relationship with schools. To achieve this, it is necessary to ensure that future service provision is shaped and driven by schools, that it is of a high standard, and that services are able to cope with increased demand. The proposed selection criteria for the new model include criteria based on these strategic factors,

2.2.3 Financial Driver

Funding going to schools has been well protected despite recent reforms and looks set to continue this way. However, the ability of the local authority to fund services to meet its remaining statutory duties is less secure, being impacted by both the reduction in local government funding overall, and by a reduction in government grant as individual schools convert to academy status.

The Council has faced and continues to face significant budget pressures. It is expected that there will have been a 50% reduction in central government grant between 2010 and 2020 (63% adjusted for inflation). The Council expects to have made savings of £72 million between 2010 and 2015 and to have to make further savings of £70 million between 2016 and 2020. By 2020 the Council will have lost 44% of its spending power.

The budgets for schools and for some central education services are funded from the ring-fenced Dedicated Schools Grant (DSG). Any under-spending of DSG (the Schools Budget) has to be re-allocated within the Schools Budget, so cannot contribute to the Council's budget savings. The remaining, non-DSG funded, central

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education budget, which currently stands at £6.8m is set to reduce by over £1.5m between now and 2019/20. It should be noted that approximately half of this budget relates to the provision of transport for children with Special Educational Needs.

Savings on this scale will have a significant impact on the Council's ability to provide a strategic and distinct Education and Skills service and will mean the non-DSG-funded services would be reduced to a statutory minimum with the risk that even key statutory functions would not be carried out adequately.

2.3 Scope

2.3.1 Services in Scope

In determining the most appropriate scope for any alternative delivery model, the Project Board has taken into account the following factors:

- The aforementioned strategic context
- The need to provide a unified, integrated approach to service delivery
- The ability to define a single brand for education services, with clear points of contact for schools and parents
- Start-up and/or procurement costs, as well as ongoing client-side management costs

This has resulted in the Project Board taking the view that all remaining "local education authority" services, as currently provided by the Education and Skills Delivery Unit, should be included in the scope with the exception of provision of transport for children with Special Educational Needs. The reason for this exclusion is to ensure an appropriate degree of separation between the commissioning of transport services and the provision of the services. This means that the services that in scope are:

School improvement

- Statutory LA duties to monitor, support and challenge schools
- Narrow the gap service (DSG funded)

Special educational needs (subject to changes being implemented by the Children and Families Act 2014 from 1st September 2014)

- SEN placements & performance team
- SEN Early Support Programme
- Speech & Language therapy
- SEN Transport – commissioning and assessment
- Educational psychology team (part traded)
- SEN placements (DSG funded)
- SEN specialist support service

Admissions and sufficiency of school places

- Pupil place planning
- Admissions Service (DSG funded)

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Vulnerable pupils

- Education welfare service

Post 16 learning

- 14 - 19 service to ensure sufficiency and breadth of supply
- Monitoring, tracking and supporting participation

Traded services within Education and Skills

- Catering service
- Governor clerking service
- School improvement traded service
- Newly Qualified Teachers
- Educational psychology (part)
- Education Welfare Service (part)

These services are currently provided by 336 employees and any change in the delivery model will clearly have significant HR implications, which will require detailed consideration as this work progresses.

Any new model would deliver both delegable statutory services for the Council as well as trading services to schools and educational establishments. Where the options involve the creation of a separate entity, for the Council's statutory functions to be contracted out to that entity, the statutory duties or powers in question need to be either:

- i. included in the regulations made under the Deregulation and Contracting Out Act 1994; or
- ii. otherwise eligible to be contracted out as a matter of statutory interpretation of the legislation giving rise to the statutory function

Some of the duties and powers cannot be contracted out, for example the duty around place planning and the power to prosecute for non-school attendance. However, this does not prevent the Council from contracting out delivery of services associated with these duties and powers, but the ultimate accountability and decision making would remain with the Council.

Within all of the options under consideration, the statutory post of Director of Children's Services will remain with the Council. The Director of Children's Services has professional responsibility for the leadership, strategy and effectiveness of local authority children's services. The Director of Children's Services is responsible for the performance of local authority functions relating to education and social care of children and young people. The Director of Children's Services is responsible for ensuring that effective systems are in place for discharging local authority functions, including where a local authority has commissioned any services from another provider rather than delivering them itself.

Services that are provided to schools from elsewhere within the organisation, notably through the Customer and Support Group, are not included in scope.

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2.3.2 Current Financial Position

As part of the Priority and Spending Review process it was identified that the Council has a savings target of £72m to achieve a balanced budget between 2016 and 2020. This is explained in more detail in the Finance and Business Planning – Corporate Plan and Medium Term Financial Strategy 2015/16 to 2019/20 paper presented to Policy and Resources Committee on 10th June 2014. Within this paper a savings requirement of £8.0m was allocated to Children, Education, Libraries and Safeguarding Committee.

The £700,000 budget reduction for Education and Skills services for 2015/16 was approved by Cabinet in February 2014.

Through working with the services it was estimated that redesigning the services would be able to achieve the following budget reductions:

2015/16	700,000
2016/17	85,000
2017/18	160,000
2018/19	255,000
2019/20	350,000
Total budget reduction	1,550,000

The current gross budgets for the services included in this business case are £18.7m. This is funded by £2.8m from the Dedicated School Grant, which is ring fenced. Income generation accounts for £9.1m of the remainder. This leaves a net budget of £6.8m. Further detail is provided in the table below.

	Gross Expenditure	Funded by:		Net Council Funding
		Income	DSG Funding	
14 - 19 Team	694,414	45,000	0	649,414
Barnet Partnership for School Improvement (BPSI)	774,850	808,190		(33,340)
Catering	6,943,500	7,133,970		(190,470)
Copyright Licencing	65,500	70,000		(4,500)
Ed Psych Team	1,005,230	286,780	265,870	452,580
Edu Partnership & Commercial Mgt	86,930	82,630		4,300
Complaints & Communication	176,082	0	176,082	0
Education Welfare Service	283,350	58,600		224,750
Foreign Language Assistants	151,640	165,020		(13,380)
Governors' Clerking & Support	305,870	281,350		24,520
High Needs Support Management team	65,290	0		65,290
Learning Network Inspectors NDSG	399,825	0		399,825
Management Team	195,250	0		195,250
Newly Qualified Teachers	149,210	134,860		14,350
North London Schools International Network (NLSIN)	48,440	55,960		(7,520)
SEN Early Support Programme	30,698	0		30,698

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SEN placements & performance team	1,898,040	0	1,366,060	531,980
Speech & Language therapy	48,654	0		48,654
Placement & Transport	4,060,391	0	39,737	4,020,654
School Monitoring Management	119,466	0	119,466	0
School Admission	361,200	0	361,200	0
SLA for Oakleigh for Early Years	449,040	0	449,040	0
Shared Service with Family Service	383,937	0		383,937
GRAND TOTAL	18,696,807	9,122,360	2,777,455	6,796,992

3 Options Appraisal

The following options have been considered and evaluated by the Project Board:

- Model A: In house
- Model B: Outsource
- Model C: Local authority trading company (LATC)
- Model D: Schools-led social enterprise
- Model E: Joint venture with schools having a commissioning role
- Model F: Joint venture with schools having an ownership role

The selection of these models was based on sector-wide best practice knowledge.

“Do nothing” was not considered to be an appropriate option to evaluate, as the budget situation means that the service cannot continue in its current form. One further model, a shared service, was initially considered by the Project Board, but rejected for detailed consideration. The Council has a track record of using services shared with other organisations, where appropriate, but in this case informal discussions with neighbouring councils indicated that there was little appetite to participate in the development of a shared service at the current time. None of the six models under consideration preclude the possibility of future joint working with other councils.

3.1 Description of Models under Consideration

The following descriptions are based on an initial assessment carried out by the Project Board, which was subsequently updated to take into account feedback from schools.

3.1.1 In House

The in house option is the representation of the service continuing to operate broadly as now, but on the basis that budgets are to be reduced significantly. This option would therefore require significant service reductions to meet budget targets.

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Ownership	<ul style="list-style-type: none"> Retained by the local authority
Governance	<ul style="list-style-type: none"> Multi level officer structure including various boards Political structure, committee system for decision making
Legal Form	<ul style="list-style-type: none"> No new registered legal form
Financial Arrangements	<ul style="list-style-type: none"> As now, with mix of DSG and non-DSG funding, with some traded income
Asset / Tax Arrangements	<ul style="list-style-type: none"> Assets are retained and tax regulations are unchanged
Ethos	<ul style="list-style-type: none"> No profit making motive Value to residents is the primary focus

How it meets the objectives

Significant service cuts would partially enable the in house delivery unit to meet the savings objective. However, growth of traded services would be required to fully realise the required budget reduction. The impact of budget reductions on capacity would restrict the ability to achieve this. Local Government legislation permits councils to set up agreements to provide goods and services to other public bodies, including schools. However, providing discretionary services outside this legislation is generally limited to cost recovery, unless a separate company is set up to permit the council to trade services. This may limit the ability of the in house model to innovate and develop new traded offerings. The in house model cannot meet all the objectives for this service, as the level of service cannot be preserved and it would not actively involve schools in the development process. The reduced service level required to meet budget targets would undermine the ability of the Education and Skills delivery unit to support better educational outcomes for Barnet.

Potential benefits	Potential risks
<ul style="list-style-type: none"> 100% of Income remains in house Limited change – therefore limited impact of change Opportunity for closer integration with children’s and adults’ social care and public health, especially in light of changes in the Children and Families Act 2014 Potential to develop new models for individual services, such as catering 	<ul style="list-style-type: none"> Limited experience in trading outside the Borough Limited ability to generate new income Over time, non-DSG services will be reduced to a statutory minimum, with potential impact on services to schools and on children and young people Less ability and freedom to innovate Delivering savings will limit the capacity to generate income. Potential gradual reduction in strategic influence * Redundancies will be required, the cost of which are retained in house Cannot secure additional private funding No sharing of risk with schools or third party

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* As schools convert to academies they demand different services, and the uptake of traditional local authority School Improvement services fall. Alternative models such as the JV or social enterprise offer the local authority the ability to influence strategic direction of services through services traded by the new enterprise, and through a close involvement of schools and academies. This issue applies to a number of the models below.

3.1.2 Outsource

A commercial provider would be procured to run the service. The local authority and schools take no role in the ownership of the model, and would therefore be less likely to share in the risk or reward of delivery and growth. The local authority and school role in this model is in specifying service levels and strategic commissioning and steering.

Ownership	<ul style="list-style-type: none"> Entirely owned by commercial provider
Governance	<ul style="list-style-type: none"> Company Board of Directors (simple composition) Local authority and schools in customer role
Legal Form	<ul style="list-style-type: none"> Likely to be an existing limited company
Financial Arrangements	<ul style="list-style-type: none"> DSG funds outcomes Can raise finance through the sale of shares and access to commercial lending
Asset / Tax Arrangements	<ul style="list-style-type: none"> Assets are transferred Company is bound by corporation tax and companies house regulations
Ethos	<ul style="list-style-type: none"> Profit making motive drives growth Value to authority is the primary focus

How it meets the objectives

Transformation would be achieved by drawing upon commercial expertise to deliver more efficient processes and increased income. Service levels are contractually assured and, through growth in services and targeting services to meet customer needs, the organisation is able to support improved educational outcomes. However, this model may struggle to build upon the relationship with schools, due to its more commercial focus.

Potential benefits	Potential risks
<ul style="list-style-type: none"> Decreased financial risk New capability and added capacity Potential for rapid innovation and benefits realisation Potential to reduce costs as income is increased Potential to leverage private investment Freedom to trade outside the Borough 	<ul style="list-style-type: none"> Ability to secure schools' loyalty to the resulting contract Less potential for schools or local authority to steer strategic direction or development of services Potential for less focus on needs in Barnet Unlikely to be able to secure grant funding Any surplus/profit is retained by the provider, subject to negotiation

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Potential benefits	Potential risks
	<ul style="list-style-type: none"> • Immature market for complete outsource may lead to the need for multiple contracts • Requires a procurement process to meet EU procurement rules

3.1.3 Local Authority Trading Company

The local authority trading company (LATC) would be a new organisation wholly owned by the local authority. This option would require a decision by the Council to invest funds from reserves in establishing an organisation able to trade and grow services. Assets would be transferred into the new organisation and held in trust, ie the organisation could not sell assets to generate capital.

Ownership	<ul style="list-style-type: none"> • Retained by the local authority
Governance	<ul style="list-style-type: none"> • Simplified organisational structure • LBB and schools as commissioners
Legal Form	<ul style="list-style-type: none"> • Company limited by guarantee
Financial Arrangements	<ul style="list-style-type: none"> • Up-front investment from the Council • Funds cannot be raised through sale of shares
Asset / Tax Arrangements	<ul style="list-style-type: none"> • Assets are non transferable and tax regulations are unchanged • Regulations and account preparations are as with limited companies
Ethos	<ul style="list-style-type: none"> • Can trade for profit which is returned to the local authority • Value to service users is the primary focus

How it meets the objectives

A LATC would primarily aim to meet the objectives through Barnet based growth. The opportunity is constrained by the lack of availability of commercial expertise. However the LATC is able to trade commercially and therefore may be better able to preserve service levels than the in house model.

Engaging schools in a commissioning role would help to build the relationship and tailor the service to customer needs.

Through maintaining service levels and engaging schools in a commissioning capacity, the LATC would target school improvement opportunities to help enable better education outcomes in Barnet.

The ability of the LATC to trade outside the Borough is limited by the potential lack of commercial expertise. Also, there is some complex case law, known as the Teckal exemption, regarding the ability of councils to let contracts directly to a LATC without

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open competition. Making use of this exemption would further limit the LATC's ability to trade outside the Borough.

Potential benefits	Potential risks
<ul style="list-style-type: none"> Freedom to trade, with limits if the intention is to use the LATC under Teckal exemption Some freedom to innovate Easier to engage staff Surplus/profit is retained to improve services 	<ul style="list-style-type: none"> Cannot secure additional external funding Risk of lack of entrepreneurial expertise and associated ability to develop new products and markets Use of the Teckal exemption would limit the ability to trade outside the Borough Without additional investment from the Council and/or increased income, non-DSG funded services would be reduced to a statutory minimum Redundancies may still be required

3.1.4 Schools-led Company/Social Enterprise

This model would require the establishment of a legal entity that is jointly-owned by schools and the Council, with both parties investing funds to establish the new organisation and grow services. There could be clear social objectives to develop education services in Barnet. Assets would be transferred into the new organisation and held in trust, ie the organisation could not sell assets to generate capital.

Ownership	<ul style="list-style-type: none"> Jointly owned by schools and the Council
Governance	<ul style="list-style-type: none"> Board of directors Complex arrangements for engaging all schools
Legal Form	<ul style="list-style-type: none"> Main options would be company limited by guarantee or by share, with a social enterprise ethos
Financial Arrangements	<ul style="list-style-type: none"> Up-front investment from schools and the Council DSG funds outcomes Funds cannot be raised through the wider sale of shares
Asset / Tax Arrangements	<ul style="list-style-type: none"> Assets are non-transferable Corporation tax regulations and account preparation are as with limited companies
Ethos	<ul style="list-style-type: none"> No profit making motive Value to residents is the primary focus

How it meets the objectives

This model significantly builds on the existing good relationships with schools and provides further unification of the education system in Barnet.

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Service levels would need to be maintained through investment from schools and the Council, growth of services and the addition of new services, with savings being delivered to the Council through contractual arrangements.

Better educational outcomes for Barnet could be achieved through sector-led improvement.

Potential benefits	Potential risks
<ul style="list-style-type: none"> ▪ Schools' loyalty to buy-back services secured through ownership ▪ More freedom to trade and generate income, but Teckal restrictions would still apply ▪ Allows for greater opportunity to innovate ▪ Surplus is retained to improve services ▪ Deals with threat of competitive pressures ▪ Builds strong strategic influence ▪ Can secure additional grant funding 	<ul style="list-style-type: none"> ▪ Risk of lack of entrepreneurial expertise and associated ability to develop new products and markets ▪ Inclusive governance may dilute strategic leadership and the ability to act decisively ▪ Unlikely to meet short term saving targets without significant service reductions or increased income from schools ▪ Without additional investment from the Council and/or increased income, non-DSG funded services would be reduced to a statutory minimum ▪ Harder to leverage external investment ▪ Capacity within schools to participate effectively

3.1.5 Joint Venture – LBB and Third Party Provider

For a joint venture the local authority would procure a third party provider to co-create a new organisation. This organisation would have a profit making motive, but would also have clear social objectives, managed through the commissioning relationship. Schools will have a role in service level commissioning and strategic commissioning, but would not take an ownership role.

Ownership	<ul style="list-style-type: none"> • Jointly owned between third party provider and the local authority
Governance	<ul style="list-style-type: none"> • Company Board of Directors • Local authority and schools in service and strategic level commissioning roles
Legal Form	<ul style="list-style-type: none"> • Likely to be a company limited by share or guarantee
Financial Arrangements	<ul style="list-style-type: none"> • DSG funds outcomes • Can raise finance through the sale of shares (if shareholder model is adopted) and access to commercial lending
Asset / Tax Arrangements	<ul style="list-style-type: none"> • Assets are transferred • Company is bound by corporation tax and companies house regulations
Ethos	<ul style="list-style-type: none"> • Profit making motive drives growth • Value to service users is the primary focus

How it meets the objectives

A joint venture enables an injection of funding and commercial expertise from a third party provider to build capacity and grow services. Transformation drawing upon commercial expertise may also deliver more efficient processes.

The Council remains a part owner in the organisation, benefiting from a return on any growth and the ability to influence strategic direction.

The relationship with schools is built through the commissioning role at both strategic and service level, with a degree of visibility and transparency not associated with the outsource model.

Service levels are contractually assured and, through growth in services and targeting services to customer needs, the organisation is able to support improved educational outcomes in Barnet.

Potential benefits	Potential risks
<ul style="list-style-type: none"> Brings in entrepreneurial expertise and the ability to develop new products and markets Schools have formal influencing role over services, through commissioning process Builds on existing relationship with schools Freedom to trade and secure additional investment Risks and rewards shared between the Council and provider 	<ul style="list-style-type: none"> Schools' lack of formal stake reduces strategic influence Ability to secure schools' loyalty to resulting contract Impact of public perception of "profit motive" on schools' purchasing decisions Requires a procurement process to meet EU procurement rules

3.1.6 Joint Venture – LBB, Schools and Third Party Provider

In this option schools would form a new legal entity, which in turn would enter into a joint venture with the Council and a third party provider. As in 3.1.5 above, the joint venture would take the form of a company limited by share or guarantee and the organisation would have a profit making motive but also clear social objectives, managed through the commissioning relationship. Schools would take on some of the risk and delivery responsibility inherent in the ownership role.

Ownership	<ul style="list-style-type: none"> Jointly owned between schools, a third party provider and the local authority
Governance	<ul style="list-style-type: none"> Company Board of Directors - more complex governance Local authority and schools in service and strategic level commissioning roles
Legal Form	<ul style="list-style-type: none"> Likely to be a company limited by share or guarantee
Financial Arrangements	<ul style="list-style-type: none"> DSG funds outcomes Can raise finance through the sale of shares (if shareholder model is adopted) and access to commercial lending

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Asset / Tax Arrangements	<ul style="list-style-type: none"> • Assets are transferred • Company is bound by corporation tax and companies house regulations
Ethos	<ul style="list-style-type: none"> • Profit making motive drives growth • Value to service users is the primary focus

How it meets the objectives

School ownership builds significantly on the current relationship with schools, creating a strongly unified education service across the Borough.

A joint venture enables an injection of funding and commercial expertise from a third party provider to build capacity and grow services. Transformation drawing upon commercial expertise may also deliver more efficient processes.

As part owners of the organisation, the Council and schools benefit from a return on any growth and the ability to influence strategic direction.

Service levels are contractually assured and, through growth in services and targeting services to customer needs, the organisation is able to support improved educational outcomes in Barnet.

Potential benefits	Potential risks
<ul style="list-style-type: none"> ▪ Brings in entrepreneurial expertise and the ability to develop new products and markets ▪ Schools able to influence service development and strategic direction ▪ Schools' loyalty to buy back services secured through ownership ▪ Builds significantly on LBB's existing relationship with schools ▪ Can grow income, some of which will pass through to LBB and to schools ▪ Freedom to trade and secure additional investment ▪ Risks and rewards shared between the Council, schools and provider 	<ul style="list-style-type: none"> ▪ Overly-complex governance may weaken strategic leadership and the ability to act decisively ▪ Impact of public perception of "profit motive" on schools' willingness to participate ▪ Ability to secure a third party provider willing to provide an appropriate level of investment, given the involvement of two further parties ▪ Requires a procurement process to meet EU procurement rules ▪ Capacity within schools to participate effectively

3.2 Evaluation Approach

The initial evaluation of options has been carried out in two stages. The first stage was an objective scoring exercise conducted by the Project Board. This stage identified a series of assumptions to be tested in early engagements with schools and third party providers, through a focus group of schools' representatives and a market research exercise. In addition, external support was commissioned to provide an in-depth independent assessment of the financial model, along with a broader assessment of the commercial potential of an alternative delivery model.

The second stage of the initial options appraisal was conducted by the Project Board via a series of workshops. This included refining the models and assessment criteria used, based on initial feedback from schools and the market, scoring the models and recording the assumptions used to inform the scoring.

3.3 Initial Consultation and Engagement

Initial consultation and engagement took place from November 2013 to August 2014 in order to gather views about the potential for an alternative delivery model for the Council's Education and Skills services and to inform the initial options appraisal process.

The following key stakeholders have been consulted and engaged to date:

- Engagement with schools to share the challenges and issues and to understand the opportunities and appetite for different levels of involvement from schools in a new model. This has been undertaken through briefings, workshops and an online survey of headteachers and chairs of governors.
- Consultation with other key stakeholder groups, for example the Children's Trust Board, Barnet and Southgate College, to share the challenges and issues and explore opportunities.
- Initial engagement with three private sector providers to explore potential opportunities and assess market appetite.
- Engagement with employees and trades unions through briefings to share the challenges and issues and to inform them of the potential options and project approach.

In addition, desk research and insight gathering has taken place to assess the potential of alternative delivery models and to learn from other local authorities.

3.3.1 Initial Consultation and Engagement with Schools

In order to get an initial indication of the appetite of schools for a different delivery model, it was decided that a focus group of headteachers should be convened. In the first two meetings the objectives were:

- To explain why there is a need to consider alternative delivery models
- To understand the appetite for involvement in shaping services in the future
- To gauge responses to a possible third party provider
- To gauge the appetite for possible ownership of a potential new company

The key findings from these meetings with the Reference Group were:

- The key drivers put forward for considering a new way of delivering services were appreciated and acknowledged by the Reference Group.
- There was a good level of interest in engaging with the Council to shape the future direction of the service and there was a particular interest in how schools could work more closely together to secure high standards. There was less certainty that all schools could be successfully engaged.
- The Reference Group was clear that schools are willing to purchase what they need as long it is good quality and delivers, regardless of provider. The Group was less certain of the benefit that a third party provider could bring but were willing to consider all options at this stage.

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- There was no particular consensus over the level of commitment to ownership. However, there was universal interest and a desire to understand more about potential models

This was followed by a series of briefing meetings, to which all headteachers and chairs of governors were invited. Chairs of governors were also given the option of extending the invitation to parent governors.

A consultation survey was then issued to all headteachers and chairs of governors, to seek initial views on:

- The aims, objectives and drivers
- The potential benefits and risks of each model
- The evaluation criteria
- The potential role of schools in a new model
- The level of support for each of the models under consideration

The survey was initially conducted between 1st July 2014 and 15th July 2014, at which point interim results were evaluated and reported back to the Headteacher Reference Group. The survey then remained open until 18th August 2014 and the interim report was updated to reflect the additional responses received.

The survey results reinforced and built on the findings from the initial consultation meetings. A more detailed summary of the survey results is attached as **Appendix A**.

Overall, 136 responses were received during the survey period. These were mainly from primary schools, which is to be expected given the number of primary schools in the overall school estate. There was a good mix of responses from headteachers and governors, with over 60% of responses coming from chairs, vice-chairs or parent governors.

There was very strong support for the vision and aims that have been set out for education services, alongside clear agreement with the key drivers for change.

Whilst there was a broad range of views on the relative importance of the criteria for deciding on the best model for the future, well over 50% of respondents ranked **“Supports delivery of better education outcomes across Barnet”** and **“Preserves or improves service delivery performance in key services (SEN, Admissions, Education Psychology etc)”** in their three most important criteria.

Over a third of respondents were very keen or quite keen for schools to be involved in the ownership of a new organisation, with a further third willing to consider it. Support was stronger from headteachers than it was from governors. It was also stronger amongst primary rather than secondary schools.

In respect of the six models under consideration, initial views were:

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Some support for the **in house** model:

- All respondents: 25% positive and a further 26% willing to consider it, a total of 51%, with 25% tending not to support and 7% strongly opposed (32% against)
- Primary headteachers: 31% positive and 35% willing to consider, a total of 66%, with 17% tending not to support and 4% strongly opposed

Little support for the **outsourcing** model:

- All respondents: 7% positive and a further 16% willing to consider it, a total of 23%, with 24% tending not to support and 36% strongly opposed (60% against)
- Primary headteachers: 9% positive and 13% willing to consider, a total of 22%, with 30% tending not to support and 35% strongly opposed

Moderate support for a **local authority trading company**:

- All respondents: 11% positive and a further 41% willing to consider it, a total of 52%, with 23% tending not to support and 5% strongly opposed (30% against)
- Primary headteachers: 21% positive and 35% willing to consider, a total of 56%, with 17% tending not to support and 9% strongly opposed

Strong support for a **social enterprise** model:

- All respondents: 35% positive and a further 37% willing to consider it, a total of 72%, with 10% tending not to support and 5% strongly opposed (15% against)
- Primary headteachers: 43% positive and 35% willing to consider, a total of 78%, with 4% tending not to support and 4% strongly opposed

Good support for the **joint venture (LBB and third party provider)** model:

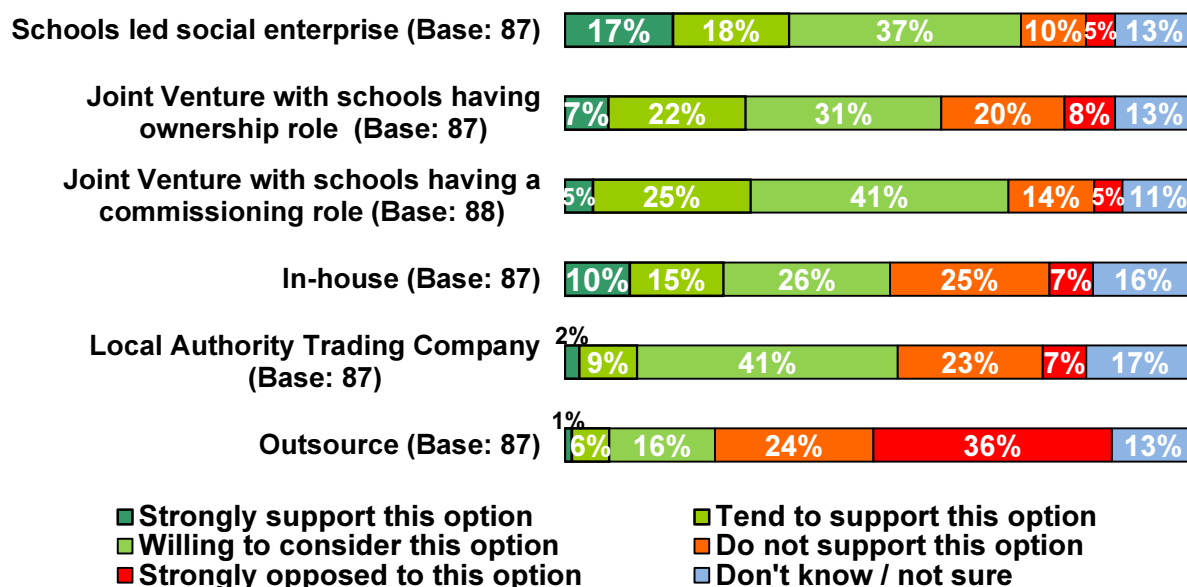
- All respondents: 30% positive and a further 41% willing to consider it, a total of 71%, with 14% tending not to support and 5% strongly opposed (19% against)
- Primary headteachers: 33% positive and 46% willing to consider, a total of 79%, with 8% tending not to support and 4% strongly opposed

Good support for the **joint venture (LBB, schools and third party provider)** model:

- All respondents: 29% positive and a further 31% willing to consider it, a total of 60%, with 20% tending not to support and 8% strongly opposed (28% against)
- Primary headteachers: 48% positive and 22% willing to consider, a total of 70%, with 13% tending not to support and 9% strongly opposed

Figure 3.3.1 summarises these responses.

Figure 3.3.1 Schools' initial views on each model



The number of survey responses received, along with the high level of attendance at briefing meetings, suggests a good level of engagement by schools in this process. However, the proportion of respondents that chose not to express views on the options, along with the number of respondents that selected the “don't know/not sure” response, reinforces the messages from meetings and from individual schools that schools require more time and more information on which to base any decisions they would need to make.

3.3.2 Initial Market Research

Based on the initial assessment of the options, some assumptions required testing with the market. Due to the sensitive nature of the project it was decided that the most appropriate method of carrying out this research was to invite four industry representative companies to complete a questionnaire and attend a short interview with the aim of answering the following questions:

- Is there a market appetite for this type of contract?
- Is the scope appropriate? If not what could be added or removed?
- Would the role of schools as owners in the model be an issue?
- What level of growth is possible for the services in scope?
- What would be required to ensure a fair procurement process is recognised as such?

Three of the invited companies participated in the exercise. The key findings from the market research were:

- All respondents agreed that there was a market for this package of services
- All respondents identified the value in providing a single brand for educational services

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- Some respondents speculated that some services may be subcontracted or delivered in partnership with co-bidders
- Some respondents identified additional services that could be added into scope including early years and libraries
- It was universally accepted that the role of schools as owners would be feasible. However, the details of this structure would need to be worked out through the procurement process
- All respondents identified that ownership carries risk. If schools take an ownership role they inherently take on some of the responsibility for delivery of these services and some of the risks of failure
- The proportion of ownership was identified as a key factor, as a controlling stake for schools would be unattractive to some respondents. For those that identified a controlling stake would be acceptable it was made clear that the respondents would not guarantee results from a company in which they did not have a majority stake
- It was suggested that any procurement should be heavily weighted on quality over cost
- All respondents expressed a preference for competitive dialogue procurement process, as it allows constructive and iterative development of the solution, keeping the process fair and transparent
- It was identified that scoring should be clear and transparent to ensure no bias to a particular bidder

In recognition of the restricted scope of this initial research, external support has subsequently been commissioned through a competitive tendering exercise, to provide an independent assessment of the broader market, including the not-for-profit sector, and the commercial opportunities that may exist for these services. In order to secure effective market engagement, thereby ensuring that this work provides the most accurate possible information, it is proposed that it is undertaken as part of the next stage of consultation, following Members' consideration of this draft outline business case.

3.4 Potential Financial Benefits

For any model there are several basic cost saving or income generating methods that may be applicable. A short description of these methods is given below, along with key assumptions of how these apply to the models under assessment.

3.4.1 Efficiency Savings

Efficiency savings are created through transforming processes, eliminating waste in the system to create operational capacity. In the scoring of these models, it has been assumed that a third party partner would be better able to realise efficiency savings, through experience and expertise. Whilst one market research respondent identified the expectation that a 7% efficiency saving could be realised in Catering and 20% from the remaining services in an outsource or joint venture model, this assertion would need to be tested further.

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The additional capacity created through efficiency savings need not lead to reduced staff numbers. As the objectives of this organisation include both growth and development of new services, it is likely that some or all of the additional capacity created through efficiency methods can be retained for these purposes.

3.4.2 Income Generation (Growth)

There are three types of income generation accessible to different degrees by different models:

- Increased trade to current school customers
- Increased trade to schools within Barnet that are not yet customers
- Trading to schools in other boroughs or local authority areas and to academy chains

The in house model would have less capacity for growing traded services, as the budget would be significantly reduced and it is expected that potential service reductions, limited commercial capacity and a short timeframe would make it extremely challenging to develop services. Whilst there is some potential to grow traded services at the margins, the reductions in statutory services would mean it would be highly unlikely that trading could be extended into these areas.

A third party provider would bring commercial expertise that enables realisation of greater growth outside of the Borough, and faster growth in all categories. It is assumed that the outsource model restricts the expertise and input of schools, and therefore is less likely to be successful in increasing income either from existing school customers or other schools within the Borough.

3.4.3 Additional Services

In addition to building income through delivering higher volumes of existing services, the development of new services and bring them to market is a further mechanism for growing revenue. It is assumed that through the application of commercial acumen and access to commercial funding, a third party provider would be more likely to be able to develop services quickly in response to emerging needs.

Models that include schools in a commissioning or ownership role are assumed to be more able to develop services that are appealing and appropriate for the market.

3.4.4 Service Reductions

This mechanism does not support the overall objectives of the project. However, the in house model would be more likely to draw upon this mechanism to deliver the required savings, as the capacity to build income and additional services is more limited. It is less likely that other models would need to draw upon this mechanism, due to their ability to achieve budget targets by generating growth. However, both the LATC and the schools-led company models would require up-front investment from the Council and/or schools in order to avoid service reductions.







3.4.5 Application

As described in the preceding sections, each model has access to these savings mechanisms to a different extent. The table below provides an initial indication of

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the degree to which each model would have access to these levers. Detailed financial modelling is under way to provide a comprehensive analysis of the likely impact of each lever on individual service areas.

The key financial objective for any future delivery model is that it is able to achieve the budget savings target set by the Council. Beyond the achievement of that minimum standard, the imperatives relate to service level and quality. The Project Board has therefore assessed the financial viability of each model in those terms, taking into account the levers available to that model.

Lever	Applied to	In House	Outsource	LATC	Schools Led Company (social enterprise)	Joint Venture	Joint Venture with Schools
Efficiency savings	Gross Exp	✓✓	✓✓✓	✓✓	✓✓	✓✓✓	✓✓✓
Increased income through growth	Income	✓	✓✓	✓✓	✓✓	✓✓✓	✓✓✓
Additional services	Net Budget	✓	✓✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓
Service Reductions	Net Budget	✓✓✓	✓	✓	✓	✓	✓
KEY to the level of savings likely to come from each lever: ✓✓✓ - high ✓✓ - medium ✓ - low							
ABILITY TO ACHIEVE MTFS TARGETS <u>WITHOUT</u> A NEGATIVE IMPACT ON SERVICE LEVELS/ QUALITY		LOW 	MED 	MED 	MED 	HIGH 	HIGH 

Taking into account start up timescales, it is unlikely that any of the potential models would achieve the savings target for year one. However, for partnership models it is likely that the third party partner would be willing to “front load” the benefits to meet these targets.

Independent external support has been commissioned to provide further, in-depth analysis of the potential financial benefits, including the likely financial benefits from each model over and above delivery of the budget savings target. The outcomes of this work will be incorporated in the final outline business case.

3.5 Scored Assessment

3.5.1 Method

The Project Board identified four key categories of criteria, each of which were weighted in terms of their overall importance to the selection of a model. This was informed by the strategic context as described in section 2.2.

Within each category there are a number of criteria which have been further weighted in terms of their importance within the category. Therefore if a criterion is weighted heavily it will have a greater influence over the score for that category. Importantly, a heavily weighted criterion in one category is not necessarily more important than a lower weighted criterion in another category. The weighting of individual criteria was modified during the second stage of evaluation to take into account the views of schools, for example by increasing the weighting of the “preserves or improves service delivery” criterion to reflect the number of respondents that ranked it as one of their top three criteria.

As the number and weighting of criteria in each category differs, the category score will be expressed as a percentage of the potential total, rather than an absolute score. This will correct for any disparity in category sizes.

$$\text{Total Score} = \text{Sum of (Category Score x Category weighting)}$$

$$\text{Category Score} = \frac{\text{Sum of (Criteria Score x Criteria Weighting)}}{\text{Sum of (Max Poss. Criteria Score x Criteria Weighting)}}$$

3.5.2 Categories

The four categories of assessment criteria identified by the Project Board were:

Strategic Direction (weighted 30%) - Focuses on Barnet’s relationship with schools, commissioning model, sector led improvement and flexibility.

Cost Saving (weighted 40%) - Focuses on the ability of the model to make budget reduction targets over time, maximising the funding in Barnet’s education system and sustainability of the service.

Initiation/Design (weighted 10%) - Focuses on retention of expertise, flexibility, complexity of governance, and the required time and cost of implementation.

Performance (weighted 20%) - Focuses on performance, freedom to innovate, ability to meet demand and the focus on Barnet.

A full list and descriptions of the criteria are attached as **Appendix B**.

3.5.3 Scores

Each of the models has been scored based on the detailed descriptions set out in section 3.1 above. The key assumptions that underpin this overall assessment are:

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- Models that include schools in ownership or commissioning roles are a better strategic fit
- Models that include a third party provider deliver a greater opportunity for investment from outside the current system (ie private investment)
- Models that include a third party provider attain greater commercial expertise from the outset and are better able to grow services more quickly

Figure 3.5.3.1 overleaf shows the total weighted score for each model, whilst figure 3.5.3.2 overleaf shows the category totals for each model. The full table of scoring criteria, their weighting and the associated scores are set out in **Appendix C**. This includes a summary of the key factors and assumptions taken into account by the Project Board in agreeing their scores.

In summary, the two joint venture models score highest overall, with both scoring over 80% in total and over 70% within each of the four categories.

The school-led social enterprise model and the outsource model both score over 70% and appear close based on total score. However, the social enterprise model scores over 50% within each of the categories and scores very well on strategic direction, whereas the outsource model scores less than 50% in the initiation/design category and scores relatively poorly in the strategic direction category.

The remaining two models score less well overall.

Figure 3.5.3.1 Weighted totals

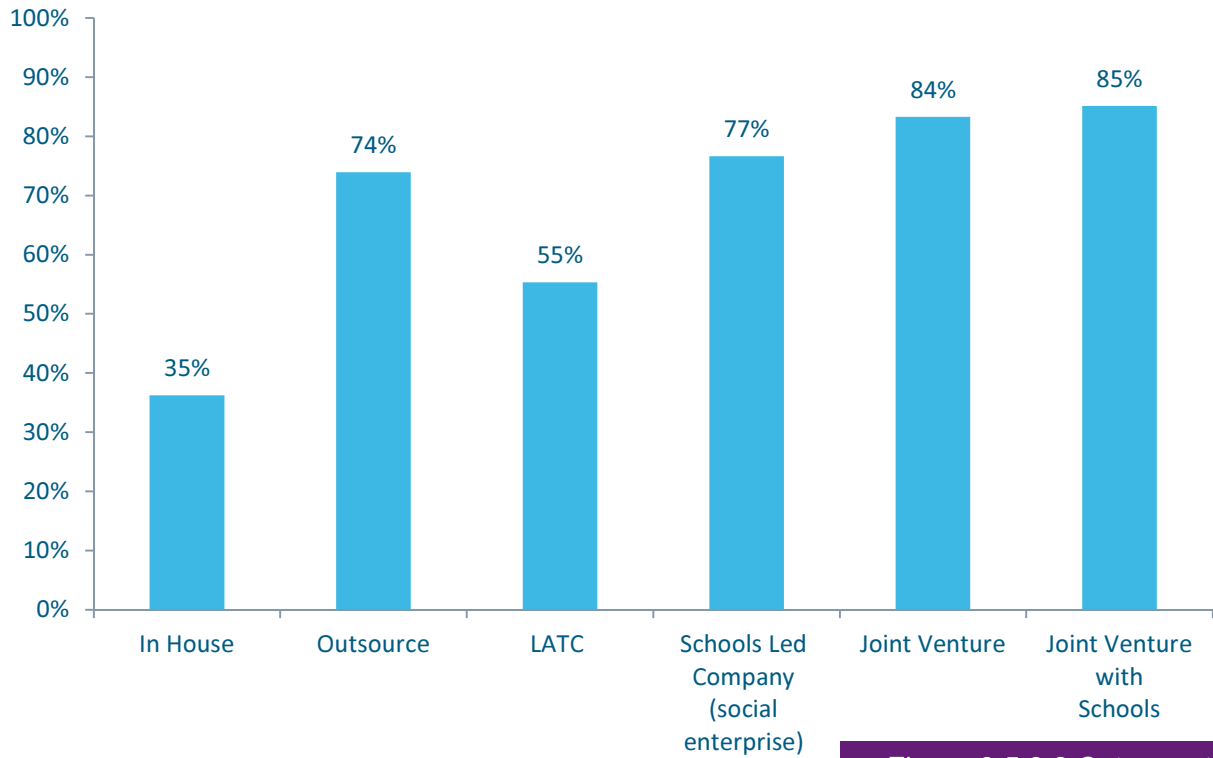
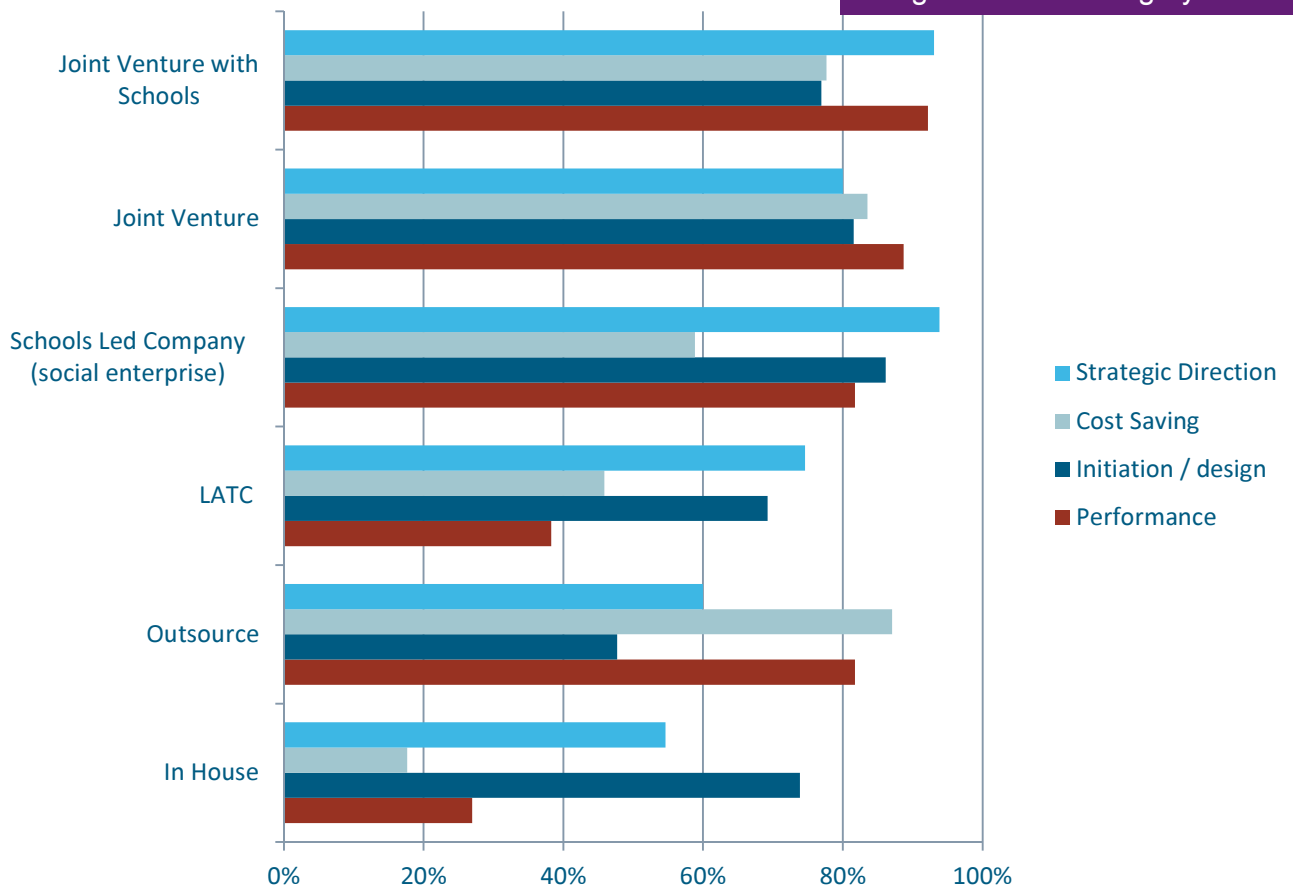


Figure 3.5.3.2 Category totals



4 Conclusions and Recommendation

Based on the detailed evaluation of the six possible models and taking into account the views of schools, along with the initial market and financial assessment, the Project Board has concluded that:

- The in house, local authority trading company and outsource options are unlikely to meet the project objectives and have attracted less support from schools
- The three partnership options (social enterprise, joint venture with schools taking an ownership role and joint venture with schools taking a commissioning role) could potentially meet the project objectives and have attracted a reasonable degree of support from schools
- Further work is required to confirm the commercial and financial viability of these three options and to ensure that schools have sufficient information on which to base their decisions regarding the degree of involvement they would wish to have in the ownership of the future delivery vehicle and the level of investment they would be willing to make in both the establishment and the on-going operation of that vehicle

It is therefore the Project Board's recommendation that the Council should proceed with setting up an alternative delivery model for Education and Skills services, centred on a partnership option. At this stage, it is proposed that the three main options around the nature of such a partnership should remain open for further consideration and that a final outline business case confirming the preferred option be put before Members in January 2015.

5 Next steps

In order to finalise the outline business case, work will continue on a number of fronts during the autumn term in order to:

- Provide members with a more detailed evidence base on which to make their final decision on the model to be implemented
- Ensure that there is appropriate engagement and consultation prior to a decision being made
- Enable schools to make informed decisions about their level of involvement in the future model
- Carry out detailed testing of the commercial and financial viability of the remaining options
- Develop detailed plans and budgets for the implementation of each of the models that remain under consideration

5.1 Further Assessment and Evaluation

There will be further assessment and evaluation of the three models that remain under consideration, including:

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- Development of a detailed financial business case for each model, including an appraisal of the investment requirement and potential returns. This will include completing an assessment of income, improvement and growth opportunities on a service by service basis.
- Further consideration of the commercial aspects of the future delivery vehicle, through the development of an outline business plan for each of the options. This will commence with the publication of a Prior Information Notice (PIN) that will enable formal consultation to take place with the market through a soft market testing exercise. This will cover both the private sector and the not-for-profit sector. There will also be engagement with other local authorities to inform the assessment of potential growth opportunities beyond Barnet's boundaries.
- Detailed consideration of the implications for residents and services users and for employees, including the implications of potential TUPE transfers. An initial Equality Impact Assessment has been undertaken and will be developed in more detail, as work progresses.
- Development of detailed service specifications to inform the establishment of the new delivery model, including identification of potential priority areas for improvement.
- Detailed consideration of the statutory responsibilities that will remain with the Council, management of the interface between the Council and the new delivery model and what that means in terms of a retained function. Detailed legal advice will be sought on statutory responsibilities and on the options under consideration.

The options evaluation process will take into account the outcomes of the work identified above, together with the outcomes of further consultation and engagement (see below), in order to identify a single preferred option for consideration by Members in January 2015.

5.2 Further Consultation and Engagement

A detailed consultation and engagement plan has been produced for the next stage of the project. The four key target groups for consultation and engagement are: schools; the market; employees and trades unions; and residents and service users. All findings will be taken into consideration and will inform the development of the final outline business case.

5.2.1 Schools

There will be further extensive consultation with schools (headteachers and governors) on the nature of the future delivery model, including whether or not schools should be involved in the ownership of the model and whether or not a third party provider should be sought. This consultation will also explore the level of investment that schools are willing to make in the new delivery vehicle, either in setting up the vehicle or in maintaining it through their purchasing power. This will take place primarily through briefings, presentations and school/governor circulars. Work will continue with the Headteacher Reference Group to develop the models and provide a key link to all schools. This will include involving school

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representatives in the evaluation process to inform the development of the final outline business case.

5.2.2 The Market

There will be formal consultation with the market through a soft market testing exercise consisting of questionnaires and interviews, which will establish the true level of viable market interest in entering into a joint venture with the Council or with the Council and schools. This will include assessing the level of interest from other local authorities in participating in the potential joint venture.

5.2.3 Employees and Trades Unions

Initial briefings have been carried out with employees and trades union representatives in the services under consideration. There will be on-going consultation and engagement through staff briefings and workshops, management team meetings and JNCC meetings, as the proposals are developed further.

5.2.4 The Public and Service Users

There will be broad engagement activity to inform the general public and parents on the proposals and their potential impact. There will be targeted consultation through focus groups, with parent governors and special needs groups to identify their priorities in terms of evaluating potential partners and any concerns about the proposals, for which safeguards need to be built into the partnership agreement.

5.3 Implementation/procurement planning

The final outline business case will include a comprehensive implementation plan, including details of the proposed procurement route, if relevant. An initial assessment of the three options that remain under consideration has identified the following key activities that would need to be taken into account in planning for their implementation:

- Overall ownership and governance arrangements
- Establishment of a schools company
- Procurement of a third party provider, including establishment of evaluation criteria
- Arrangements for the Council's involvement in a partnership

5.4 Establishment of Resource Requirements

5.4.1 Project Team

Customer and Support Group (CSG) involvement ceased in the concept phase of the project cycle and the development of options, assessment of financial benefit and engagement with schools has been managed directly by the Council and independent suppliers. The project will continue to be managed directly by the Council from this point forward, with all technical advice and input that relates to the development of the business case, commercial position and all procurement activities operating outside of any input from CSG and the wider Capita organisation.

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This ring-fence will remain throughout the duration of the project. As with any commercially sensitive project, the management of information is of paramount importance, with restricted access in place.

To date, independent external support has been commissioned to:

- Carry out the detailed financial assessment
- Advise on the commercial aspects of the project
- Provide “critical friend” input to the outline business case and development of detailed plans

It is proposed that a core team of 1 FTE project lead and 1.5 FTE workstream leads be deployed for the completion of the final outline business case and that they be supplemented by the use of targeted specialist support, as required.

5.4.2 Support for implementation

The cost of change is an important factor to take into account in the final selection of the preferred option. All options would require a core project team of four to five people to be in place for approximately a year, together with on-going finance and HR support.

With the exception of the in house model, specialist legal and commercial support would also be required to establish the delivery vehicle, manage any procurement required and provide input to the development of detailed business plans. An initial estimate of the cost of such support is that this would be in the order of £500k. Further work is now required to firm up the detailed requirements, as they relate to each model that remains under consideration, and commence procurement of the necessary support to ensure that it is in place ready to support the delivery of whichever option that members select for implementation.

5.4.3 Project budget

The project budget was initially set at £100k to deliver the OBC. An initial £32,000 was spent on baselining work, with the cost of the team that managed the project to the end of the Concept Phase being £51,046.

As a result of the decision to recruit additional resources to deliver the assessment phase, further draw down of £150k was approved by Policy and Resources Committee on 10th June 2014.

The current budget position is:

Authorised funding (from Children's Transformation Reserve)		
Approved [date required]	100,000	
Approved draw down P&R 10th June 2014	150,000	
Total approved funding		250,000

Projected expenditure to 30th September 2014		
Pre-transformation expenditure	32,000	

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Concept phase project team	51,046	
OBC development team	51,550	
External specialist support	33,000	
Expenditure to date		167,596

Balance remaining	82,404
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Proposed budget to 31st December 2014		
Project team	75,400	
External support	50,000	
Total requirement		125,400

ADDITIONAL FUNDING REQUIRED	-42,996
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Permission will be sought from the Policy and Resources Committee for additional draw down to fund the completion of the final outline business case.

6 Timescales

The key milestones associated with this project are set out below. These are supported by more detailed project plans, which will be developed further to inform the final outline business case.

Key milestones	Planned date
Approval of draft outline business case (CELS committee)	15 th Sep 2014
Commence second stage consultation with schools	16 th Sep 2014
Commence public consultation	22 nd Sep 2014
Commence soft market testing	22 nd Sep 2014
Commence engagement and consultation with TUs	22 nd Sep 2014
Complete financial assessment	Sep to Nov 2014
Develop outline business plan for each model	Sep to Dec 2014
Develop detailed implementation and resource plans	Sep to Dec 2014
Agreement to implement a revised delivery model (P&R committee)	2 nd Dec 2014
Approval of final outline business case (CELS committee)	12 th Jan 2015
Commence process to establish new model	19 th Jan 2015
Approval of Final Business Case	31 st Jul 2015
Commence formal TUPE consultation	31 st Jul 2015
Implementation	26 th Oct 2015

7 Dependencies

There are a number of other transformation projects currently in their formative stages, which may impact upon the development of an alternative delivery model for these services. These include:

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- Early Years
- 0-25 Disability Services
- Passenger Transport (service delivery)

These dependencies have been identified and arrangements have been put in place to ensure that they are managed effectively. This includes ensuring appropriate representation on the Project Board.

8 Risks

The potential risks associated with each model are set out above. The table below shows the main project risks that have been identified in respect of this work.

Risk Ref.	Risk and Impact	Mitigation	Probability	Impact
1	There is a risk that the schools do not engage sufficiently in the detailed option appraisal process, as a result of which they do not commit the necessary resources to secure its success. If schools do not buy in to the chosen model to the point of objection, it is possible that they could choose to take their business elsewhere for traded services, impacting the ability of the chosen model to remain viable.	There has been a good level of engagement activity with schools thus far. This will continue during the autumn term to enable schools to contribute effectively to the formulation of the most appropriate and viable model. If a procurement exercise is required, potential bidders will be required to demonstrate added value to schools, and schools representatives will form part of the assessment panel.	Low	High
2	If procurement is required, the timescales for achieving the savings attributed to this project will extend beyond the 2015/16 MTFS target date.	The impact of this risk can be reduced if savings can be transferred into the PSR period.	High	Medium
3	There is a risk that any delays in the decision-making process will impact on the ability to implement the final model in accordance with the desired timescales, with consequent delays in the delivery of savings	Significant effort is being put into early, detailed planning of the commissioning process. If procurement is required, the process will be clearly defined, with very clear objectives for each stage, clear and publicised scoring criteria, and robust and clear data prepared in advance.	Medium	High
4	There is a risk that changes in SEN legislation, along with existing capacity issues in the service, will impact on the ability to provide clear and timely service specifications to inform the commissioning process	Guidance and templates for the preparation of specifications has been distributed at an early stage to maximise the time available for preparation. Additional subject matter expertise is being sought to support this process.	Medium	High
5	There is a risk that none of the models will deliver the required financial benefits, due to the range of services within scope (and those that are not in scope) and/or the ability to grow services due to the current high level of buy-back for those services	Detailed financial modelling and formal engagement with the market will enable a more robust assessment to be made of the commercial and financial opportunities, prior to a final decision being made	Medium	High
6	Despite sufficient conflict of interest protocols, there is a risk that Capita is perceived to be unfairly advantaged in any potential procurement, thereby reducing the level of participation from the market in the process	The contractually agreed Ethical Wall and Conflict of Interest protocols have been enacted for this project. Measures have been put in place to ensure that the involvement of CSG/Capita personnel is minimised and that it is restricted to data provision/technical support only. Any procurement process would be designed to ensure that no advantage is gained from existing partnership relationships.	Medium	High

9 Appendices

9.1 Appendix A – School Survey Results (Presentation)

9.2 Appendix B – Evaluation Criteria

9.3 Appendix C – Scoring Outcomes

9.1 Appendix A – School Survey Results

THE FUTURE DELIVERY OF BARNET'S EDUCATION AND SKILLS SERVICE

HEADLINE CONSULTATION FINDINGS
AUGUST 2014

Background

- Changing education landscape:
 - The increasing autonomy of schools – nationally, over 50% of secondary schools and 9% of primaries are now Academies
 - The increasing diversity of educational providers entering the educational arena– Academy Trusts/sponsors, free school proposers
 - Increasing delegation of school funding through the move towards a national funding formula
- Objectives:
 - Meeting significant savings pressures
 - Maintaining the strength of our relationship with schools
 - Maintaining or improving the excellent education offer in Barnet

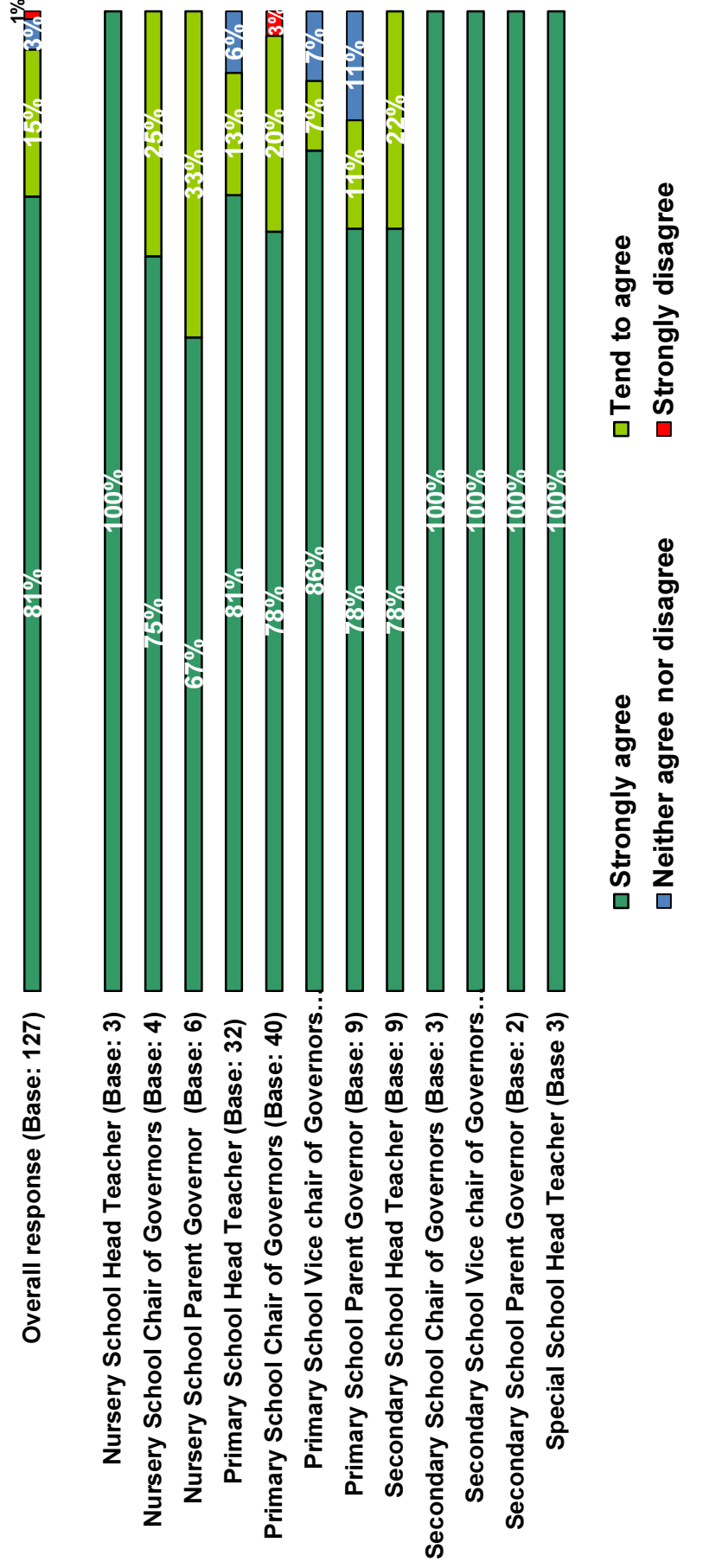
Method

- Engagement meetings April to June 2014
- Consultation document
- On-line survey
- All Head teachers and Chairs of Governors
- Other governors that attended briefing on 30th June 2014
- Survey period 1st July to 18th August 2014
(Interim results were taken on the 15th July)

Response to the survey

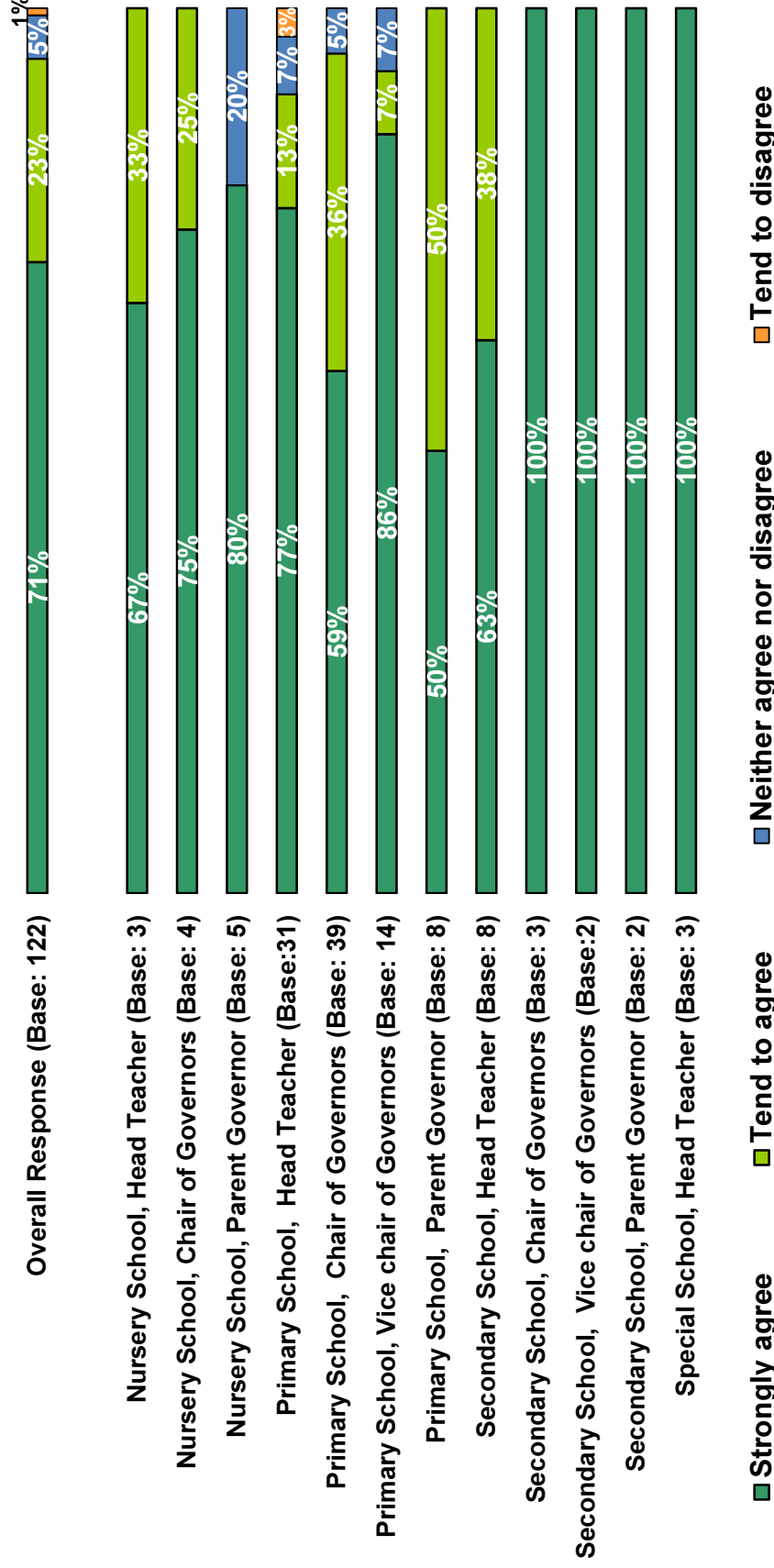
Type of respondent	Number	Per cent
Nursery School, Head Teacher	3	2%
Nursery School, Chair of Governors	4	3%
Nursery School, Vice chair of Governors	0	0%
Nursery School, Parent Governor	6	4%
Primary School, Head Teacher	35	26%
Primary School, Chair of Governors	42	31%
Primary School, Vice chair of Governors	14	10%
Primary School, Parent Governor	9	7%
Secondary School, Head Teacher	10	7%
Secondary School, Chair of Governors	4	3%
Secondary School, Vice chair of Governors	2	2%
Secondary School, Parent Governor	3	2%
Special School, Head Teacher	3	2%
Special School, Chair of Governors	1	1%
Special School, Vice chair of Governors	0	0%
Special School, Parent Governor	0	0%
Total	136	100%

To what extent do you agree or disagree with this vision for our partnership?



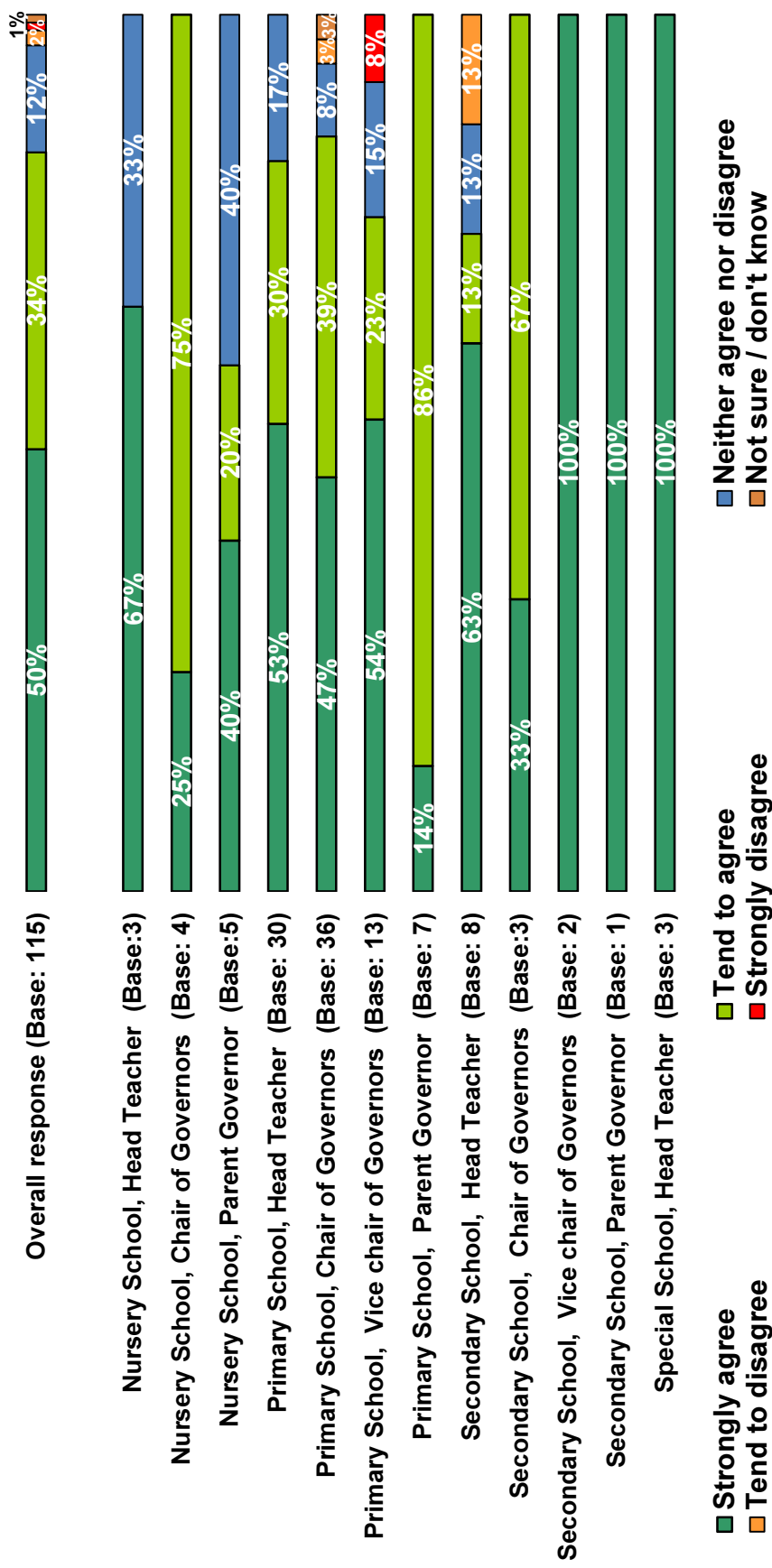
- Overall the vast majority of respondents agreed with the vision (96 per cent, 81 per cent strongly agreed and 13 per cent tended to agree). A minority neither agreed nor disagreed (three per cent), while only one per cent said they strongly disagreed.
- In terms of type of school, Nursery Schools and Special Schools were more likely to say they strongly agreed. However, within Primary Schools there was a slight difference in opinion with a disagreement by Chair of Governors - three per cent disagreed - and six percent of Primary Head Teachers, seven percent Vice Chairs of Governors and eleven percent Parent Governors were neutral.

Overall, to what extent do you agree or disagree with our aims?



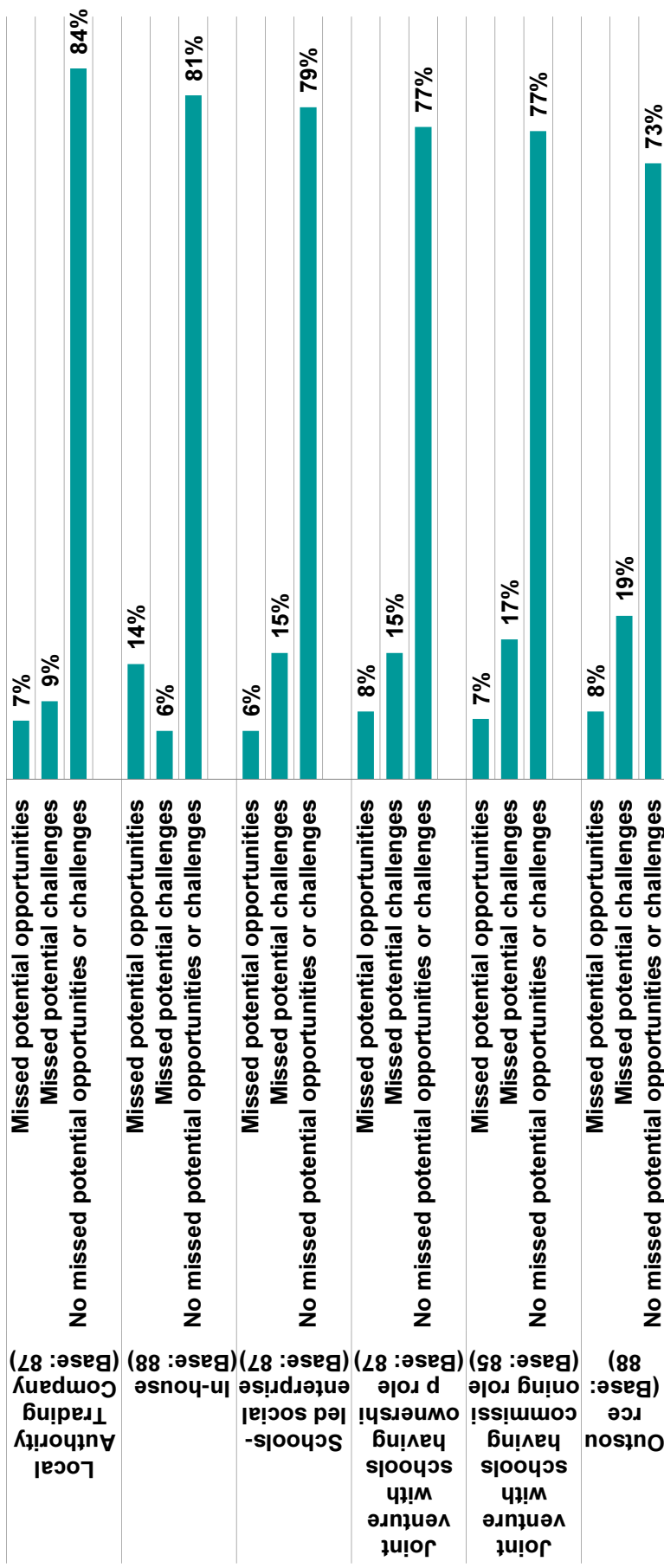
- Again overall, the vast majority of respondents agreed with the aims (94 per cent, 71 per cent strongly agreed and 23 per cent tended to agree).
- Agreement was highest among Nursery Schools (excluding Parent Governors), Secondary Schools and Special Schools. However, twenty percent of Nursery School Parent Governors were neutral. Again within Primary schools there was a slight difference in opinion, with a disagreement by one Head Teacher (three per cent), and neutral from seven percent of Head Teachers, five percent Chair of Governors and seven percent Vice chair of Governors.

The need for change, overall, to what extent do you agree or disagree with the key drivers?



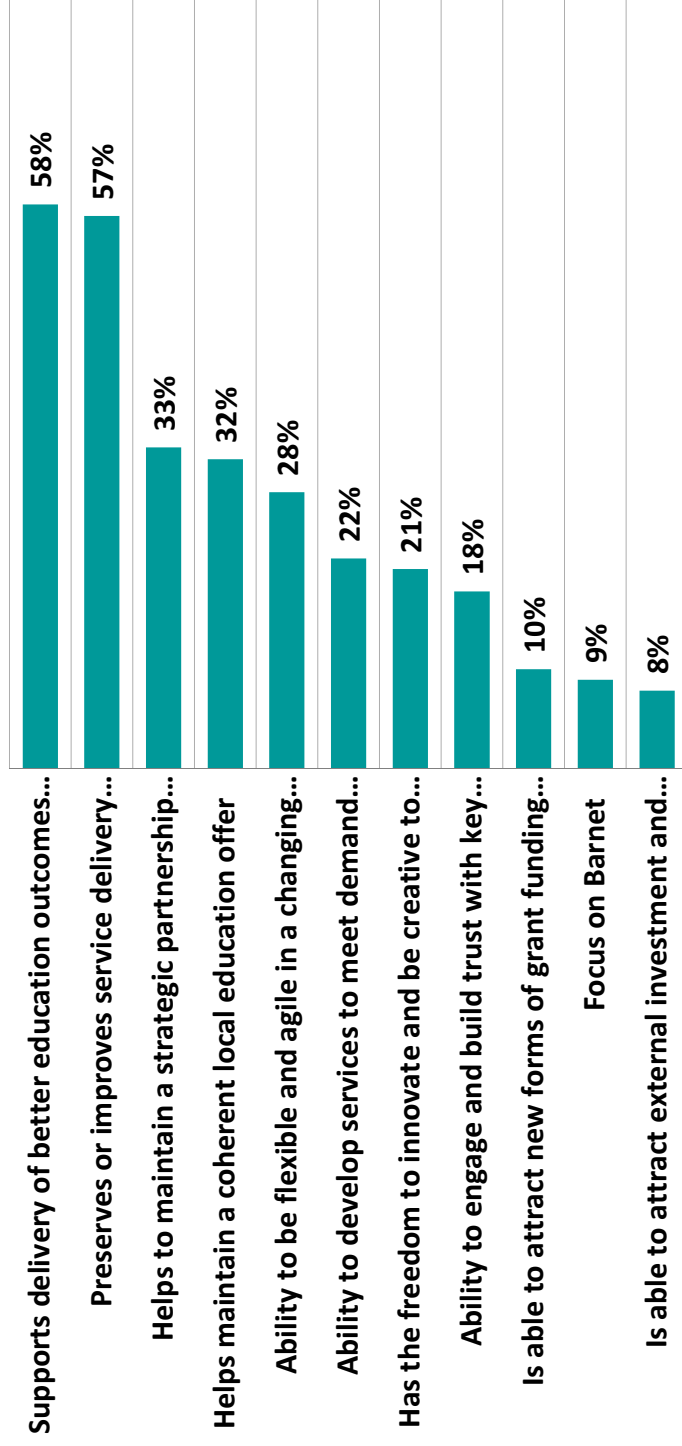
- Again, overall the majority agreed with the key drivers identified (84 per cent, 50 per cent strongly agreed and 34 per cent tended to agree)
- Agreement was highest among Nursery Schools and Special Schools. Within Primary Schools there was a slight disagreement by one Vice chairs of Governors (eight per cent - strongly disagreed), and also one Secondary School Head Teacher ‘tended to disagree’.

Do you feel there are any missed potential opportunities and challenges?



- In the main the majority of respondents did not feel any potential opportunities or challenges within each model had been missed.
- Further analysis will be conducted on where respondents feel opportunities and challenges have been missed.

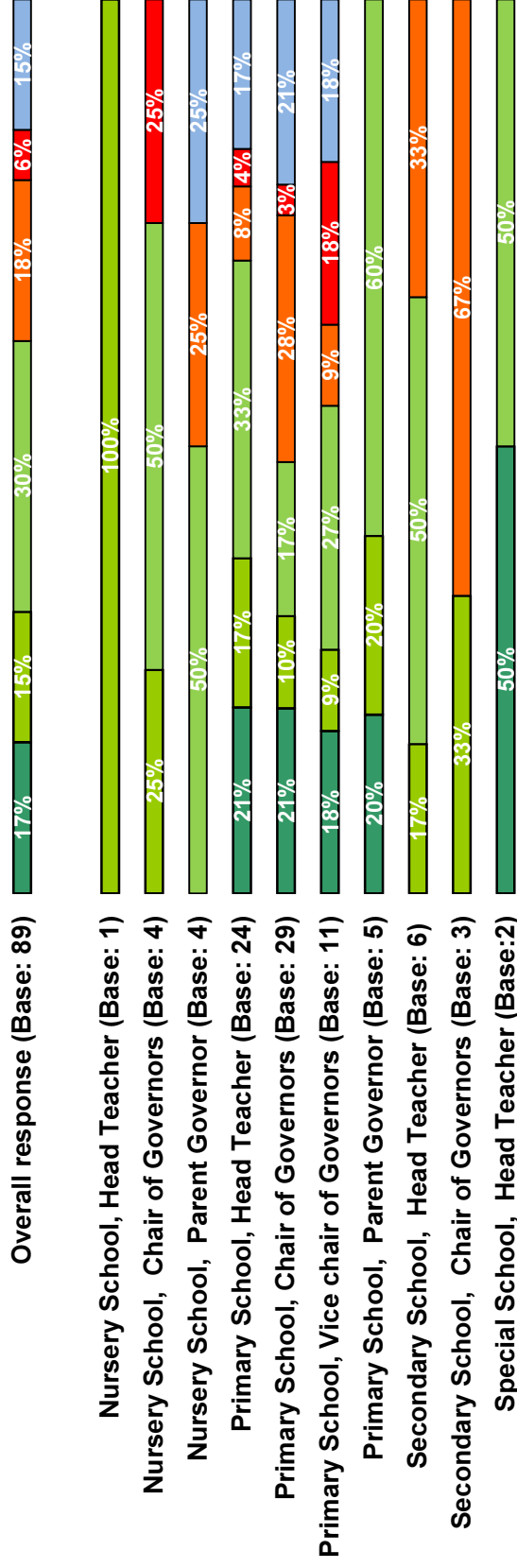
Which three criteria do you believe are most important for deciding on the best model?



Base 88

- It is clear that any model needs to: Support delivery of better education outcomes across Barnet; and to ensure it preserves or improves service delivery performance levels in key services (SEN, Admissions, Education Psychology, etc.)
- Further analysis will be conducted on where responses vary across schools and roles.

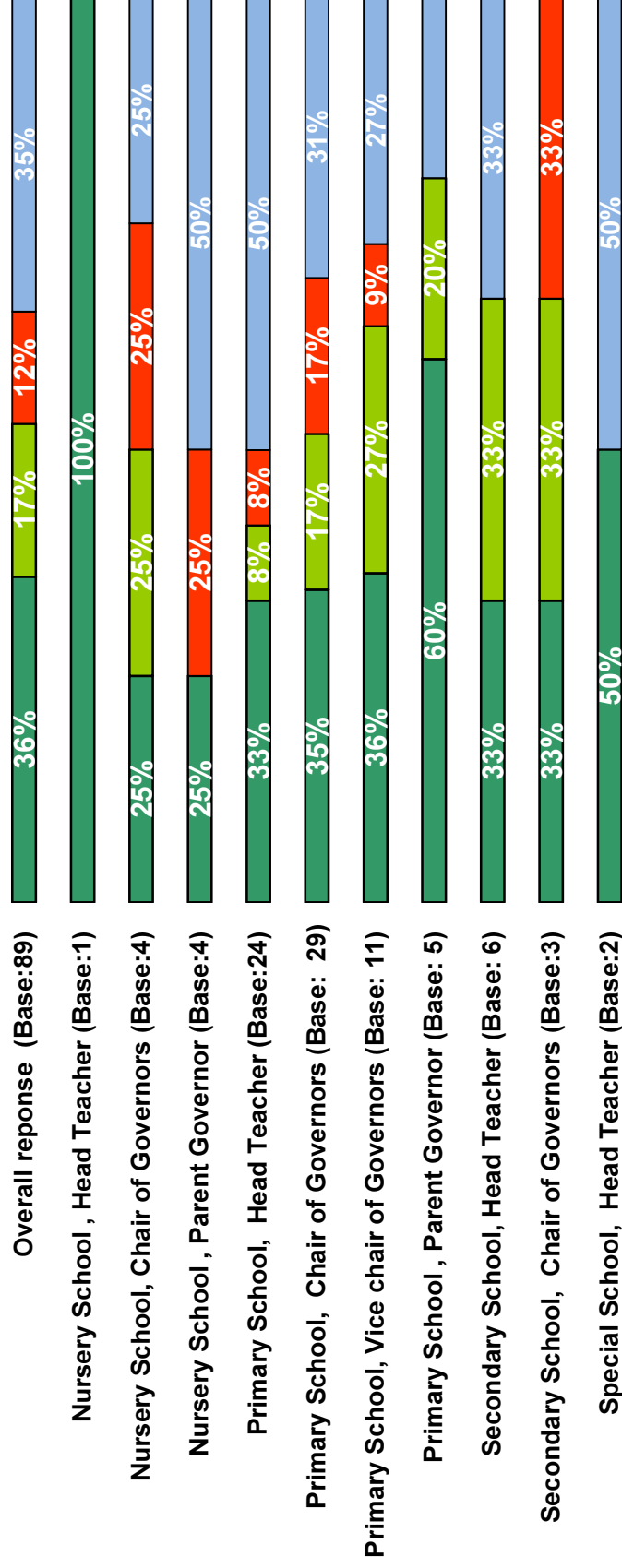
To what extent do schools want to be involved in the ownership of a new organisation?



- Very keen that schools should own the new organisation
- Willing to consider school ownership
- Would not be willing to be involved in ownership
- Quite keen that schools should own the new organisation
- Would prefer not to be involved in owning the new organisation
- Not sure / don't know

- Over a third of respondents (32 per cent) said they are very keen or quite keen for Schools to own the new organisation, and a further third (30 per cent) are willing to consider school ownership.
- Primary Schools and Special Schools were most likely to be very keen, but there was less support amongst Primary School Chairs of Governors (26 per cent prefer not to be involved), Primary School Vice chairs (27 per cent, 9 percent prefer not and 18 per cent not willing at all), and 33 percent of Primary Head Teachers would prefer not to be involved.
- Although a majority Secondary School and Nursery School respondents gave some support to be involved, 33 percent of Secondary School Head Teachers, 67 percent of Secondary Chairs of Governors would prefer not to be involved. 25 percent of Nursery Parent Governors would prefer not to be involved and 25 percent of Nursery Chair of Governors would not be willing.

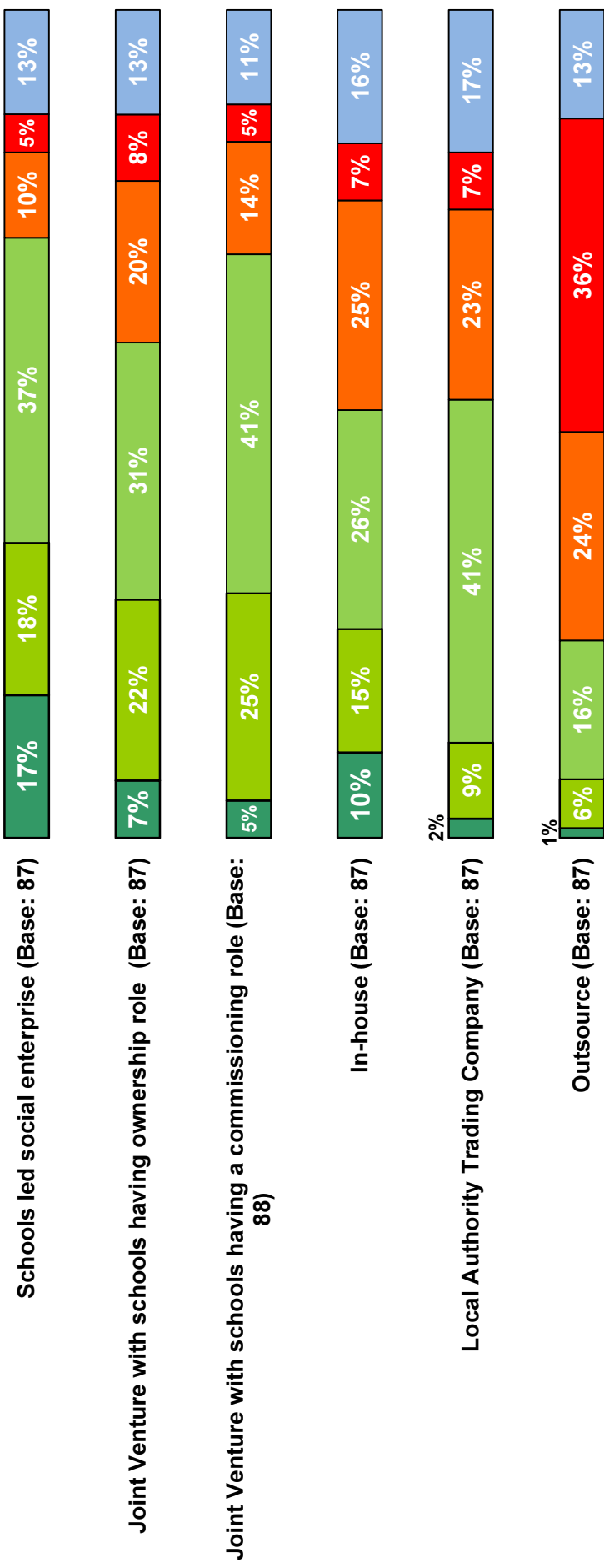
On balance, which statement best represents your preference?



■ I would prefer to participate through ownership of the organisation
■ I would prefer to participate through a formal commissioning
■ I would prefer not to be involved in the ownership or formal
■ Not sure / don't know

- The most popular preference was to participate through ownership of the organisation (36 percent). Nursery School Head Teachers (one respondent), 33 percent of Primary Schools Head Teachers, 36 percent of Primary Vice chairs and 33 per cent of Secondary School Head Teachers prefer this option.
- Second most popular was to participate through a formal commissioning process (17 percent).
- A significant percentage of Nursery, Secondary School and Primary School chairs of governors and Nurse Chair of Governors said they prefer not to be involved in the ownership.
- There was a high percentage of respondents who were simply not sure.

Views on the different options:



Summary of views on the different options:

The three backmarkers:

- Moderate support for a **Local Authority Trading Company**:
 - All respondents: 11% positively for it and 41% willing to consider, a **total of 52%** with 23% tending not to support, 7% strongly opposed (**30% against**).
 - Primary head teachers are more strongly in favour: 21% positive and 35% willing to consider, a **total of 56%**, with 17% tending not to support and 9% strongly opposed.
- Moderate support for the **In-house model**:
 - All respondents: 25% positive and a further 26% are willing to consider, a **total of 51%**, with 25% tending not to support and 7% strongly opposed (**32% against**).
 - Primary head teachers 31% positive and 35% willing to consider, a **total of 66%**, with 17% tending not to support and 4% strongly opposed.
- Very little support for the **Outsourcing model**:
 - All respondents: 7% positive and a further 16 per cent are willing to consider, a **total of 23%**, with 24% tending not to support and 36% strongly opposed (**60% against**).
 - Primary head teachers 9% positive and 13% willing to consider, a **total of 22%**, with 30% tending not to support and 35% strongly opposed.

Summary of views on the different options:

The three front-runners:

- Very strong support for a **social enterprise model**:
 - All respondents: 35% positively for it and 37% willing to consider, a **total of 72%** with 10% tending not to support, 5% strongly opposed (**15% against**).
 - Primary head teachers are even more strongly in favour: 43% positive and 35% willing to consider, a **total of 78%**, and 4% tending not to support and 4% strongly opposed.

- Very strong support for the **Joint Venture commissioning model**:
 - All respondents: 30% positive and a further 41% are willing to consider, a **total of 71%**, with 14% tending not to support and 5% strongly opposed (**19% against**).
 - Primary head teachers 33% positive and 46% willing to consider, a **total of 79%**, with 8% tending not to support and 4% strongly opposed

- Quite strong support for the **Joint Venture ownership model**:
 - All respondents: 29% positive and a further 31% are willing to consider, a **total of 60%**, with 20% tending not to support and 8% strongly opposed (**28% against**).
 - Primary head teachers 48% positive and 22% willing to consider, a **total of 70%**, with 13% tending not to support and 9% strongly opposed.

9.2 Appendix B – Evaluation Criteria

9.2.1 Strategic Direction

Supports sector led improvement

This will assess the degree to which potential models will support the education sector in providing school improvement services; capturing the expertise and experience of high performing schools for the improvement of all schools in Barnet.

Helps maintain a coherent local education offer

The purpose of this criterion is to represent the capability of a model to maintain service levels and provide a consistent education offer that meets the need of schools and service users.

Promotes intelligent information sharing to improve standards and inform service direction

This criterion assesses the structural propensity of a model to encourage collaboration and information sharing across the education system. The closer that LBB and Schools are working together, the easier it is to share information and build appropriate, services that meet real needs for both schools and service users.

Ability to be flexible and agile in a changing education landscape

As identified in section 2.2, the education landscape is shifting rapidly and legislation is changeable. This criterion represents the ability of the organisation to react quickly to opportunities and threats arising in the future.

Focus on Barnet

This criterion assesses the level of focus potential models have on Barnet schools and service users.

Helps to maintain a strategic partnership between the council and all schools

It is vital for both the quality and the sustainability of the new organisation that it builds upon the relationships between the council and all schools. This criterion is included to assess the likely ability of each type of organisation to develop these relationships.

9.2.2 Initiation / Design

Time and Cost of Implementation

For each model this criterion represents the length of time and scale of cost of implementation to the point at which benefits begin to be realised. Some models will be faster to set up than others, or will be cheaper to initiate whilst there will also be some that take longer to deliver savings.

Inclusive of Expertise across school system and local authority

This represents the degree to which a model is structured to capture expertise from both the council and schools.

Simplicity of Governance Structure

This criterion assesses the complexity of Governance structures for the various models. The simplicity of the governance structure will influence the ability of the organisation to act decisively and strategically.

Ability to engage and build trust with key stakeholders

This criterion represents the perceived ability of a given model to engage with key stakeholders. The score for this criterion is derived from the project board's assessment of the current feeling of key stakeholders towards potential organisational models.

9.2.3 Cost Saving

Ability to attract external investment (£ and expertise)

This criterion represents the degree to which a model is able to attract investment from outside the current pool of resource. This includes both financial investment and investment of expertise.

Ability to guarantee budget targets

This criterion encompasses both the ability of the model to achieve budget reduction targets (i.e. through growth and cost saving) but also the ability of the model to underwrite those savings. For example, an outsource model is able to underwrite agreed savings through the backing of corporate investment.

Ability to sustain a coherent service offer over the long term

This criterion is an assessment of the sustainability of each of the models. i.e. how likely is the model to enable the continued delivery and expansion of the services over the long term, given reducing budgets and increasing demand.

Ability to access further funding streams

This is in regard to drawing upon grant funding or other forms of additional funding. This includes private finance to a small degree, but the focus of scoring should be on funding beyond that inherent in creating the model.

9.2.4 Performance

Preserves or improves service delivery performance levels

This represents the level to which a model would provide adequate resource and capability to preserve or improve performance against existing KPIs.

Supports delivery of better education outcomes across Barnet

This criterion assesses the degree to which the potential organisations facilitate school improvement, including providing appropriate resources, capturing expertise, and building upon existing relationships.

Ability to meet demand from all schools

It is clear that the nature of services demanded is different across the purpose of this criterion is to assess the ability of the potential models to meet demand from the different types of school.

Capability and capacity to develop or adapt services flexibly to meet changing needs

This criterion represents the ability of a potential model to react to changes in demand. This encompasses both changes in the nature of services required and changes to the volume of services demanded.

Freedom to innovate

This criterion reflects the level to which an organisation enables and encourages innovation. Whilst this can largely be thought of as a function of organisational culture, there are some structural factors that affect the ability to innovate. It includes the freedom of staff to identify and implement innovative approaches and methods, as well as the availability of expertise and experience in developing new services and approaches.

Delivery and Performance risks are shared

This criterion assesses the degree to which risks to delivery are shared across multiple parties. In each case the council retains responsibility for the delivery of statutory services, so the degree of risk transfer is never absolute.

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9.3 Appendix C – Scoring Outcomes

Category	Criteria	Weight	In House	Outsource	LATC	Schools Led Company (social enterprise)	Joint Venture	Joint Venture with Schools	Category Weighting
Strategic Direction	Supports sector led improvement	4	1	3	3	5	4	5	30%
	Helps maintain a coherent local education offer	4	2	4	4	5	5	5	
	Promotes intelligent information sharing to improve standards and inform service direction	4	3	3	3	5	4	5	
	Ability to be flexible and agile in a changing education landscape	4	2	4	4	4	4	4	
	Focus on Barnet	3	5	2	5	5	3	4	
	Helps to maintain a strategic partnership between the council and all schools	4	3	2	3	4	4	5	
	Weighted Subtotal		59	70	83	107	93	108	
	Category Score		51%	61%	72%	93%	81%	94%	
	Time and Cost of implementation	3	5	3	4	3	3	2	
	Inclusive of Expertise across school system and local authority	4	3	1	3	5	5	5	
Simplicity of Governance Structure	3	3	4	4	4	4	3		
Ability to engage and build trust with key stakeholders	3	4	2	4	5	4	5		
Weighted Subtotal		48	31	48	56	53	50		
Category Score		74%	48%	74%	86%	82%	77%		
Cost Saving	Ability to attract external investment (£ and expertise)	4	1	5	2	2	4	4	40%
	Ability to guarantee budget targets	5	1	5	2	3	5	4	
	Ability to sustain a coherent service offer over the long term	5	1	4	3	3	4	4	
	Ability to access further funding streams	2	0	2	2	5	3	3	
	Weighted Subtotal		14	69	37	48	67	62	
	Category Score		18%	86%	46%	60%	84%	78%	
Performance	Preserves and/or improves service delivery performance levels	5	2	4	2	3	4	4	20%
	Supports delivery of better education outcomes across Barnet	5	2	3	2	4	4	4	
	Ability to meet demand from all schools	3	2	4	3	5	5	5	
	Capability and capacity to develop or adapt services flexibly to meet changing needs	4	1	5	2	4	5	5	
	Freedom to innovate	3	1	5	3	5	5	5	
	Delivery and Performance risks are shared	4	0	4	0	4	4	4	
	Weighted Subtotal		33	98	46	97	106	110	
	Category Score		28%	82%	38%	81%	88%	92%	
Grand Total (weighted by category)		35%	74%	55%	77%	84%	85%		

Commentary on evaluation of models

Model	Strategic Direction (30%)	Initiation/design (10%)	Cost saving (40%)	Performance (20%)
<p>In house</p> <p>Total score – 35%</p>	<p>Scores well on “focus on Barnet”, as this model would continue to have a dedicated focus on Barnet schools. Scores less well on other criteria due to the limited opportunity to develop stronger partnerships with schools and the lack of formal involvement of schools in the governance model. In addition, scores for this model reflect the impact of anticipated budget reductions on its capacity to respond quickly and effectively to changing needs.</p>	<p>This model constitutes limited change, and there would therefore be little or no set-up cost. It maintains the current position regarding inclusion of expertise from schools and engagement with key stakeholders. The governance structure score reflects the current internal decision making processes.</p>	<p>The impact of budget reductions will severely hamper this model’s ability to sustain a coherent service over time, as there would be limited flexibility within the budget and service capacity to access commercial expertise, develop and grow services and generate additional income. It would have severely limited ability to access further investment or funding streams and has no means of guaranteeing budget targets. Anticipated service reductions could deliver savings, but this would impact on performance and the relationship with schools.</p>	<p>The impact of budget reductions will severely restrict capacity for change or innovation, meaning that service performance will diminish over time. This will in turn have an impact on education outcomes, as the service will be less able to facilitate sector-led improvement. With no capacity to innovate, it is highly unlikely that this model would be able to meet the demand from all schools, stimulate improvement or mitigate risks associated with under-performance.</p>
<p>Outsource</p> <p>Total score – 74%</p>	<p>Scores reflect concerns about the ability to actively engage schools with this model. Income generation would enable the maintenance of a coherent education offer and the governance arrangements within a commercial organisation would enable flexibility and agility in responding to changing needs. The commercial focus of this model could reduce the focus on Barnet.</p>	<p>There would be moderate implementation time and cost due to the need for a procurement exercise. The commercial focus of this model is likely to present challenges, with schools more likely to be simply a customer of the service, rather than a peer or partner to it. This may inhibit inclusivity and relationship building with key stakeholders. Once a contract is in place, governance structures are relatively straightforward.</p>	<p>This model is well placed to attract external investment from commercial sources. It is also able to contractually guarantee budget targets. The commercial imperative to recover any initial investment will ensure that there is a focus on maintaining the coherence and viability of services in the long term. However, the commercial nature of this model means that it is not well placed to access other funding streams, eg grants.</p>	<p>The commercial drive and knowledge associated with this model will bring the flexibility, capacity and freedom to innovate that is needed to respond to changing needs quickly and effectively. However, the lack of formal involvement of schools may impact on this model’s ability to support the delivery of better education outcomes.</p>

Model	Strategic Direction (30%)	Initiation/design (10%)	Cost saving (40%)	Performance (20%)
<p>Local Authority Trading Company</p> <p>Total score – 55%</p>	<p>Potential restrictions on trading outside the borough would mean that the primary focus is on Barnet schools. Scores less well on some of the other criteria due to the limited opportunity to develop stronger relationships with schools and lack of formal involvement of schools in the governance model. Streamlining of internal governance arrangements would improve flexibility, but this could be constrained by lack of commercial expertise and investment.</p>	<p>This model would be relatively straightforward to establish and would not involve a complex procurement exercise. As a separate entity, it would be able to determine its own internal management processes, thereby simplifying internal governance arrangements.</p>	<p>The lack of commercial expertise associated with this model would make it difficult to attract external investment from commercial sources. There would be limited opportunity for this model to guarantee budget targets. The lack of formal involvement of schools in the governance arrangements would also mean that it is not well placed to access other funding streams. The inability to access additional investment or funding would impact on the model's ability to sustain a coherent service offer over the long term.</p>	<p>This model would have some freedom to innovate and to develop services in response to changing needs. However, the lack of commercial knowledge and investment would hamper the ability to respond quickly and effectively, which would impact on service performance over time, which would ultimately affect overall education outcomes in due course. As a local authority owned entity, delivery and performance risks would continue to rest wholly with the Council.</p>
<p>Schools-led company/social enterprise</p> <p>Total score – 77%</p>	<p>This model scores well across all criteria, because of the school leadership role. This would ensure that this model is well placed to identify emerging needs quickly and respond to them effectively. It would also facilitate information sharing and sector-led improvement. However, this would be contingent upon some up-front investment from schools and the Council.</p>	<p>Establishing a school company will add time and cost. This model would be very well placed to include expertise across the system and engage with key stakeholders. Once established, governance structures are relatively straightforward.</p>	<p>The lack of commercial expertise associated with this model would make it difficult to attract external investment from commercial sources. However, its social objectives and the involvement of schools in its governance structure would make it easier to access grant funding from other sources. School involvement would also make it more likely to sustain a coherent service in the long term, as it would be in schools' interests to do this.</p>	<p>The school leadership role puts this model in a good position to identify emerging needs quickly and to develop ways of meeting them effectively. However, the lack of commercial knowledge and investment could reduce this model's overall effectiveness in this respect. The extent of this impact would depend on a large extent on the level of initial investment that schools are willing to make in establishing the model.</p>

Model	Strategic Direction (30%)	Initiation/design (10%)	Cost saving (40%)	Performance (20%)
<p>Joint Venture – LBB and third party</p> <p>Total score – 84%</p>	<p>Scores reasonably well against most criteria, as the commissioning role of schools would help to ensure that services are responsive to changing needs. Commercial expertise and investment from a third party provider would help to translate school demands into new services more quickly. However, the more commercial focus of a third party provider could reduce the focus on Barnet schools.</p>	<p>There would be moderate implementation time and cost due to the need for a complex procurement exercise. The involvement of schools in a commissioning role would enable the inclusion of expertise from across the system and the engagement of key stakeholders. Once a contract is in place, governance structures are relatively straightforward.</p>	<p>This model would draw in the commercial expertise and status that would enable access to external investment. This would also enable it to contractually guarantee budget targets. Having schools in a formal commissioning role, together with its commercial focus, would make it more likely to sustain a coherent service in the long term. With some school involvement, it may also be able to access grant funding.</p>	<p>This model scores well against all criteria in this category due to the combined benefits of having school involvement through a commissioning role and the commercial expertise and investment that would come from a third party provider. Delivery and performance risks would be shared between the Council and the third party provider.</p>
<p>Joint Venture – LBB, schools and third party</p> <p>Total score – 85%</p>	<p>Scores well against all criteria due to the combined benefits of direct formal school involvement in the governance model and the commercial expertise and investment that would come from a third party provider. This would bring the flexibility and agility that is needed to respond effectively to the changing needs of schools. Direct involvement of schools would help to ensure that the main focus remains Barnet schools.</p>	<p>There would be higher implementation time and cost due to the need for a complex procurement exercise and the need to establish a school company. This model would be very well placed to include expertise from across the system and to engage all key stakeholders. The involvement of three parties could make ongoing governance arrangements more complex.</p>	<p>This model would draw in the commercial expertise and status that would enable access to external investment. However, having three parties involved in the governance arrangements may make contractual guarantees on budget targets more problematic. The direct involvement of schools in ownership of this model, together with its commercial focus, would make it more likely to sustain a coherent service in the long term. This direct involvement of schools would also increase the possibility of accessing grant funding.</p>	<p>This model scores very well against all criteria in this category due to the combined benefits of having school involvement through an ownership role and the commercial expertise and investment that would come from a third party provider. Delivery and performance risks are shared between all three parties.</p>

Initial Equality Impact Assessments – Education and Skills Alternative Delivery Model

PART A: Residents and Service Users Equality Impact Assessment

1. Details of function, policy, procedure or service:	
Title of what is being assessed: Strategic Outline Case – Education and Skills ADM Project	
Is it a new or revised function, policy, procedure or service? The project is concerned with identifying and implementing an alternative delivery model for the Education and Skills Delivery Unit to: <ul style="list-style-type: none"> • Respond to the significant savings pressures • Maintain the strength of the relationship with schools • Maintain or improve the excellent education offer in Barnet 	
Department and Section: Education and Skills	
Date assessment completed: 16 June 2014. Reviewed and updated August 2014.	
2. Names and roles of officers completing this assessment:	
Lead officer	Val White, Lead Commissioner
Other groups	

3. How are the following equality strands affected? Please detail the effects on each equality strand, and any mitigating action you have taken / required. Please include any relevant data. If you do not have relevant data please explain why / plans to capture data			
Equality Strand	Affected?	Explain how affected	What action has been taken / or is planned to mitigate impact?
1. Age	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Data for children and young people shows: Age group 5 -10 years 28,881 Age group 11- 16 years 25,416 There are more primary school aged children in Barnet than secondary school age children The total 5 – 16 year old children and young people both male and female is 54,297. Source GLA 2013 Round Demographic Projections, 2014	
2. Disability	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Data for children and young people shows: Disability:	

APPENDIX TWO: Initial Equalities Impact Assessment

		<ul style="list-style-type: none"> •The national averages indicate that in Barnet the 5 to 9 and 10 to 14 age cohorts have the highest number of disabled children, followed by the 15 to 19 age cohort. Whilst the 0 to 4 age cohort has the least number of disabled children. •This corresponds with Barnet’s Disabled Children’s Register where 32% are aged 5-9, 29% are aged 10-14, 27% are aged 15-19 and only 12% are aged 4 and under. •There are approximately three times more males than females on Barnet Disabled Children’s Register. •The most frequently occurring needs on the Disabled Children’s Register are speech, language and communication needs affecting 33% of all registered children. The other most frequently occurring disabilities are autistic spectrum disorders (affecting 23%), moderate learning difficulties (affecting 18%) and severe learning difficulties (affecting 17%). <p>Source: Source: GLA 2012 Round Demographic Projections</p> <p>SEN:</p> <p>In the School Census completed in January 2013 a total of 52,824 pupils were on Barnet’s school rolls. Of these, 11,471 children were classed as have Special Educational Needs (SEN). This represents approximately 22% of the total school roll population. Disabled pupils are most likely classified as SEN within schools (Special Educational Needs and Disability).</p> <ul style="list-style-type: none"> •There are more boys than girls with SEN across all age cohorts and SEN type. Overall, 61% of children with SEN are male. •There are more children aged 5-9 and 10-14 with SEN in comparison to the younger and older age cohorts. Of all children with SEN on the schools roll, 39% are aged 5-9 and 40% are aged 10-14. •Girls are less likely to have statements of SEN and more likely to receive School Action support. Of the 4,499 girls with SEN, 9% are statemented and 63% receive School Action support. In comparison, 15% of boys with SEN are statemented and 54% receive School Action support. •Children with statements of SEN attending out of borough schools tend to be in the older age cohorts - 45% are aged 15-19 and 37% are aged 10-14. 	
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		<p>•Within Barnet, the highest numbers of children on the school rolls with SEN are concentrated within the Burnt Oak, Colindale and Underhill wards</p> <p>Source: Schools Census, February 2013</p> <p>The Children and Families Act 2014 introduces a new requirement for councils to develop a coordinated assessment process to develop Education, Health and Care plans for eligible children with special educational needs aged 0-25. Current arrangements to assess and deliver services to support eligible children require cooperation across social care, local authority education services, schools, health and other organisations. Developing an alternative delivery model for education services including SEN services may add to this complexity. However, the current arrangements are managed through agreed processes and decision making arrangements between organisations and services these will continue to apply.</p>	
3. Gender	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Data for children and young people shows:</p> <p>Female:</p> <ul style="list-style-type: none"> •Age group 5 -10 years 14,013 •Age group 11- 16 years 12,315 <p>Male:</p> <ul style="list-style-type: none"> •Age group 5 -10 years 14,868 •Age group 11- 16 years 13,101 <p>Source GLA 2013 Round Demographic Projections, 2014</p>	
4. Religion	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Christianity is the most common religion in Barnet at 38.7%, although this is proportionately lower than London at 51%. The second highest group are those who have no religion at 21.3% which is comparatively less than London and England. Barnet has the largest Jewish population in London (16.6% compared to 2.1% in London).</p> <p>The proportion of Barnet's secondary school religious affiliation is broken down:</p>	

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		<table border="1"> <thead> <tr> <th colspan="2">Religious Affiliation - Secondary Schools</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>69.6%</td> </tr> <tr> <td>Jewish</td> <td>8.7%</td> </tr> <tr> <td>Church of England</td> <td>4.3%</td> </tr> <tr> <td>Catholic</td> <td>17.4%</td> </tr> </tbody> </table> <p>The proportion of Barnet's primary school religious affiliation is broken down:</p> <table border="1"> <thead> <tr> <th colspan="2">Religious Affiliation - Primary Schools</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>57.6%</td> </tr> <tr> <td>Jewish</td> <td>14.1%</td> </tr> <tr> <td>Church of England</td> <td>16.3%</td> </tr> <tr> <td>Catholic</td> <td>12.0%</td> </tr> </tbody> </table> <p>Source Profile of children and young people in Barnet April 2014.</p>	Religious Affiliation - Secondary Schools		None	69.6%	Jewish	8.7%	Church of England	4.3%	Catholic	17.4%	Religious Affiliation - Primary Schools		None	57.6%	Jewish	14.1%	Church of England	16.3%	Catholic	12.0%	
Religious Affiliation - Secondary Schools																							
None	69.6%																						
Jewish	8.7%																						
Church of England	4.3%																						
Catholic	17.4%																						
Religious Affiliation - Primary Schools																							
None	57.6%																						
Jewish	14.1%																						
Church of England	16.3%																						
Catholic	12.0%																						
5. Sexual orientation	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	Data is unavailable at this point. This protected characteristic will be taken into account at a later stage if data becomes available.																					
6. Gender reassignment	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	Data is unavailable at this point. This protected characteristic will be taken into account at a later stage if data becomes available.																					
7. Marital Status	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	This protected characteristic will be taken into account at a later stage when parents and staffing are being considered.																					
8. Other key groups?	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>																						

1. What measures and methods could be designed to monitor the impact of the new policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact? Include how frequently monitoring could be conducted and who will be made aware of the analysis and outcomes

This Equalities Impact Assessment has been reviewed and updated for this stage. The completion of a more detailed Equalities Impact Assessment will be a fundamental component of the project's decision-making through future phases in accordance with the LBB Policy and processes.

Equalities should form a key component of any specifications for the alternative delivery model to ensure that those with protected characteristics are protected through the process and this should form a component of any evaluation process.

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Initial Assessment

2. Overall impact		
Positive Impact <input checked="" type="checkbox"/>	Negative Impact or Impact Not Known ¹ <input type="checkbox"/>	No Impact <input type="checkbox"/>
3. Scale of Impact		
Positive impact: Minimal <input checked="" type="checkbox"/> Significant <input type="checkbox"/>	Negative Impact or Impact Not Known Minimal <input type="checkbox"/> Significant <input type="checkbox"/>	

4. Outcome			
No change to decision <input checked="" type="checkbox"/>	Adjustment needed to decision <input type="checkbox"/>	Continue with decision <i>(despite adverse impact / missed opportunity)</i> <input type="checkbox"/>	If significant negative impact - Stop / rethink <input type="checkbox"/>

5. Please give a full explanation for how the initial assessment and outcome was decided
<p>In seeking to identify and implement an Alternative Delivery Model for the Education and Skills Delivery Unit the Council is seeking to reduce the cost of delivering services and also improve outcomes and performance of the services.</p> <p>At this stage of the project (early Assessment phase) the new Delivery Model is not known and therefore it is not possible to fully assess the impact (in line with the LBB processes this cannot be completed until the new model is known). Given what is known at the moment and the objectives of the project any impact is anticipated to be positive due to the desire to improve the performance of services, which given the nature of these services such as Special Educational Needs would have a positive impact on those with Disabilities (and due to the over representation in the cohort males).</p> <p>There is anticipated to be no negative impact on any protected characteristics due to there being no anticipated reduction in service nor any anticipated fundamental change in the mechanism of service delivery and therefore it is anticipated that all those who currently access/receive services will still do so under the alternative delivery model.</p>

¹ 'Impact Not Known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands.

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Post decision by CELS committee in September 2014, further analysis and development of the potential models will take place. It will be at this stage that a full Equalities Impact Assessment for residents and service users will be produced.

PART B: Employees Equality Impact Assessment

Project: Education and Skills Alternative Delivery Model

[This document remains live with information being added at each critical milestone]

Project Owner:	Schools, Skills and Learning Lead Commissioner
Date process started:	9 December 2013
Date process ended:	TBC

This EIA is being undertaken because it is:	<input type="checkbox"/> outlined within the equality scheme relevance assessment table <input checked="" type="checkbox"/> part of a project proposal submission to the programme management board <input type="checkbox"/> a result of organisation change <input type="checkbox"/> other – please specify:
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EIA Contents

- 1 Introduction
2. Any Anticipated Equalities Issues at each milestone and identified mitigation
3. Monitoring Summary
4. Project Milestone Outcomes, Analysis and Actions
5. Briefing, Sharing and Learning

APPENDIX TWO: Initial Equalities Impact Assessment

1. Introduction

- 1.1 It is recognised that a significant transformation of services is likely to have an impact upon staff. This impact will be monitored through the completion of an Employee Equalities Impact Assessment; this is a “live” document and will be updated at key milestones throughout the lifespan of the project.

As part of the public sector Equality Duty, section 149 of the Equality Act 2010, the Authority is required to give due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out activities.

This EIA will be used to understand the impacts on groups of staff over the period of the Education & Skills project as well as being used as a baseline for any future decision making.

1.2 Aims and objectives of the Education and Skills Alternative Delivery Model

A project has been commissioned to assess the best way of delivering Education and Skills services in the future. This must take into account significant savings pressures, maintain the strength of our relationship with schools and maintain or improve the excellent education offer in Barnet.

In order to fully explore available options the project has examined ways in which Schools can take control or ownership of part or all of the system and should also consider any benefits of a private sector partner.

The project objectives, through the concept phase are:

- **To deliver a thorough review of existing service provision (i.e. the baseline)**, including appraisal of functions, outputs and outcomes, financial position, staffing structures and contextual factors in order to fully assess challenges and opportunities for future delivery of the service.
- **To identify and define an innovative range of potential delivery models** in order to support a thorough appraisal of options.
- **To develop a robust set of options appraisal criteria** which can be used to identify the future delivery model(s) which most effectively meets Council and other stakeholder requirements.
- **To deliver an initial appraisal of alternative delivery models** compared to the status quo (in house option) in order to make recommendations about the future delivery model(s) which most effectively meets requirements.
- **To develop a Strategic Outline Case (SOC)** which clearly presents the context for the project, initial options appraisal and initial engagements. The SOC should include the plan for the Assessment phase and initial Equality Impact Assessment.

The project objectives through the assessment phase are:

- **To fully assess potential delivery models against robust criteria**, incorporating feedback from consultation in order to identify a recommended model.
- **To develop any procurement documentation** required to deliver the recommended model.

APPENDIX TWO: Initial Equalities Impact Assessment

- **To deliver an Outline Business Case (OBC)** which provides detailed analysis and appraisal of potential models, including recommendations.
- **To deliver a final Outline Business Case (OBC)** providing detailed analysis and an appraisal of the preferred option.
- **To develop the recommended model to Full Business Case (FBC)** including complete financial case and implementation plan.

The services in the project scope are:

School improvement

- *Statutory LA duties to monitor, support and challenge schools*
- *Narrow the gap service (DSG funded)*

Special educational needs (subject to changes being implemented by the Children and Families Act 2014 from 1st September 2014)

- *SEN placements & performance team*
- *SEN Early Support Programme*
- *Speech & Language therapy*
- *SEN Transport – commissioning and assessment*
- *Educational psychology team (part traded)*
- *SEN placements (DSG funded)*
- *SEN specialist support service*

Admissions and sufficiency of school places

- *Pupil place planning*
- *Admissions Service (DSG funded)*

Vulnerable pupils

- *Education welfare service*

Post 16 learning

- *14 - 19 service to ensure sufficiency and breadth of supply*
- *Monitoring, tracking and supporting participation*

Traded services within Education and Skills

- *Catering service*
- *Governor clerking service*
- *School improvement traded service*
- *Newly Qualified Teachers*
- *Educational psychology (part)*
- *Education Welfare Service (part)*

The following options have been considered and evaluated in the Outline Business Case:

- Model A: In-house
- Model B: Outsource
- Model C: Local Authority Trading Company (LATC)
- Model D: Schools-led social enterprise
- Model E: Joint venture with schools having a commissioning role
- Model F: Joint venture with schools having an ownership role

The project team are recommending to CELS Committee in September 2014 that the three partnership options (social enterprise, joint venture with schools taking an ownership role and joint venture with schools taking a commissioning role) could potentially meet the project objectives and have attracted a reasonable degree of support from schools. Further work is required and the three

APPENDIX TWO: Initial Equalities Impact Assessment

models considered with a final Outline Business Case confirming the preferred option be put before members in January 2015.

1.2 Description of the critical milestones

Key Milestones future milestones for the project:

Key milestones	Planned date
Approval of draft Outline Business Case (CELS committee)	15 th Sep 2014
Commence second stage consultation with schools	16 th Sep 2014
Commence public consultation	22 nd Sep 2014
Commence soft market testing	22 nd Sep 2014
Commence engagement and consultation with TUs	22 nd Sep 2014
Complete financial assessment	Sep to Nov 2014
Develop outline business plan for each model	Sep to Dec 2014
Develop detailed implementation and resource plans	Sep to Dec 2014
Agreement to implement a revised delivery model (P&R committee)	2 nd Dec 2014
Approval of final Outline Business Case (CELS committee)	12 th Jan 2015
Commence process to establish new model	19 th Jan 2015
Approval of Final Business Case	31 st Jul 2015
Commence formal TUPE consultation	31 st Jul 2015
Implementation	26 th Oct 2015

1.3 Key Stakeholders

Key Stakeholders:

Members of the Children, Education, Libraries and Safeguarding Committee
Lead Commissioner for Schools, Skills and Learning (Sponsor)
Director for Education and Skills (Senior Supplier)
Education and Skills Management team
Strategic Commissioning Board
BPSI Steering Group (Heads)
Headteachers/schools
Education and Skills Staff
Trade Unions
Residents/Parents

The project has developed a draft communication and engagement plan containing the detail of when stakeholders will be communicated with and in what capacity with the current known facts.

Staff and Trade Unions will be communicated with in two formats, through the majority of the project this will take the form of information sharing, briefings, updates, questions and answer sessions and follow up documentation.

Once the delivery model is decided upon the appropriate legislation will be followed which will include consultation under the councils collective agreement with the trade unions and supporting staff briefings.

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2. Any Anticipated Equalities Issues at each milestone and identified mitigation

<p>2.1 For the current stage of project scoping and democratic process, no staff will be affected and there is no known detriment to any group. A full EIA will be produced post OBC stage. Staff will be consulted as part of the process and equality issues/risks will be considered as part of this. As the proposals develop any impact will become clear and mitigating actions will be put in place.</p>
2.2
2.3

3. Monitoring Summary

3.1 Table 1- Employee EIA Profile of the Project

(This profile is in accordance with the requirements of the Equality Act 2010 and the Council will collect this information so far as we hold it)

All numbers replaced by an 'X' have been aggregated to protect personal identification

Critical Milestones

		Total LBB Data		Project Initiation Milestone 1 E&S Data		Name Milestone 2 E&S Data		Name Milestone 3 E&S Data		Name Milestone 4 E&S Data	
		No.	% of LBB	No.	% of service	No.	% change	No.	% change	No.	% change
Number of employees		2010		336							
Gender	Female	1320	65.7	311	93.0						
	Male	687	34.2	25	7.0						
	Unknown	3	0.2								
Date of Birth (age)											
	1993-1986	200	10.0	14	0.4						
	1985-1976	435	21.6	44	13.0						
	1975-1966	535	26.6	87	25.8						
	1965-1951	738	36.7	174	51.7						
	1950-1941	96	5.0	17	5.0						
	1940 and earlier	4	0.2	0	0						
Unknown	2	0.1									
Ethnic Group											
	White			178	52.9						
	British	861	42.8								
	Irish	56	2.8								

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	Other White	205	10.2										
	Mixed White and Black Caribbean White and Black African White and Asian Other Mixed	103 0 16 0	5.1 0 0.8 0	x	x								
	Asian and Asian British Indian Pakistani Bangladeshi Other Asian	106 14 16 22	5.3 0.7 0.8 1.1	31	9.2								
	Black or Black British Caribbean African Other Black	0 185 24	0 9.2 1.2	73	21.7								
	Chinese or Other Ethnic Group Chinese Other Ethnic Group	13 39	0.7 1.9	x	x								
Disability	Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy)	0	0										
	Hearing (such as: deaf, partially deaf or hard of hearing)	5	0.3										
	Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses)	2	0.1										
	Speech (such as impairments that can cause communication problems)	0	0										
	Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina, asthma, angina or diabetes)	7	0.4	x	x								
	Severe disfigurement	0	0										
	Learning difficulties (such as dyslexia)	3	0.2	x	x								
	Mental illness	5	0.3										

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	(substantial and lasting more than a year)													
	Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis)	5	0.3											
	Other Disability	27	1.34	x	x									
	No Disability	1688	84.0											
	Not Stated	268	13.3											
Gender Identity														
	Transsexual/Transgender (people whose gender identity is different from the gender they were assigned at birth)													
Pregnancy and Maternity														
	Pregnant													
	Maternity Leave (current)													
	Maternity Leave (in last 12 months)													
Religion or Belief														
	Christian	851	42.3	163										
	Buddhist	9	0.5	x										
	Hindu	89	4.4	22										
	Jain	4	0.2											
	Jewish	51	2.5	10										
	Muslim	65	3.2	15										
	Sikh	6	0.3	x										
	Other religions	66	3.3	24										
	No religion	298	14.8	49										
	Not stated	165	8.2	51										
	No form returned	30	1.5											
	Atheist	36	1.8											
	Agnostic	25	1.2											
	Humanist	0	0											
	Not Assigned	315	15.7											
Sexual Orientation														
	Heterosexual	1241	61.7	191	48.5									
	Bisexual	8	0.4											
	Lesbian or Gay	27	1.3	x	X									
	Prefer not to say	345	17.2	x	X									
	Not assigned	389	19.4											
Marriage and civil partnership														
	Married	491	24.4	117	34.8									
	Single	409	20.4	50	14.9									
	Widowed	0	0											
	Divorced	35	1.7	x	x									
	In Civil partnership	0	0											
	Cohabiting	21	1.0											
	Separated	0	0											
	Unknown	1054	52.4											

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	Not Assigned	0	0								
Relevant and related grievances											
	Formal										
	Upheld										
	Dismissed										

3.2 Evidence

3.3 List below available data and research that will be used to determine impact on different equality groups

HR data provided from CORE HR
Staff/Stakeholder feedback

3.4 Evidence gaps

Maternity Leave is not held centrally and will be shared from local records where necessary and as the process continues.

The project is at an early stage and until further work is completed and a model is confirmed the evidence gaps will become clearer.

3.5 Solution, please explain how you will fill any evidence gaps?

An update to this 'live' EIA will be completed at 4 key milestones, the next iteration is required after a delivery model has been decided; this will then establish whether further evidence should be gathered.

4. Project Milestone Outcomes, Analysis and Actions

4.1 Summary of the outcomes at each milestone

This is an initial analysis of the EIA for the Education and Skills ADM project and provides baseline figures. As the project develops the EIA will need to be re-assessed.

A Service Users EIA profile has also been completed.

The equality data above is the information available which details the protected characteristics of staff within the Education and Skills cohort, including Barnet staff who are employed in the schools meals service.

As the proposals include the Barnet schools meals service and Special Educational Needs, additional consideration needs to be made as to how these services will operate and whether this will impact on, for example, the take-up of free school meals.

Children's, Education, Libraries and Safeguarding Committee will determine which options the council should explore and at this stage a detailed EIA will be undertaken on the staffing implications of the following services; School improvement, Special educational needs, Admissions and sufficiency of school places, Vulnerable pupils, Post 16 learning and Traded services within Education and Skills.

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The councils overall workforce is;

- 66.17% female
- 42.64% of both female and male are over 50 years of age.
- 74.43% of the workforce are white, black and black British

Initial analysis of the Education and Skills equality data indicates;

- 93% of the workforce is female
- 55% of females only are over 50 years of age
- 75% of the workforce is white, black and black British

Given the current make-up of the workforce, whichever option is chosen, the change will have a bigger impact on women than men. The statistics show that 93% of the workforce is female and due regard will be paid to the requirements of the Public Sector Equality Duty. It cannot though be avoided that any changes will affect the female workforce whether this be a positive or negative impact. Mitigation for such effects will be drawn up at a later stage when more detail on the proposals are known and a decision is made to progress from the OBC.

There is no data available on maternity or sexual orientation transgender.

It is essential that the Managing Change Policy is followed and in a legally compliant manner, including with consideration of all aspects of the Equality Act 2010 and other relevant legislation.

Overall, at this stage of the project the new Delivery Model is not known and therefore it is not possible to fully assess the impact (in line with the LBB processes this cannot be completed until the Full Business Case is developed when the new model is known).

4.1.1 Milestone – Project Initiation

An updated Employee EIA will accompany the final OBC on detailed options in January 2015 to the CELS Committee

4.1.2 Milestone

4.1.3 Milestone

4.2 Actions proposed

4.2.1 Milestone

Equalities should form a key component of any specifications for the alternative delivery model and will form a component of any evaluation process. Post OBC a more detailed equalities analysis will be produced.

4.2.2 Milestone

APPENDIX TWO: Initial Equalities Impact Assessment

5. Briefing, Sharing and Learning

EIA Consultation -	
Group Content (by Title):	
Date Consultation Group Held:	
Comments resulting from consultation:	
Actions following consultation:	
Comments not actioned and reason:	

Business Scrutiny:

This table summarises the briefing activities. This EIA forms the primary briefing tool and has been shared as detailed below.

Table 2

Milestone Description	Show Briefing Date	Programme Office	Trade Unions – appropriate TU for Project	DPR - Delegated Powers Report	GFC – General Functions Committee	Corporate Staff Panel
<i>Milestone 1 - Consolidation</i>						
<i>Milestone 2 - Voluntary Redundancy</i>						
<i>Milestone 3 - Transfer Date</i>						

	<p>Children, Education, Libraries and Safeguarding Committee</p> <p>15th September 2014</p>
<p style="text-align: right;">Title</p>	<p>School Improvement in Barnet – an update and a new approach</p>
<p style="text-align: right;">Report of</p>	<p>Education and Skills Director Lead Commissioner, Schools, Skills and Learning</p>
<p style="text-align: right;">Wards</p>	<p>All</p>
<p style="text-align: right;">Status</p>	<p>Public</p>
<p style="text-align: right;">Enclosures</p>	<p>Appendix A: Update on school standards and the attainment and progress of pupils Appendix B: A new approach to school improvement in Barnet</p>
<p style="text-align: right;">Officer Contact Details</p>	<p>Ian Harrison Ian.J.Harrison@Barnet.gov.uk</p>

<h2>Summary</h2>
<p>Barnet is well known for the excellent quality of our schools and the diversity of our educational offer. The quality of education plays a crucial part in making the borough a popular and desirable place to live, with many families attracted to the area by the good reputation of Barnet’s schools. Barnet’s Education Strategy sets out a framework for partnership working between the Council and all state-funded schools.</p> <p>This report provides an update on the performance of schools and the attainment and progress of pupils. It draws some conclusions from this update about the key priorities that the Education and Skills Delivery Unit should be commissioned to focus on over the next 12 months. It also reports on a review of school improvement and proposes a new approach to school improvement as the best way of sustaining high performing schools for the foreseeable future.</p> <p>Attached to the report are two appendices:</p> <ul style="list-style-type: none"> • Appendix A provides detailed information on the performance of schools and the attainment and progress of pupils in 2013 as well as the provisional results of examinations and assessments in 2014. • Appendix B – ‘A new approach to school improvement in Barnet’ - sets out the conclusions of the review of school improvement and the proposed new approach,

for consultation with schools during the Autumn term.

Recommendations

That the Children, Education, Libraries and Safeguarding Committee

- 1. Note the information on the performance of schools and the attainment and progress of pupils.**
- 2. Approve the commissioning priorities set out in section 1.2.5**
- 3. Approve the new approach to school improvement, in particular the commitment to move towards a schools-led model of school improvement, as a basis for consultation with schools.**

1 School Improvement in Barnet – an update and a new approach

1.1 Introduction

This report provides an update on the performance of schools and the attainment and progress of pupils. It draws some conclusions from this update about the key priorities that the Education and Skills Delivery Unit should be commissioned to focus on over the next 12 months. It also reports on a review of school improvement and proposes a new approach to school improvement as the best way of sustaining high performing schools for the foreseeable future.

1.1.1 Appendix A provides detailed information on the performance of schools and the attainment and progress of pupils in 2013 as well as the provisional results of examinations and assessments in 2014.

1.1.2 Appendix B sets out the conclusions of the review of school improvement and the proposed new approach. It is proposed to consult schools on the proposed approach during the Autumn term.

1.2 School standards and the attainment and progress of pupils

1.2.1 For some years, Barnet has been one of the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. However, Barnet's good performance cannot be taken for granted. Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools, but on a number of measures Barnet is either below this level or at risk of falling below it.

1.2.2 Appendix A provides an analysis of school performance issues in Barnet based on the assessment and examination results in 2013, developments

since then and the provisional results of the 2014 assessments and examinations

1.2.3 There are several positive aspects of school standards in Barnet, in particular:

- **Good and outstanding schools** - Over 90 percent of Barnet schools are good or outstanding, which places Barnet in the top 10 percent of local authorities in England.
- **Early Years** - Initial, unvalidated, provisional results for 2014 indicate that 65.3% of children in Barnet schools and settings reached an overall good level of development in the EYFS, compared to 60.4% of children nationally. This is a 5.7% increase on 2013.
- **Key Stage 1** - Initial, unvalidated, provisional results for 2014 indicate:
 - 75.9% of children at the end of *Year 1* were working at the expected level in phonics, above the indicative national average of 74.2%. This is a 3.7% increase from 2013 (72.2%).
 - The proportion of children working at the expected level in Phonics in *Year 2* increased by 3.7% between 2013 and 2014, from 67.7% to 71.4%, whilst the national average is expected to fall by 1.7%.
 - The proportions of pupils achieving a level 2 or above in Key Stage 1 assessment increased on the 2013 figure for Speaking and Listening (to 90.3%), Reading (90%), Mathematics (92.3%) and Science (91.4%), and all were above the indicative national average.
- **Key Stage 2** - Initial, unvalidated, provisional results for 2014 indicate:
 - The proportions of pupils achieving a Level 4+ increased on last year for all measures, which include: Reading (to 91.1%), Writing (86.2%), Mathematics (88.8%), Grammar, Punctuation and Spelling (to 82.3%) and Reading, Writing and Mathematics (to 81.7%).
 - The largest change was an increase of 3.6% in the proportion of pupils achieving a level 4+ in Reading, Writing and Mathematics, followed by a 3.2% increase in the proportion of pupils achieving Level 4+ in KS2 Writing.
- **Key Stage 4** - In 2013 attainment for pupils at Key Stage 4 continued to place Barnet in the top 10 percent of local authorities. The percentage of pupils gaining 5 or more GCSEs at grades A*- C, including English and Mathematics, rose in 2013 by 0.9% on 2012. Barnet's results were 6th in England and 5th in London. Barnet secondary schools also performed very well on the progress of pupils in English and mathematics from Key Stage 2 to Key Stage 4, ranking in the top 10%. Provisional GCSE results for 2014 indicate Barnet's high standards have been maintained, but this is based on unvalidated data from a sample of Barnet secondary schools.

- **Key Stage 5** - Pupils in Barnet schools performed well by all the key measures of performance at Key Stage 5 in 2013, except with respect to vocational subjects where performance was below the national benchmarks. Initial indications from schools that have shared their 2014 A Level results with the local authority (14 out of 19 schools) show the following:
 - Whilst 2014 national A-Level results are expected to see a small drop in the proportion of A*-E grades awarded, provisional results from Barnet's local schools indicate the borough's high standards have been maintained with 98% A*-E grades (in line with last year's outstanding results).
 - The proportion of A-Level exams awarded an A*, A*/A and A*-B grade remains significantly above the national average: indicative data suggests at least 12% of A-Levels received an A* (above the national average of 8.3%); at least 34% of A-Levels were awarded an A*/A grade (above the national average of 26%) and 58% of A-Levels were awarded an A*-B grade (above the national average of 52.4%).
- **SEN** - In 2013, Barnet's secondary school pupils with a statement of Special Educational Needs achieved well in comparison with their peers in London and in England. 15.7% of pupils with a statement achieved 5 or more GCSE passes including English and maths at grades A*-C compared to 12% in London and 9.5% in England.

1.2.4 However, the following are areas of concern, which require a strategic response by the local authority and schools:

- **Good and outstanding schools under the new OfSTED framework** - Whilst Barnet remains in the top 10 percent of local authorities for schools that have been judged by OfSTED as good or outstanding, Barnet ranks much lower (close to the national average) in relation to inspections carried out under the new inspection framework introduced in 2012.
- **Primary Writing** - In relation to pupil achievement and progression, there are significant concerns with Primary school results, particularly in relation to Writing, though the provisional 2014 results indicate an improvement on 2013.
- **The FSM gap** - At both Primary and Secondary level, the gap in attainment between pupils eligible for Free Schools Meals and their peers last year was well outside the top 10% of local authorities in England and well above the average gap for London. There has been an improvement in the Key Stage 2 figure in 2014 but it is not yet known whether this is also the case for Key Stage 4.
- **Looked after children** - In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A*-C GCSEs including English and

Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.

- **Primary attendance** - Pupil attendance at primary schools in 2012/13 (the last available figures for a full school year) was below the national average and well below the London average.

1.2.5 Given this analysis, it is proposed that the main commissioning priorities for school improvement for the academic year 2014 to 2015 should be:

- Increasing the number of good and outstanding schools and reducing the number of schools 'Requiring Improvement' or that are 'inadequate'.
- Improving attainment and progression at the end of primary so it is in line with the top ten per cent in the country.
- Improving Primary Writing.
- Raising the achievement of FSM pupils and closing the FSM gap (especially at Primary).
- Improving progression of Looked After Children (especially at Secondary)
- Improving pupil attendance in Primary Schools.

1.2.6 The areas of concern raise a broader issue of whether the arrangements for school improvement in Barnet are appropriate to the challenges we face. Because of this concern, officers and headteachers have been reviewing our school improvement arrangements. The context and a summary of the findings of the review are set out below. More detailed analysis is shown in Appendix B.

1.3 Context

1.3.1 In July 2013, the Council published its 'Education Strategy for Barnet', which developed collaboratively by council officers and head-teachers and agreed after consultation with all schools. The Education Strategy set out a framework for partnership working between the Council and all state-funded schools in Barnet with the shared ambition to:

- strive for excellence and challenge underperformance
- champion the attainment of children and young people, especially those who are vulnerable or at risk of underachievement
- secure sufficient high quality school provision and widen local opportunities for young people
- monitor, challenge and support all schools

1.3.2 The Education Strategy sets out how the education landscape is changing nationally and how this is reflected within the local partnership of Barnet schools:

- Over 70 percent of Barnet secondary schools are now Academies and 10 per cent of primary schools, with more primary schools actively considering coming together to develop new models of governance, such as Multi-Academy Trusts.

- This reflects the national policy drive for schools to become more autonomous and for the funding and responsibilities previously held by local authorities to be further delegated to schools. In particular, the majority of funding for school improvement is now held by individual schools, with schools more accountable for their own improvement and increasingly, for the performance of other schools.
- To support this drive, the government has developed a range of initiatives to develop headteachers to become local and nationally recognised leaders of education and for schools to be given the opportunity to lead local improvement networks through the establishment of Teaching Schools.

1.4 Proposal for a new approach to school improvement

- 1.4.1 Given the current landscape of the increasing autonomy of schools together with the shift of school improvement resources from the local authority to schools, it is necessary to consider a more flexible approach to how the school improvement system in Barnet operates. Whilst there are examples of valuable partnership working between schools in Barnet, system leadership and school to school support are not yet sufficiently systematised or central to an agreed borough-wide school improvement strategy. There is also a lot more that can be done to make the most of the resources and expertise available through outstanding headteachers (such as, National Leaders of Education and Local Leaders of Education) and Teaching Schools.
- 1.4.2 There are significant potential benefits to be gained by establishing a more strategic longer-term approach to school improvement, based on systematic school-to-school support and drawing on the system leadership capability of many of the best headteachers and schools, including Academies. Barnet schools and the Education and Skills service are in a strong position to make a successful, timely transition to school-led improvement, building on the existing strengths of schools and central services and drawing on the experience and expertise of good and outstanding Barnet headteachers.
- 1.4.3 A new approach to school improvement is set out in Appendix B. It is proposed to establish:
- a series of school improvement partnerships by April 2015 so that every school in Barnet is able to benefit from or contribute to system leadership and a self-improving school system.
 - a range of types of partnerships, enabling schools to develop the most appropriate partnership for their circumstances.
 - partnerships that ensure that weaker schools are supported by good or outstanding schools and that all schools have the opportunity to participate in a partnership.

1.5 Links to consultation on an Alternative Delivery Model

- 1.5.1 The draft Outline Business Case for developing an alternative delivery model for the Council's Education and Skills service (Agenda item 8) emphasises the need for a delivery model for education services that is 'owned' by schools in one sense or another (shares or a strong commissioning role). It is expected that a new delivery model would commission and deliver services to schools as well as undertaking a range of local authority statutory functions. It is essential that there is a strong framework for school improvement to underpin a new delivery model.

2. REASONS FOR RECOMMENDATIONS

- 2.1 Through reviewing the local arrangements, educational standards and the national policy drivers for school improvement with a representative group of headteachers, it was concluded that a new model for school improvement in Barnet was required to:
- reflect the increasing responsibility for schools to support and challenge each other, given the concentration of school improvement resources within schools.
 - address the continuing tendency of some schools to look first to the local authority for support, when the funding for support largely rests with schools.
 - develop a culture of schools supporting each other.
 - ensure a comprehensive coverage of school improvement support, particularly in the context of a diverse range of types of school and the range of new education providers entering the education market.
 - make better use of the resources available locally, including the Teaching Schools and National and Local Leaders of Education.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

The alternative option of continuing existing arrangements and allowing school improvement partnerships to emerge gradually over time without the direct support and leadership of the local authority was considered and discounted due to the need to respond to the changing education landscape and to address the attainment issues set out above.

4. POST-DECISION IMPLEMENTATION

- 4.1 There will be a period of consultation with schools with the aim to get as many schools as possible into operational school improvement partnerships by April 2015, so the partnerships can plan their activities and resources in advance of the new school year.

5. IMPLICATIONS OF DECISION

- 5.1 **Corporate Priorities and Performance**

The reputation and quality of Barnet's schools makes Barnet an attractive place to live and is key to the satisfaction of many residents in the borough. The Education Strategy for Barnet sets out how the Barnet partnership of schools, settings and other education providers, together, support the delivery of the Council's priority outcomes set out in the Corporate Plan 2013–16:

- Support families and individuals that need it through promoting independence, learning and well-being: through high quality early years provision to give children the best start in life, ensuring support for children with additional needs and identifying and meeting the needs of vulnerable pupils.
- Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place to live, work and study: through ensuring that Barnet's schools are high performing and that every child can access a school that good or outstanding.
- Create the right environment to promote responsible growth, development and success across the borough: through ensuring that young people are equipped with the learning and skills to progress into adulthood and that schools work in partnership to identify and meet the needs of Barnet's current and future economy.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

There are no financial implications arising from this report. The work to consult with schools and support the development of partnerships will be led from within existing resources of the Education and Skills Service.

5.3 Legal and Constitutional References

5.3.1 Under the Council's Constitution, functions within the Terms of Reference for the Children's Education, Libraries and Safeguarding Committee responsibility include:

- investment in educational infrastructure to meet the needs of the Borough's learners
- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools)
- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools).

5.3.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are

overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

5.3.3 Part 4 of the Education and Inspections Act 2006 contains powers and duties in relation to schools causing concern. The powers of intervention apply in relation to maintained schools only. For Academy schools, local authorities should raise any concerns with the Department for Education. Section 72 of this Act requires local authorities to have regard to Government guidance when exercising its functions under Part 4. The latest guidance, Schools Causing Concern – May 2014, confirms that school improvement should be led by schools. The local authority role should be to champion excellent education, including monitoring performance, taking swift and effective action in maintained schools, intervening early, encouraging good and outstanding schools to support others and securing strong leadership and governance.

5.3.4 Local authorities can meet their overarching education functions in relation to school improvement by encouraging schools to support each other in both informal and more formal ways. The local authority will still retain its statutory responsibilities, including the need to challenge performance and take formal action as appropriate. Local authorities can contract out their functions if there is a specific order permitting this. However, even where a function cannot be contracted out, a local authority can arrange for the delivery of their services by external contractors. In such cases, the responsibility for the function would remain with the local authority.

5.4 Risk Management

There is a risk that schools will be reluctant to form formal partnerships and prefer to enter into loose arrangements. Support and guidance will be available from the local authority and schools will be encouraged to seek evidence of best practice from elsewhere.

5.5 Equalities and Diversity

The proposed new arrangements for school improvement are being recommended to ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs, children eligible for free school meals and children looked after. The proposals in this paper support the aims of Barnet's Children and Young People Plan and Barnet's Education Strategy, both of which have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.6 Consultation and Engagement

Schools have been engaged in the development of the proposals so far and this engagement will continue through the Autumn Term.

6. BACKGROUND PAPERS

Cabinet, 18 June 2013 - An Education Strategy for Barnet 2013/14 – 2015/16
<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=120&MId=7462&Ver=4>

Appendix A

Update on school standards and the attainment and progress of pupils

1. Good and outstanding schools

- 1.1 A key measure of success at local authority level is the percentage of pupils in schools that are graded good or better. 90% of Barnet pupils are at schools which were graded good or better at their last inspection. This is based on 50,913 pupils in 108 schools. Barnet ranks 11th in the country.

	Good or better	Outstanding	Good	Requires improvement	Inadequate
Barnet	90%	36%	54%	9%	1%
England	78%	21%	57%	18%	4%
London	84%	29%	55%	14%	2%

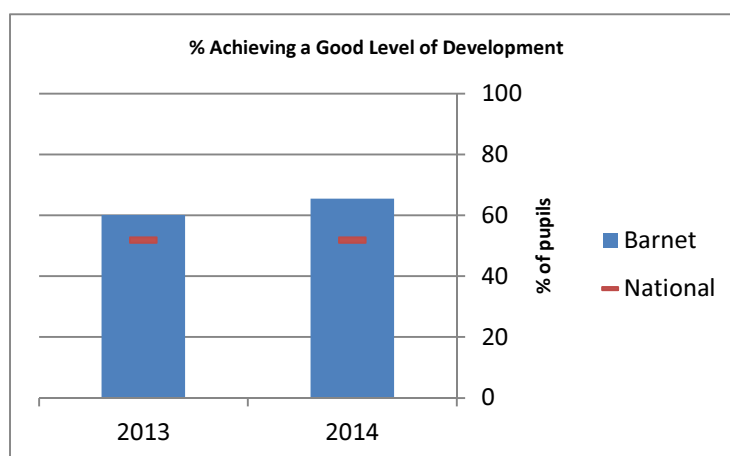
- 1.2 Another key measure is the number of schools that are graded good or better. With 90% of Barnet schools graded good or better, the local authority is ranked 13th nationally, which is also just above the Inner London average (88%).

	Good or better	Outstanding	Good	Requires improvement	Inadequate
Barnet	90%	34%	56%	9%	1%
England	79%	18%	61%	18%	3%
London	84%	26%	58%	14%	2%

- 1.3 Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools. We are in this position if we take account of all schools based on their last inspection. However, since the introduction of the revised Framework for Inspections in September 2013, 29% of Barnet schools that have been inspected have been judged to 'require improvement' (the figures being similar for Primary and Secondary).
- 1.4 All four nursery schools were judged outstanding at their last inspection as were three out of Barnet's four special schools, the other being judged as 'good'. Of the three Pupil Referral Units, one was judged as outstanding (Northgate), one as good (Pavilion) and one as inadequate (Discovery Bay). The authority is consulting on plans to expand the Pavilion's provision to incorporate that at Discovery Bay.

2. Early Years Foundation Stage (EYFS)¹

- 2.1 The Early Years Foundation Stage (EYFS) covers Preschool or Nursery for ages 3 to 4 and the Reception year for ages 4 to 5. At the end of the Reception Year schools are required to submit an EYFS Profile for each child to summarise each child's development and learning at the end of the EYFS and is based on observations and assessments in six areas of learning. Children are expected to perform at the "Expected" or "Exceeding" level, and are judged to be underperforming at the "Emerging" level.
- 2.2 A child is defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- 2.3 Across Barnet 60.1% of children achieved a 'good level of development' in **2013** in the Early Years Foundation Stage. This figure was above the average for London and for England. 46% of pupils in early years settings who were eligible for free school meals achieved a 'Good Level of Development' compared to 62% of those that were not eligible. Again these outcomes are better than those for London and England. Early Years provision exists in nursery classes in most Primary and Infant schools, in four nursery schools and in a variety of other settings in the private and voluntary sector.
- 2.4 Initial, unvalidated, provisional results for 2014 indicate that 65.5% of children in Barnet schools and settings reached an overall good level of development in the EYFS, compared to 60.4% of children nationally. This is an increase of 5.4 percentage points from 2013. The indicative national increase – using an estimate of the national from 143 known LAs - was 8.4 percentage points. Both 2013 and 2014 Barnet results were above the national average.



- 2.5 The proportion of girls reaching a good level of development (72.7% in 2014) was greater than boys (58.9% in 2014) in both 2013 and 2014; between 2013

¹ NCER, KEYPAS 18.08.2014: Please note that pupils awarded an A (Absent) in any learning goal are discounted from this report; Good Level of Development: Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics

and 2014 the rate of improvement of girls exceeded that of boys (increase of 5.7 percentage points for girls compared to 5.5 percentage points for boys).

- 2.6 In 2014, Barnet performed above the national average in all the prime learning areas, improving most in Literacy (3.1 percentage points) and Mathematics (2.4 percentage points).
- 2.7 *Narrowing the Gap* - A higher proportion of non-FSM children achieved a good level of development by the end of EYFS than FSM children; however, the difference between non-FSM and FSM children reduced from 17.6 percentage points in 2013 to 15.8 percentage points in 2014.

3. Primary

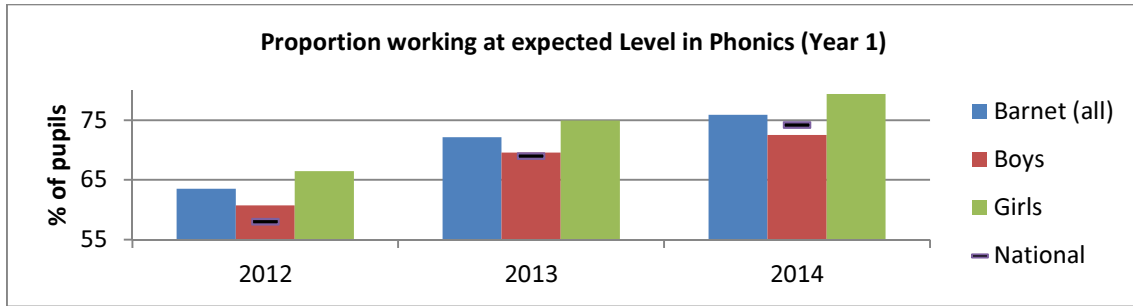
3.1 Phonics

Year 1²

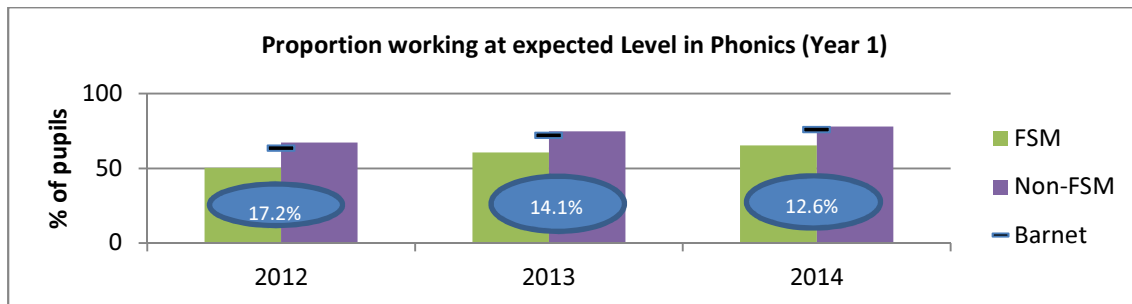
- 3.1.1 The Phonics Screening Check is teacher assessed and takes place at the end of Year 1. To be judged as Working At (Wa) the expected level, a child must correctly decode 32 words out of 40. If a child is judged to not be working at the expected level, they repeat the assessment in Year 2.
- 3.1.2 In 2014, provisional results indicate that 75.9% of Barnet Year 1 children were 'working at' (Wa) the expected level, above the national average of 74.2%. Girls outperformed boys by 6.9 percentage points; girls increased the proportion reaching the expected level by 4.5 percentage points between 2013 and 2014, whilst boys increased the proportion reaching the expected level by 2.9 percentage points.
- 3.1.3 The gap in attainment between boys and the national average at Year 1 has widened each year from 2012 (when boys outperformed against the national figure) to 2014 (when boys underperformed against the national figure).

% Wa	2012	2013	2014
Barnet (all)	63.5	72.2	75.9
Boys	60.7	69.6	72.5
Girls	66.5	74.9	79.4
National	58	69	74.2

² KEYPAS 18/08/2014 15:35:09 Report produced with Phonics results



3.1.4 *Narrowing the Gap* - A higher proportion of non-FSM children are working at the expected level in Phonics (Year 1) than children eligible for FSM across all years. The proportion working at the expected level has increased each year for the past 3 years for both Non-FSM and FSM-eligible pupils. The difference in attainment between non-FSM and FSM children reduced from 17.2 percentage points in 2012 to 12.6 percentage points in 2014, indicating Barnet is successfully “narrowing the gap” in attainment for these children.

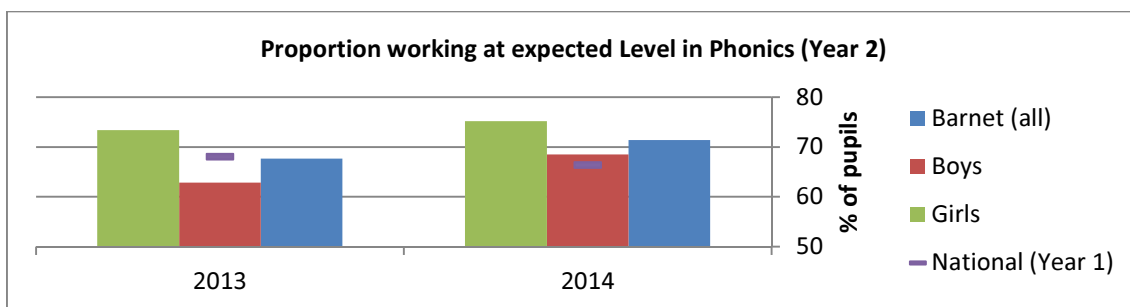


Year 2³

3.1.5 The teacher assessed phonics check is re-administered in Year 2 to children who were judged not to be working at the expected level at the end of Year 1.

3.1.6 In 2014, provisional results indicate that 71.4% of Barnet Year 2 children were working at the expected level, above the national average of 66.4%. Girls outperformed boys by 6.8 percentage points; girls increased the proportion reaching the expected level by 1.8 percentage points between 2013 and 2014, whilst boys increased the proportion reaching the expected level by 5.7 percentage points.

³ KEYPAS 18/08/2014 15:35:09 Report produced with Phonics results



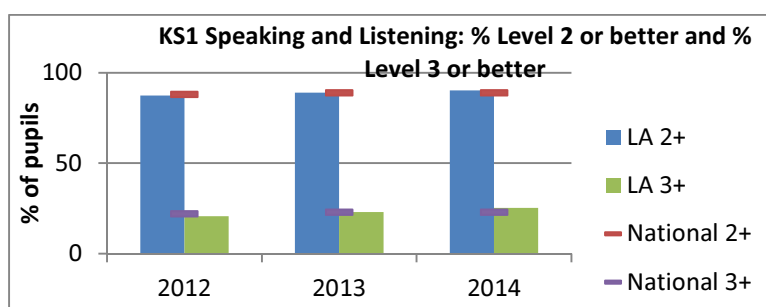
3.2 Key Stage 1⁴

3.2.1 Key Stage 1 is covered in Year 1 to Year 2 (ages 5 to 7). Children are assessed by their teacher at the end of KS1 (Year 2) and are expected to be working to at least Level 2 in Reading, Writing, Speaking and Listening, Maths and Science. Outcomes from national tests and tasks inform teachers' overall judgements.

3.2.2 Initial, unvalidated, provisional Key Stage 1 results for 2014 indicate that:

- the proportions of pupils achieving a level 2 or better increased on the 2013 figure for Speaking and Listening (to 90.3%), Reading (90%), Mathematics (92.3%) and Science (91.4%), and all were above the indicative national average.
- the proportion of children achieving a level 2 or better in KS1 Writing fell by 0.1% between 2013 and 2014, to 86.2%; however, performance remains in line with the indicative national average (86.2%).

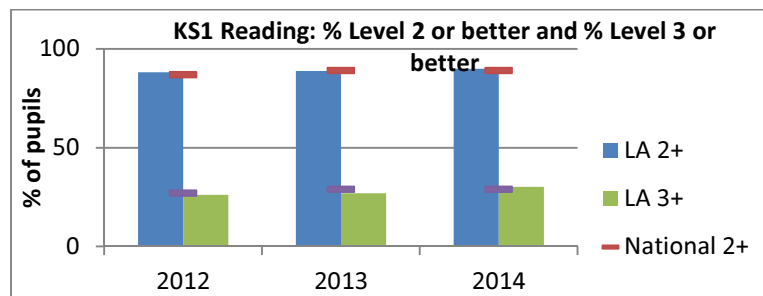
3.2.3 *Speaking and Listening* - In 2014, 90.3% of Barnet children attained a level 2 or better in Speaking and Listening, above the national average of 90% and an increase of 1.3 percentage points from 2013. In 2014, 25.3% of Barnet children achieved a level 3 or better in KS1 Speaking and Listening, above the national average of 23% and an increase of 2.2 percentage points from 2013.



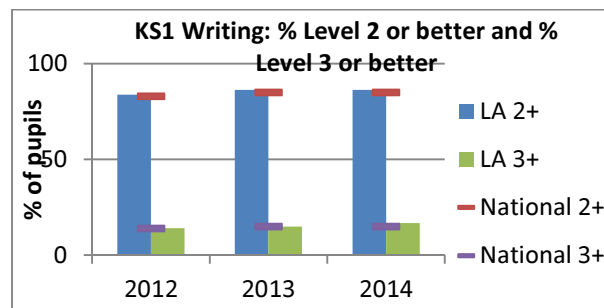
3.2.4 *Reading* - In 2014 90% of Barnet children attained a level 2 or better in KS1 Reading, an increase of 0.2 percentage points from 2013 and above the national average of 89%. In 2014, 30.2% of Barnet children attained a level 3

⁴ KEYPAS 18/08/2014 15:36:40: * National results are not affected by group selection: reported National data for 2014 is from 2013

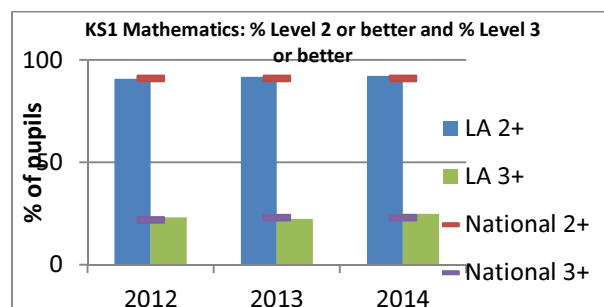
or better in KS1 Reading, above the national average of 29% and an increase of 3.3 percentage points from 2013.



3.2.5 *Writing* - In 2014 86.2% of children attained a level 2 or better in KS1 Writing, above the proxy national average of 85% and a slight decrease of 0.1 percentage points from 2013. In 2014, 16.7% of Barnet children attained a level 3 or better in KS1 Writing, above the national average of 15% and an increase of 1.8 percentage points from 2013.

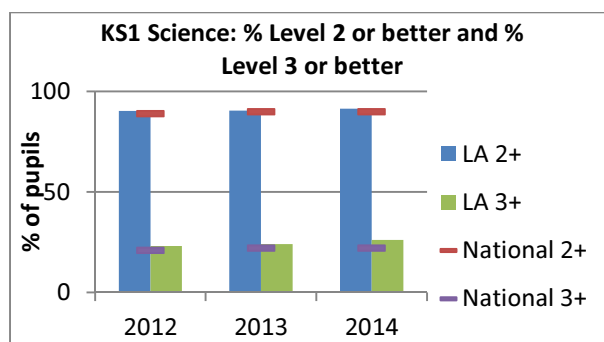


3.2.6 *Mathematics* - In 2014, 92.3% of Barnet children attained a level 2 or better in KS1 Mathematics, above the national average of 91% and an increase of 0.6 percentage points from 2013. 24.8% of children achieved a level 3 or better at KS1 Mathematics, an increase of 2.5 percentage points from 2013 and above the national average of 23%.

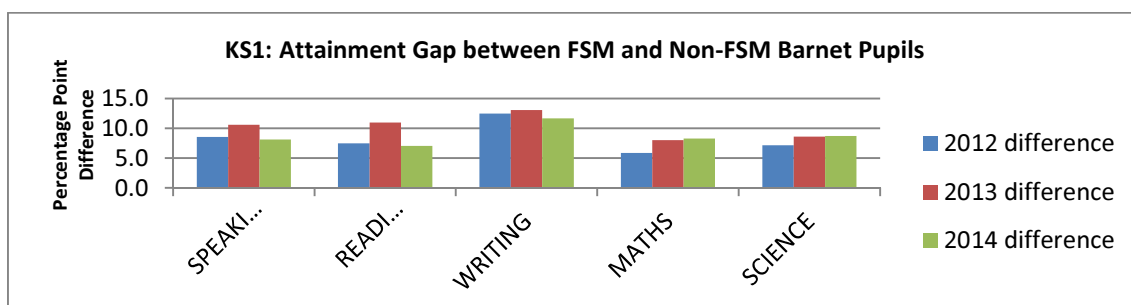


3.2.7 *Science* - In 2014, 91.4% of Barnet children attained a level 2 or better in KS1 Science, above the national average of 90% and an increase of 0.9

percentage points from 2013. 26.1% of Barnet children attained a level 3 or better in KS1 Science, above the national average of 22% and an increase of 2.1 percentage points from 2013.



3.2.8 *Narrowing the Gap* - At KS1, non-FSM students outperformed FSM-eligible students in all subjects. In 2014 the largest attainment gap was in Writing, whilst the smallest was in Reading. Speaking and Listening, Reading and Writing all had a decrease in the attainment gap between non-FSM and FSM pupils; whilst KS1 Mathematics and Science saw the attainment gap increase over the previous year. The largest decrease was in KS1 Reading, where the attainment gap decreased by 3.9 percentage points in 2013-2014; the attainment gap for FSM pupils increased the most in 2014 for KS1 Mathematics (0.3 percentage points).



3.3 Key Stage 2⁵

3.3.1 Key Stage 2 is covered in Year 3 to Year 6 (ages 7 to 11). Children are assessed by National Tests and by the teacher at the end of KS2 (Year 6) and are expected to be working to at least Level 4 in English, Maths and Science.

3.3.2 Initial, unvalidated, provisional Key Stage 2 results for 2014 indicate that:

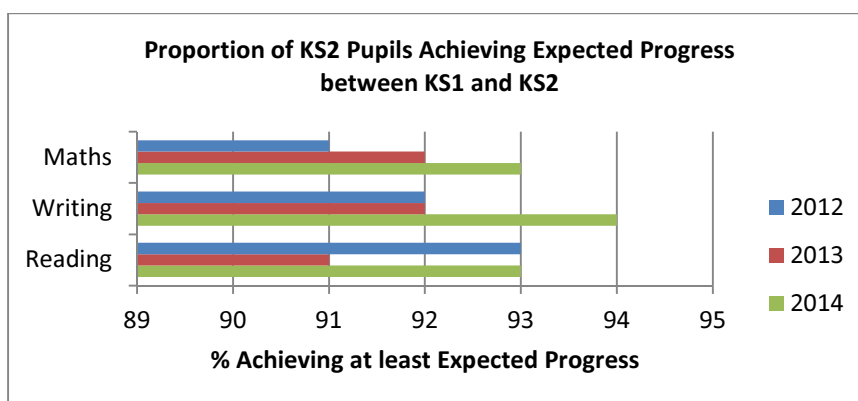
- attainment in Barnet is above the national average for all subjects judged by the proportion of children achieving level 4 or better and Level 5 or better

⁵ KEYPAS Key Stage 2 18/08/2014: Writing results are Teacher Assessed from 2012 onwards: national results are not affected by group selection but are affected by the gender filter: 2014 national results are from year 2013

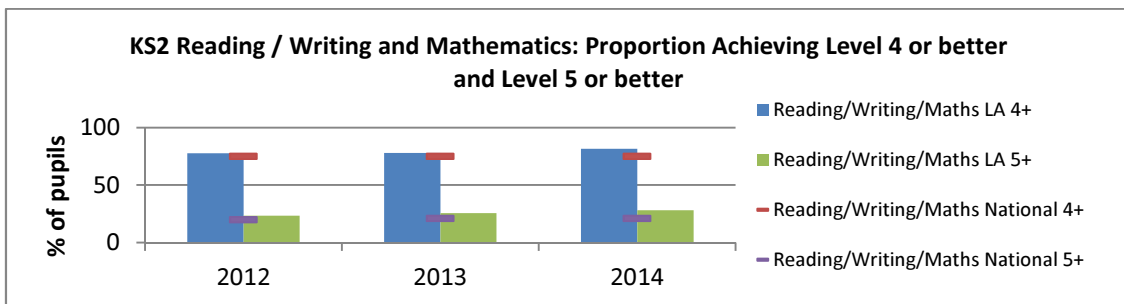
- in all subjects there was an increase in the proportion of pupils achieving level 4 or better and level 5 or better.
- the largest change was an increase of 3.6% in the proportion of pupils achieving a level 4 or better in Reading, Writing and Mathematics, followed by a 3.2% increase in the proportion of pupils achieving level 4 or better in KS2 Writing.
- results in all subjects were above the indicative national average, with the proportion of Barnet children achieving a level 4 or better in GPS at 6% above national.
- the smallest attainment gap between Barnet children and national remains KS2 Writing; however Barnet achieved 1.1% above the national average (86.3% compared to 85.2% nationally).

3.3.3 These improvements are most welcome, as last year (2013) the Key Stage 2 Writing results were particularly disappointing – with Barnet ranking at the 35th percentile, well below our aspirational target of being in the top 10%. This in turn impacted on Barnet’s ranking for the headline measure at Key Stage 2 – the percentage of pupils achieving a Level 4 or above in Reading, Writing and Mathematics, where we were at the 20th percentile (ranked 30th in England). Targeted action was taken to provide a Writing programme through the Council’s school improvement traded service (BPSI) and many primary schools have adopted other approaches to improve Writing in both last year’s year 6 cohort and throughout the school.

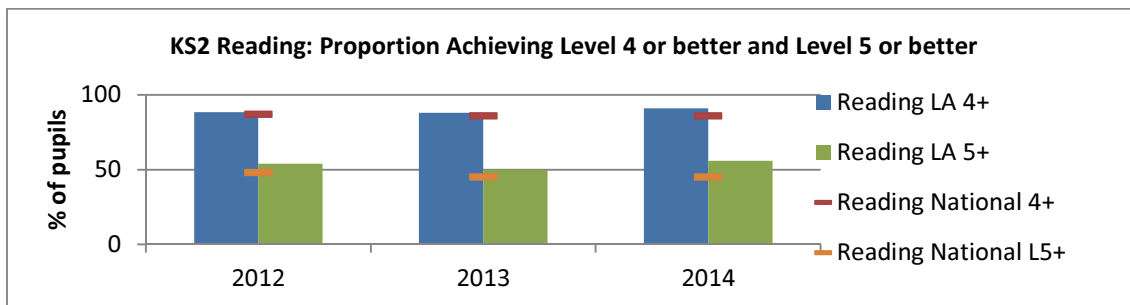
3.3.4 Similarly last year pupil progress in Writing was disappointing with Barnet ranking 65th nationally for progression in Writing and only 28th out of 33 London local authorities. On the other hand Barnet Primaries were in or near to the top 10% for the percentage of pupils making two levels of progress in Reading and Mathematics. Progress data in relation to Key Stage 2 results in 2014 became available provisionally on 30 August 2014 and indicates progress rates are as follows:



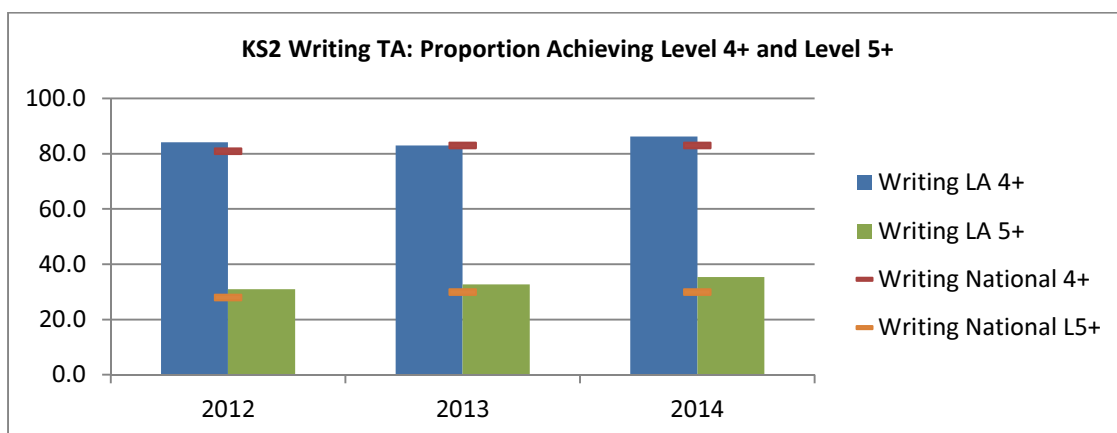
3.3.5 *Reading, Writing and Mathematics (RWM)* - In 2014, 81.6% of Barnet children attained a level 4 or better in RWM, above the national average of 75% and an increase of 3.6 percentage points from 2013 (the indicative national increase was 2.6%). 28.2% of Barnet children attained a level 5 or better in RWM, above the national average of 21% and an increase of 2.5 percentage points from 2013 (the indicative national increase was 2.6%).



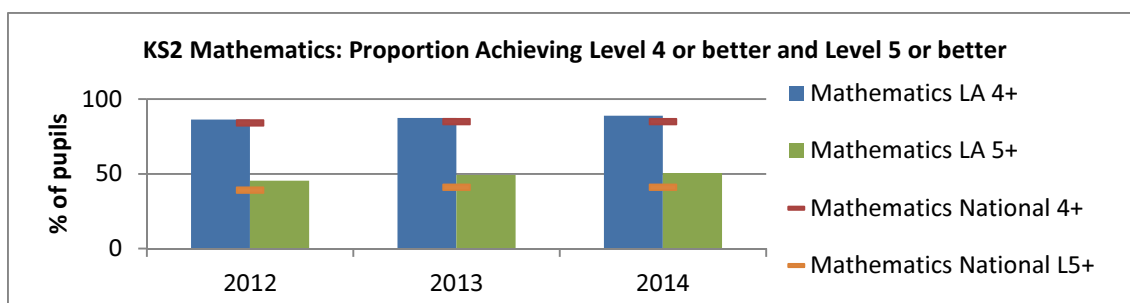
3.3.6 *Reading* - In 2014, 91.1% of Barnet children attained a Level 4 or better in KS2 Reading, above the national average of 86% and an increase of 2 percentage points from 2013. 55.8% of Barnet children attained a level 5 or better in KS2 Reading, a 6.1 percentage point increase from last year and above the national average of 45%.



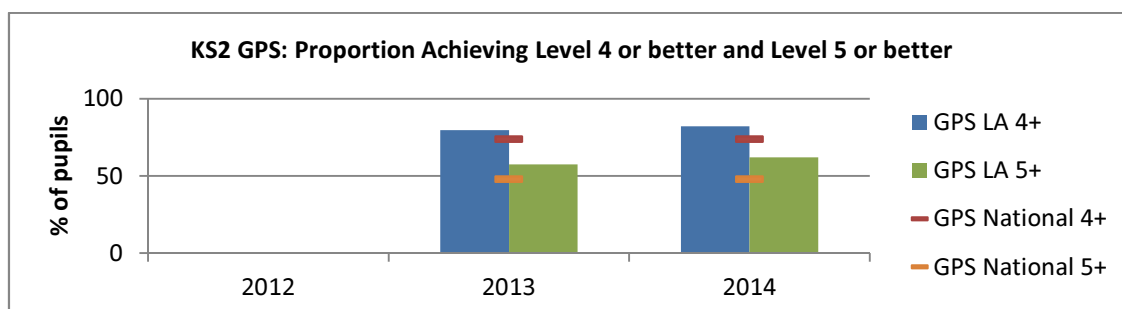
3.3.7 *Writing (Teacher Assessment)* - In 2014, 86.2% of Barnet children attained a level 4 or better in KS2 Writing, above the national average of 83% and an increase of 3.2 percentage points from 2013. 35.3% of Barnet children attained a level 5 or better in KS2 Writing, above the national average of 30%, and an increase of 2.6 percentage points from 2013.



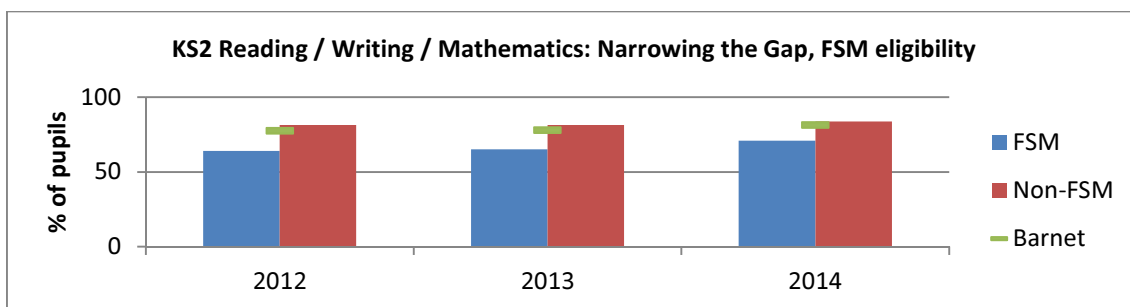
3.3.8 *Mathematics* - In 2014, 88.8% of Barnet children attained a level 4 or better in KS2 Mathematics, above the national average of 85% and an increase of 1.3 percentage points from 2013. 50.6% of Barnet children attained a level 5 or better in KS2 Mathematics, above the national average of 41% and an increase of 1.4 percentage points from 2013.



3.3.9 *Grammar, Punctuation and Spelling (GPS)* - In 2014, 82.3% of children achieved a level 4 or better in GPS, above the national average of 74% and an increase of 2.5 percentage points from 2013. 62% of children attained a level 5 or better, above the national average of 48% and an increase of 4.4 percentage points from 2013.



3.3.10 *Narrowing the Gap* - At Key Stage 2, non-FSM pupils outperform FSM pupils across all subjects, but the attainment gap for all subjects decreased between 2013 and 2014. The attainment gap is widest in GPS (11.8 percentage points) and Writing (11 percentage points) indicating KS2 Writing is the key limiting factor in attainment of FSM pupils at KS2. 83.7% of non-FSM pupils attained at least a level 4 or better in KS2 Reading, Writing and Mathematics, compared to 71% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 17.4 percentage points in 2012 to 12.7 percentage points in 2014.



In individual subjects the gap was affected as follows:

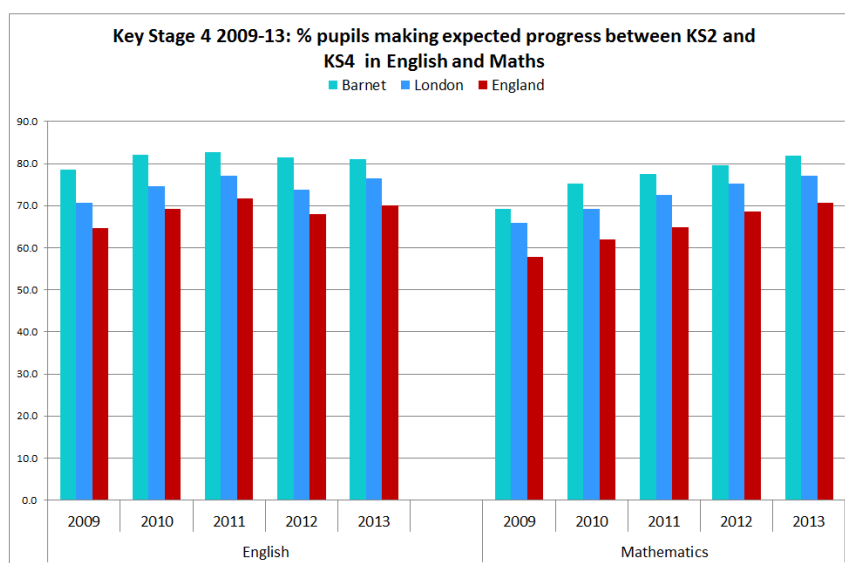
- *Reading* - 92.3% of non-FSM pupils attained at least a level 4 or better in KS2 Reading compared to 85.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 9.1 percentage points in 2012 to 8.2 percentage points in 2014.
- *Writing, TA* - 88.1% of non-FSM pupils attained at least a level 4 or better in KS2 Writing compared to 77.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 12.5 percentage points in 2012 to 11 percentage points in 2014.
- *Mathematics* - 89.9% of non-FSM pupils attained at least a level 4 or better in KS2 Mathematics compared to 83.1% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 12.1 percentage points in 2012 to 6.8 percentage points in 2014.
- *Grammar, Punctuation and Spelling (GPS)* - 84.3% of non-FSM pupils attained at least a level 4 or better in KS2 GPS compared to 72.5% of FSM-eligible pupils. The attainment gap between FSM and non-FSM pupils decreased from 15.5 percentage points in 2013 to 11.8 percentage points in 2014.

4. Secondary

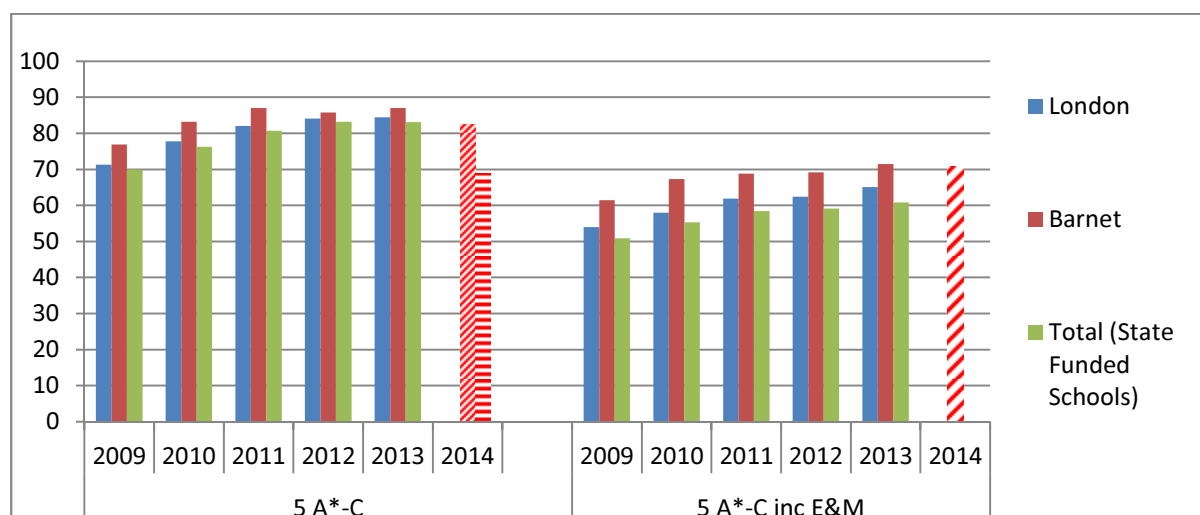
4.1 Key Stage 4

- 4.1.1 In 2013 attainment for pupils at Key Stage 4 continued to place Barnet in the top 10 percent of local authorities. The percentage of pupils gaining 5 or more GCSEs at grades A*- C, including English and Mathematics, rose in 2013 by 0.9% on 2012. This improvement was slightly below the national improvement (1.3%) and less than the 4% improvement achieved by our Statistical Neighbours. Nonetheless Barnet's results were 6th in England and 5th in London. Barnet secondary schools also performed very well on the progress of pupils in English and mathematics from Key Stage 2 to Key Stage 4, ranking in the top 10%.
- 4.1.2 Since 2009, progression rates from Key Stage 2 for Y11 pupils in Barnet have been in the top quartile, well above national and London averages and have followed national and London improvement trends. Progress in English slowed in 2012 following the national trend, due possibly to changes to Grade C and Grade A thresholds, but did not recover in 2013 against the trend in

London and nationally. The upward trajectory of progress in maths was maintained.



4.1.3 Provisional GCSE results from 2014 indicate Barnet's high standards have been maintained, despite a national drop in overall GCSE attainment due to GCSE exam and performance table reforms. The provisional results are based on unvalidated data from a sample of Barnet secondary schools, with two schools still to report. Initial indications suggest 82.4% of Barnet's Key Stage 4 pupils will attain 5 A*-C grades at GCSE, 13.6 percentage points above the currently reported national average. Initial indications suggest 70.9% of Barnet's Key Stage 4 pupils will attain 5 A*-C grades including English and Mathematics, an increase of 0.4 percentage points from 2013.



4.2 Key Stage 5

4.2.1 Pupils in Barnet schools performed well by all the key measures of performance at Key Stage 5 in 2013, except with respect to vocational subjects where performance was below the national benchmarks. This reflects the fact that there is a very limited vocational offer, a problem that will increase as a result of the changes the government is introducing to the A level curriculum.

4.2.2 Initial indications from schools that have shared their 2014 A Level results with the local authority (14 out of 19 schools) show the following:

- Whilst 2014 national A-Level results are expected to see a small drop in the proportion of A*-E grades awarded, provisional results from Barnet schools indicate the borough's high standards have been maintained, with 98% achieving A*-E grades (in line with last year's outstanding results).
- The proportion of A-Level exams awarded an A*, A*/A and A*-B grade remains significantly above the national average: indicative data suggests at least 12% of A-Levels were graded at A* (above the national average of 8.3%); at least 34% of A-Levels were graded at A*/A grade (above the national average of 26%) and 58% of A-Levels were graded at A*-B grade (above the national average of 52.4%).

5. Vulnerable and disadvantaged children and young people

5.1 Special Educational Needs

5.1.1 Key Stage 2

- Across all KS2 subjects at Level 4 or better in 2013 the performance of Barnet pupils with SEN, but without a statement (SENNS) was generally significantly better than that nationally and in London.
- Outcomes for Barnet pupils with statements of SEN were more variable, in line with or above national for all subjects, but only exceeding the London average in Maths.
- The gaps between the performance of non-SEN and SEN statemented pupils in Barnet were wider than those for London LAs in all subjects apart from maths, where they are in line.

5.1.2 GCSEs

- In 2013, Barnet's secondary school pupils with a statement of Special Educational Needs achieved well in comparison with their peers in London and in England. 15.7% of pupils with a statement achieved 5 or more GCSE passes including English and maths at grades A*-C compared to 12% in London and 9.5% in England.
- Outcomes for non-SEN pupils and non-statemented pupils in Barnet are better than the average for both national and London.
- The attainment gap in Barnet between non-SEN pupils and SEN non-statemented pupils is narrower than the gap nationally and in line with that

in London. Barnet's attainment gap ranks just outside the lowest 25% nationally (Barnet LA is almost in the top 25% for attainment gap of non-SEN and SEN non-statemented pupils).

- The attainment gap between non-SEN and SEN statemented pupils in Barnet is significantly wider than that nationally (6%) and that of London LAs (3.5%).

5.2 Looked after Children

5.2.1 *Looked after Children* in Barnet have, historically, been more successful at both Key Stage 2 and Key Stage 4 than those nationally. However, outcomes are variable due to small cohort sizes. In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A*-C GCSEs including English and Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.

5.3 Free School Meals

5.3.1 Children on Free School Meals (FSM) in Barnet primary schools achieved less well in 2013 than in many other London Boroughs and also compared to London overall. At the end of primary, for example, Barnet FSM pupils' attainment in all subjects (except Reading) fell below the London average. For achievement in Reading, Writing and Mathematics (the percentage achieving level 4 in all 3 subjects), the difference was 4 percentage points, with Barnet FSM children at 65% and London FSM children 69%.

5.3.2 Although Barnet was just about still in the top quartile nationally for the attainment of FSM pupils, the attainment *gap* at KS2 between FSM pupils and their peers was 18 percentage points compared to 19 nationally and 13 for London. Barnet ranked 48th nationally on the KS2 FSM gap and 23rd out of 31 London LAs. There is much to learn from the success in other parts of the country, especially in inner London.

5.3.3 In 2014, the performance gap between FSM students and non-FSM students in KS2 Reading, Writing and Mathematics was 12.7%, compared to 17.4% in 2012. In 2013, it was identified that the limiting factor for attainment of FSM students was in Writing; provisional data analysis suggests an improvement of the performance of FSM students in KS2 Writing (from 65.2% Level 4 or better in 2013 to 71% Level 4 or better in 2014).

5.3.4 In 2013, at secondary level, Barnet ranked 9th in London and nationally for the percentage of FSM pupil achieving 5 A*-C GCSEs including English and Mathematics. The attainment gap between secondary pupils eligible for free school meals and those not eligible continues to narrow in Barnet and is now at its smallest ever. Nonetheless, Barnet secondary schools ranked only 26th nationally and 21st in London for the *gap* between FSM and non-FSM pupils.

5.3.5 The KS4 attainment gap narrowed in 2013 by 2% from 23% to 21%, and continues a trend of narrowing the gap over the past 5 years (reduced from 33% in 2009). In 2013 53% of Barnet FSM pupils achieved 5+ GCSE A*-C grades, including English and Maths, which placed Barnet just outside top

quartile for London (54.1%). Barnet has the 5th best non-FSM results in London, making narrowing the gap more challenging than for other LAs. Gaps are narrower in some other LAs because performance of both FSM and NFSM is “low”.

- 5.3.6 The funding through the pupil premium is now very significant – 28% of primary pupils qualifying for the deprivation premium, at £1,300 per eligible primary pupil, and 31% of secondary pupils qualifying for the deprivation premium, at £935 per eligible secondary pupil. In addition, 260 looked after children attract Pupil Premium Plus funding of £1,900 each. The total Pupil Premium funding to Barnet schools in 2014/15 is £15.5m (for 13,400 pupils). It is essential that all schools make effective use of this additional resource in order to narrow the gap between pupils on FSM and looked after children and their peers. Ofsted inspections are focussing increasingly on the FSM gap and several recent inspections nationally have led to a requirement by Ofsted that the school undertakes an external review into its use of the Pupil Premium.

5.4 Ethnic minorities (2013 Attainment and Achievement Data)

5.4.1 Key Stage 1

Reading: % Level 2 or better

In 2013 the performance of all pupils in Barnet was in line with the national and London averages. White and Asian pupils were the highest achieving groups, but although their performance was above national averages for the group, it was below that of London. Black pupils in Barnet were the lowest achieving group, with outcomes 3% lower than the national average for the group and 4% below that for London.

Writing: % Level 2 or better

Outcomes for all Barnet pupils in Writing were slightly below national and London averages. As with Reading, White and Asian pupils were the highest achievers in Barnet, with results 3% and 5% respectively above the national average for the groups; both groups were 3% above the London average. The performance of Black pupils was lowest of all groups in Barnet, and below the national and London averages. In London white pupils were the lowest performing group; nationally, results for White Pupils and Black pupils were the same, making them the lowest performing groups.

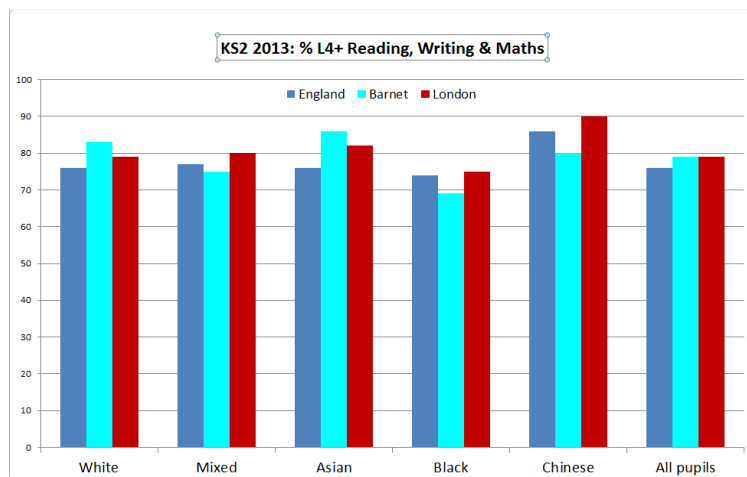
Maths: % Level 2 or better

Outcomes for all BME groups in Barnet, apart from Black pupils, were above the national and mostly in line with London averages for the groups. 100% of Chinese pupils gained L2+ in maths. The performance of Black pupils was 4% below both national and London averages.

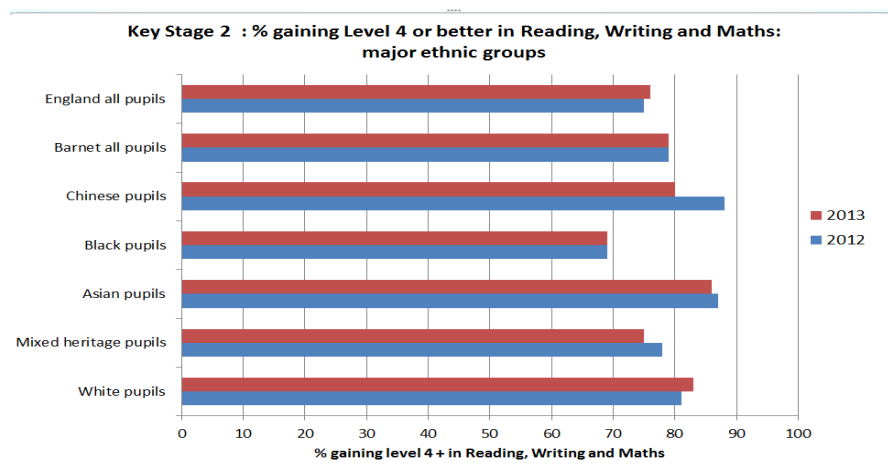
5.4.2 Key Stage 2

Whilst the proportion of Barnet pupils achieving Level 4 or better in Reading, Writing and Maths in 2013 was above that nationally and in line with London authorities, the performance of BME (Black Minority Ethnic) groups in the cohort was variable. White and Asian pupils were the most successful groups

in Barnet, with outcomes some 10% above national and 3% and 5% respectively above the averages for the same groups in London. Pupils from all other major ethnic groups achieved less well than their peers in London and nationally. Black pupils were the lowest achieving group nationally and in London, but in Barnet, Black pupils' results were between 5% and 6% lower than national and London averages.

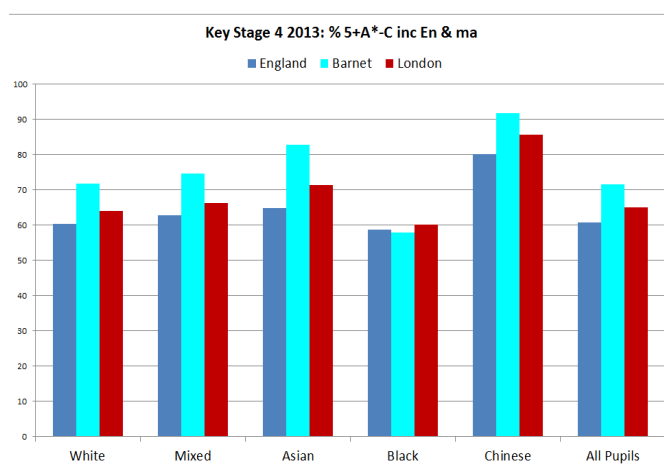


The pattern of achievement in 2013 was similar to that of 2012, with slight improvements for White pupils, but reductions for Asian and Mixed heritage pupils. The performance of Chinese pupils is significantly lower in 2013 than in 2012.



5.4.3 Key Stage 4

At Key Stage 4, patterns of achievement for BME groups are different from those of Key Stages 1 and 2. The proportion of pupils gaining five or more GCSE passes at grades A*-C including English and maths in Barnet in 2013 was among the top 10% nationally, well above the national and London averages. Outcomes for Barnet pupils from all major ethnic groups, apart from Black pupils, are well above the national and London averages for these groups. The performance of Black pupils in Barnet was slightly below the national average for the group and below the London average.



5.5 Pupil attendance

5.5.1 Attendance is a major school improvement issue, as there is a clear correlation between regular attendance and good achievement at every key stage. Primary school attendance in Barnet is a major cause of concern. Whilst pupil attendance in Barnet secondary schools was above the national average in 2012/13 (94.8% compared to 94.2%), attendance at primary schools was below the national average (94.9% compared to 95.3%) and well below the London average:

- more than 50 primary schools were below the national average
- of which, 19 primary schools were 1% or more below the national average
- of which 11 schools were 1.5% or more below the national average (in the bottom 10% nationally and subject to additional scrutiny when inspected)

5.5.2 Authorised absence was higher in Barnet than in almost all other London local authorities, indicating a need to change the attitude to authorising absences among many groups of parents and in several schools.

5.5.3 There has been an increased focus on improving primary attendance during 2013/14 but more needs to be done to improve primary attendance levels towards the top quartile of local authorities, where Barnet should be, given its demographic profile.

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Appendix B

A new approach to school improvement in Barnet

1. Introduction

- 1.1 In July 2013, the Council published its 'Education Strategy for Barnet', which was developed collaboratively by Council officers and headteachers and agreed after consultation with all schools. Barnet's Education Strategy provides a framework for partnership working between the Council and all state-funded schools in Barnet. The framework includes arrangements for:
- Striving for excellence and challenging under-performance
 - Championing the attainment of children and young people, especially those who are vulnerable or at risk of underachievement
 - Securing sufficient high quality school provision and widening local opportunities
 - Monitoring, challenge and support for schools.
- 1.2 The new approach to school improvement set out in this document focuses on those aspects of the Education Strategy that relate most directly to school improvement. It brings up to date the key challenges faced by the education service and schools in Barnet and proposes practical measures to develop the more autonomous and self-improving schools system to which the strategy aspires, building on the principles set out in the strategy about schools being responsible for their own improvement.
- 1.3 The proposed new approach is the result of a review of current arrangements and takes account of:
- the performance of schools and achievement and progress of pupils in 2013 and 2014
 - local and national developments in relation to school education and the respective roles of local authorities and schools.
- 1.4 The report is divided into the following sections:
- 2. Context - School Standards in Barnet: This summarises the key issues in relation to the performance of schools and achievement and progress of pupils in 2013 and 2014.
 - 3. Context – Local and National Developments in school Improvement. This describes current arrangements in Barnet and sets these in the context of national policy developments.
 - 4. Review of School Improvement. This sets out the proposed ambition and priorities for school improvement in Barnet.
 - 5. Towards a schools-led school improvement system. This sets out the vision behind the new approach, the main assumptions, the principles and the proposed approach.

- 6. Links with alternative delivery model – this explain how the proposed new approach links with proposals to consult on options for a new delivery model for the Education and Skill service.

1.5 It is proposed to consult with schools on the approach set out in this document and then review the Education Strategy in the light of both these proposals and the consultation outcomes in relation to an alternative delivery model for the Education and Skills service.

2. Context - School Standards in Barnet

2.1. For some years, Barnet has been one of the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. However, Barnet's good performance cannot be taken for granted. Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools, but on a number of measures Barnet is either below this level or at risk of falling below it. For example:

- Whilst Barnet remains in the top 10 per cent of local authorities for schools that have been judged by Ofsted as good or outstanding, Barnet ranks much lower (close to the national average) in relation to inspections carried out under the new inspection framework introduced in 2012.
- In relation to pupil achievement and progression, there are significant concerns with Primary school results, particularly in relation to Writing, though the provisional 2014 results indicate an improvement on 2013.
- At both Primary and Secondary level, the gap in attainment between pupils eligible for Free Schools Meals and their peers last year was well outside the top 10% of local authorities in England and well above the average gap for London. There has been an improvement in the Key Stage 2 figure in 2014 but it is not yet known whether this is also the case for Key Stage 4.
- In 2013 just 14% of looked after children in the Year 11 cohort achieved 5 A*-C GCSEs including English and Maths and the percentage making the expected level of progress in English and Maths between Key Stages 2 and 4 was just 12%.
- Pupil attendance at primary schools in 2012/13 (the last available figures for a full school year) was below the national average and well below the London average.

2.2 Appendix A provides an analysis of school performance issues in Barnet based on the assessment and examination results in 2013, developments since then and the provisional results of the 2014 assessments and examinations.

- 2.3 Given this analysis and the issues highlighted in 2.1 above, there needs to be a continuing sharp focus on the quality of provision in all schools. The local authority (LA) needs to ensure there are adequate arrangements in place to monitor and challenge all maintained schools and to intervene where necessary when a school is a cause of concern. In the light of the local and national developments in school improvement described in section 3 below, it is necessary to consider a more flexible approach to how the LA's statutory functions are exercised and the extent to which these need to be exercised by LA staff rather than other education leaders and experts, such as good and outstanding headteachers from other schools.
- 2.4 Our approach to school improvement needs to take account of Academies as well as maintained schools and needs to recognise the different statutory frameworks that exist. Whilst the local authority has no powers of intervention in Academies, it is still responsible for performance in the area as a whole, under the 1996 Education Act. In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for all schools. To this end it is important that the authority maintains a positive working relationship with all schools. The authority is also expected to liaise with the recently-appointed Regional Commissioner who now has responsibility for taking action if an academy is underperforming. The approach proposed in this paper is intended to ensure that Academies have the same opportunities to benefit from a schools-led school improvement system as maintained schools.

3. Context – Local and National Developments

3.1 School Improvement support in Barnet

- 3.1.1 School improvement support is available to Barnet schools from a variety of sources, including:
- Learning Network Inspectors (LNIs), employed by the local authority to support networks of schools across the Borough and to carry out the local authority's statutory role of monitoring, support and challenge to schools and, for maintained schools, intervention where appropriate. The service maintains a list of schools causing concern (SCC). This includes any schools that have been judged as 'Inadequate' or 'Requiring Improvement' at their last Ofsted inspection along with any other schools that the local authority believes are at risk of falling into one of these categories. SCCs receive more regular and intensive support from an LNI than other schools, including a termly or twice-termly monitoring review meeting with the Education and Skills Director.
 - Barnet School Improvement Partnership (BPSI): This is the LA's traded school improvement service. Nearly all Primary, Special and Nursery schools commission support from the Barnet Partnership for School Improvement service, which offers support outside the strategic school improvement framework of the local authority. The BPSI model of support at present is less utilised by secondary schools, which tend to commission the support they need from elsewhere.

- Teaching Schools: These are outstanding schools accredited directly by the DfE to work with other schools to provide high-quality training and development to new and experienced school staff. In Barnet there are two Teaching Schools, The Compton and Northgate. The Compton provides a broad range of support to several schools across phases and Northgate provides specialist support in relation to mental health needs. Teaching Schools operate autonomously of the local authority although, in practice, most Teaching Schools work in partnership within their local school improvement services.
- National Leaders of Education (NLEs) and Local Leaders of Education (LLEs). These are headteachers of outstanding schools, who have a strong track record and are able to provide significant support to underperforming schools. In Barnet there are 10 NLEs and 2 LLEs.
- Other support from a variety of sources, including other good or outstanding headteachers, external providers of support (e.g. Challenge Partners) and some existing partnerships between schools.

3.1.2 A School Standards Partnership Board, chaired by the Council's Strategic Director for People, with representative headteachers and senior officers as members, meets half-termly to keep under review school standards and pupil attainment, attendance and progress, with a particular focus on narrowing gaps between disadvantaged pupils and their peers. It has played a key role in reviewing current arrangements and developing the proposed approach set out in this document.

3.1.3 Whilst there are several examples of valuable partnership working between schools in Barnet, system leadership and school to school support are not yet sufficiently systematised or central to an agreed borough-wide school improvement strategy. Outstanding headteachers, NLEs, LLEs and Teaching Schools do provide support to other schools, but there is more that can be done to make the most of these resources and the expertise they are able to offer. There is a growing consensus among headteachers that the strategy for school improvement now needs to make a significant shift towards systematic school-to-school support, drawing on the system leadership capability of many of the best headteachers and schools, including Academies. This is what we are proposing in section 5 below.

3.2 National policy context

3.2.1 The School Standards Partnership Board has reviewed the national policy context, by considering the views expressed by a number of organisations and individuals, including:

- Government policy, as set out in statements by Ministers and comments by the Schools Commissioner, policy papers from the DfE and consultation documents such as 'Savings to the Education Services Grant for 2015-16' (DfE).

- The Labour Party policy review – *Review of Education Structures, functions and the raising of standards for all: ‘Putting students and parents first’* by David Blunkett, MP.
- Ofsted, including ‘The framework for the inspection of local authority arrangements for supporting school improvement’.
- Independent views:
 - Local authority role in education – final report from the ISOS Partnership
 - The Academies Commission (Christine Gilbert).

3.2.2 This review shows there is a certain amount of consensus between political parties and other commentators. The common elements are around the need for:

- School-led system leadership and school to school support.
- Schools, especially primary schools, to work together in some forms of partnership groupings, such as federations or partnership trusts.

In some cases the emphasis is on academisation of primary schools – through multi-academy trusts – with other primary schools and/or with secondary/special schools. In other cases the emphasis is on federation without an immediate emphasis on academy status.

3.2.3 More recently, in July 2014 the DfE published a research report, which it had commissioned the ISOS Partnership to produce, entitled *The evolving education system in England: a “temperature check”*. The report reports on the ways in which ten local education systems have evolved in response to extensions of school autonomy. Among their conclusions are:

- There has been a decisive shift towards schools-led partnerships leading local school improvement.
- School leaders are confident that they can access the high-quality support they need.
- School leaders see both the attractions and necessity of being connected to at least one formal network.

3.2.4 The report goes on to characterise three types of transition from a traditional LA-centric model of school improvement to a school-led model:

- Slow movers – systems with historically higher levels of intervention in schools, in which local authority services are seen by schools as weak or variable in quality, that are mostly lower-performing systems, and that have been slower in adapting to change or where the leadership of change has been ineffective.
- Sudden reactors – systems with different starting points, but the same end goal in mind: namely that local authority services should diminish, regardless of quality, and that school partnerships should lead, regardless of their maturity. Change has been dictated and driven quickly, with pace outweighing precision in planning and engagement with school leaders,

and without creating the conditions for schools to lead a successful transition.

- Timely adapters – systems in which local authority services are highly regarded by schools, with a history of encouraging partnership-working, that are mostly high-performing systems, and in which change to a schools-led system was already underway and/or has been led pro-actively, with local authorities and schools working together to create the space and conditions for schools to lead the transition.

3.2.5 Barnet schools and the Education and Skills service are in a strong position to make a successful, timely transition to school-led improvement, building on the existing strengths of schools and central services. Section 5 below proposes practical steps for achieving this through consultation and engagement with and between schools, in the context of the parallel discussions taking place about the development of a new delivery model for the Education and Skill service.

4. Review of School Improvement

4.1 After considering the local and national context, the School Standards Partnership Board agreed that the school improvement system within Barnet needed to be further developed and re-modelled in recognition of:

- the increasing responsibility for schools to support and challenge each other, given the concentration of school improvement resources now sitting within schools.
- the need to ensure a comprehensive coverage, particularly in the context of a diverse range of types of school and the range of new education providers entering the education market.
- the potential to make better use of the resources available locally, including the Teaching Schools and National and Local Leaders of Education.

Ambition

4.2 As it is important to set school improvement arrangements in the clear context of an agreed vision and aims, the School Standards Partnership Board developed the following statements of ambition for education in Barnet:

'We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.'

In order to achieve that our aims are:

- Every child attends a good or outstanding school, as judged by Ofsted
- The attainment and progress of children in Barnet schools is within the top 10% nationally
- Accelerating the progress of the most disadvantaged and vulnerable pupils in order to close the gap between them and their peers

Priorities

4.3 Given this vision and these aims and the analysis of performance described in section 2 above and the national and local developments in school improvement, it is proposed that the main priorities for school improvement for 2014 to 2106 should be:

- Increasing the number of good and outstanding schools and reducing the number of schools 'Requiring Improvement' or that are 'inadequate'.
- Improving attainment and progression at the end of primary so it is in line with the top ten per cent in the country.
- Improving Primary Writing.
- Raising the achievement of FSM pupils and closing the FSM gap (especially at Primary).
- Improving progression of Looked After Children (especially at Secondary)
- Improving pupil attendance in Primary Schools.

4.4 These priorities will be supported by a schedule of activities that are set out in the annual Business Plan for the school improvement service and include:

- The planned activities of the LNIs through the year, supplemented by much greater use of headteachers (NLEs etc.) to support and challenge other schools, including schools causing concern.
- The development and offer of traded services that reflect these priorities – by BPSI.
- The effective use of and sharing of school performance data with schools, under the leadership of the new Head of School Improvement, supported by the new School Performance Data Manager.
- The development of new support and challenge arrangements for all schools from April 2015, based on the principle that schools should be driving their own improvement and supporting each other to improve.

5. Towards a schools-led school improvement system

Vision

5.1 Here is a proposed vision for what we are trying to achieve through the proposed new approach to school improvement in Barnet:

Every Barnet school should be part of a formal school partnership with a number of other schools. Within these partnerships schools will work together and share best practice and the best schools and best headteachers will play a key role in enabling other schools in the partnership to improve towards outstanding. A self-managing, self-improving school system will become established where co-operation and structured and planned improvement are driven by school leaders, every school benefits and standards are continuously raised.

5.2 Based on this vision, the short-term objective is to establish a series of school improvement partnerships by April 2015 in Barnet so that every school is a member of a partnership and able to benefit from or contribute to system leadership and a self-improving school system.

Assumptions

5.3 This framework is based on the following assumptions:

- Schools should be responsible for their own improvement and so we need a self-improving school system
- System leaders in schools should be driving improvement across the school system
- Nearly all schools need to have regular external challenge in order to identify key areas for development and to improve continuously.
- The local authority is no longer able to offer such challenge to all schools or to pay for it for most schools (from April 2015).
- With the removal of the scaffolding provided by the LA – some time ago for secondary schools and now for primaries – schools that work in isolation are likely to be putting their own school improvement at risk. This is especially the case with primary schools, which are generally too small to maintain a sufficiently robust internal challenge function.
- The way forward is for schools to join together in school improvement partnerships.

5.4 The idea of school improvement partnerships is not new. Many attempts have been made to build school improvement through school collaboratives, partnerships and federations (soft or hard) but often they are not sustainable because of an absence of, or the withdrawal of, specific funding or because of the looseness of the arrangements and thus often a lack of rigour and accountability. This framework is intended to be different. Whilst recognising there cannot be a one size fits all solution, it does aim to systematise and formalise such partnerships in a way that ensures robust and sustainable school improvement across all schools.

5.5 In developing the framework, we have taken into account the following contextual factors:

Phase issues

- There are different starting points for primary and secondary schools, with secondary schools far more likely to be capable of operating completely independently in relation to school improvement, because of their size.
- Many Primary schools are likely to feel uncomfortable about being in a formal partnership with a Secondary school if they feel that the Secondary school would be “in control”.

Academies

- Whilst 17 out of 24 Secondary schools are Academies (including two Free Schools), only 9 Primary schools out of 90 are Academies (including three Free Schools).
- Four of the Primary Academies operate in partnerships with a chain or Trust:
 - Deansbrook Juniors with the London Academy
 - The Hyde and Parkfield – sponsored by the Elliot Foundation

- Millbrook Park, which is part of the London Diocesan Board for Schools (LDBS) Academy Trust.
- Grasvenor and Broadfields Primary Academies are stand-alone academies, but now each has a Multi-Academy Trust (MAT) currently consisting of just one school. Three Roman Catholic primary schools are currently considering forming a MAT.
- Three community primary schools have consulted on Academy status and may still be interested in forming a MAT with the right partner schools.

Existing partnerships

- There are various existing partnerships operating across Barnet schools.

Faith schools

- The Diocesan Boards are key stakeholders in relation to partnership and governance arrangements for Church of England and Roman Catholic voluntary-aided schools.
- Some other faith schools may object to joint governance arrangements with other schools that do not share the same faith perspective.

Principles

5.6 In developing a framework for school improvement partnerships, it is necessary to agree some key principles. It is suggested that the following principles should apply:

- In order to ensure the new framework is supported by strong system leadership, every school improvement partnership should include at least one 'good' or 'outstanding school' with outstanding leadership (to be defined - not necessarily based on categorisation by Ofsted at the last inspection).
- In order to mitigate against the risk of schools causing concern pulling down standards in a school improvement partnership, schools causing concern should never make up more than a third of the schools in a partnership (unless it is a partnership of just two schools).

School Improvement Partnerships

5.7 ***Types of School Improvement Partnership***

5.7.1 A School Improvement Partnership may be:

- A **hard partnership** with a strong internal structure and clear lines of accountability to an executive leader and a partnership governance board – this could include, for example, school federations, multi-academy trusts or academy chains.
- A **structured partnership**, which involves a slightly looser internal structure but where there are still very clear agreements on roles and accountabilities for challenge, support, intervention, etcetera. This may involve an executive board of headteachers, with roles allocated to different heads according to their strengths, experience etc.

- A **loose partnership** – less structured than either of the above, where two or more schools agree to work together to challenge and support each other. This is the likely model for partnerships of two or three secondary schools. It is a less desirable model for primary schools, which would generally derive more benefit from a more formal arrangement. However, it remains an option for schools that do not want to commit to a more formal partnership.
- 5.7.2 In some cases it may be possible for a hybrid model to develop, with a hard or structured partnership also having ‘associate’ members, who may not be part of the formal partnership but may engage with the rest of the partnership in some specified school improvement activities.
- 5.7.3 Partnerships may vary in size. Hard partnerships may include 2 or 3 schools or as many 5 or 6 schools. Structured partnerships could be larger – from 3 or 4 schools to up to 10 schools.
- 5.7.4 It is proposed to commission school improvement partnerships to deliver some services currently provided by the local authority. This would be on a differentiated basis depending on the strength of the partnership in question and the ability of the partnership to sustain a robust challenge, support and improvement role for all schools involved.
- 5.7.5 It is proposed that **hard partnerships** should have a similar role to Academy chains – i.e. where the chain is responsible for school improvement functions. In effect the LA’s school improvement services would be provided by the ‘hard federation’ with the executive head and board accountable for these services. So that would include:
- Ensuring regular robust challenge for all schools in the federation
 - Early intervention where weaknesses emerge and formal intervention activities on behalf of the local authority if a school falls below good in an Ofsted inspection or is judged to be below good either by the federation itself or by the LA.
- 5.7.6 For **structured partnerships**, it is proposed to commission the partnership to provide support and challenge services but the LA would take a more direct and active role in intervention activities in schools causing concern, albeit that it may commission the partnership to provide some of the challenge and support that such schools need in order to improve.
- 5.7.7 Schools that do not join in either sort of partnership (including those in loose partnerships) would continue to be monitored or challenged by the LA, but the LA may commission one of the partnerships to provide related services on its behalf.
- 5.7.8 The LA would retain a strategic and brokering role through a reduced school improvement team, which would be responsible for ensuring the quality assurance of each partnership’s devolved school improvement functions (for maintained schools) . That may involve commissioning of an external expert to check the arrangements within each partnership to ensure consistent

quality, robust challenge and timely intervention across all partnerships. It is also envisaged that a School Improvement/Standards Board, with representation from individual partnerships, would monitor the overall effectiveness of the partnerships.

5.8 *Proposed approach to the development of local school improvement partnerships*

- 5.8.1 The approach we propose is an iterative process of consultation with schools, with a differentiated approach between primary and secondary schools.
- 5.8.2 For secondary schools, the proposal is simply to encourage and invite all secondaries to consider or re-consider the value of entering into some form of school improvement partnership with one or more other secondary schools. The LA can help with brokering such arrangements if requested but otherwise it is proposed to let schools take the initiative themselves.
- 5.8.3 It is recognised that some secondary schools may also wish to develop a formal partnership with one or more primary schools. We will return to this below.
- 5.8.4 It is proposed to develop the approach with Primary schools initially. If this grows organically, with Secondary schools subsequently joining a local partnership, then that might address primary school fears about Primary/Secondary partnerships.
- 5.8.5 It is proposed to consult with Special Schools about the most appropriate partnerships for them and the schools they might wish to partner with.
- 5.8.6 For Primary schools, it is proposed to take a proactive approach to developing school improvement partnerships. The DfE assumes that schools will wish to engage with the 'schools supporting schools' agenda and that this approach will evolve naturally without guidance, support or pump-priming. Local experience and national research, however, suggest that, if schools decide to develop a collective approach, the approach is more effective when it is a supported process, with a collective commitment and a shared desire to ensure that the school system's capacity for improvement is not compromised. The development of BPSI is an example of this and it is proposed that a similar approach be taken to school improvement partnerships.
- 5.8.7 It is then proposed to consult all headteachers and chairs of governors on the development of partnerships, and particularly, to ask them to indicate the schools they already have informal partnerships with, schools they would like to partner with and the type of partnership they are interested in. We would follow that up with individual discussions and attempts at 'match-making' before producing proposals for a set of partnerships that seems to represent the 'best fit', whilst ensuring all primary schools are offered membership of a school improvement partnership.

- 5.8.8 Once there appears to be some agreement on the partnerships, we would invite individual schools to agree on the proposed partnerships. Where this is a hard or structured partnership, it would require a decision by the Governing Body and for hard federations there may also be a statutory process to follow, depending on the specific model adopted.
- 5.8.9 Schools that form a structured partnership will of course be able to consider whether they want to move towards a hard partnership at a later date. Those that opt for a hard partnership will need to consider if that should be through federation (a federated Governing Body) or a Multi-Academy Trust or involvement in an Academy chain.
- 5.8.10 The aim is to get as many schools as possible into operational school improvement partnerships by April 2015, so the partnerships can plan their activities and resources in advance of the new school year.

6. Links between the proposed approach to school improvement and the consideration of an alternative delivery model for the Education and Skill service

- 6.1 Barnet's Education Strategy (approved by Cabinet in June 2013) sets out the changing educational landscape within which local authorities and schools are now operating, including:
- The increasing autonomy of schools
 - The increasing diversity of educational providers entering the educational arena, including academy trusts/sponsors and free school proposers
 - Increasing delegation of school funding.
- 6.2 This changing landscape sets the framework for both the proposals in this strategy to move towards a school-led system of improvement and the proposals in the Draft Outline Business Case (OBC) for an alternative delivery model for the Education and Skills service. It points towards a need for schools to take centre-stage in the oversight and strategic direction and commissioning of all school-related services.
- 6.3 The Draft OBC emphasises the need for a delivery model for education services that is 'owned' by schools in one sense or another (shares or a strong commissioning role). As the local authority role dwindles, it is essential that there is a strong framework of school governance that underpins this new organisational structure just as there needs to be a stronger governance framework of school partnerships to underpin effective schools-led school improvement.

	<p>AGENDA ITEM 10</p> <p>Children, Education, Libraries and Safeguarding Committee</p> <p>15th September 2014</p>
<p>Title</p>	<p>Planning for new school places 2015/16 to 2019/20</p>
<p>Report of</p>	<p>Schools, Skills and Learning Lead Commissioner</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Enclosures</p>	<p>Appendix A Commissioning School Places 2015/16 - 2019/20</p>
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Summary
<p>This report updates Barnet’s commissioning strategy for school places up to 2019/2020, to ensure that Barnet meets its duty to provide sufficient places.</p> <p>The commissioning strategy (Appendix A) sets out the investment plans currently in place, those that are in development and where further planning is required as we move towards the end of the decade. The strategy covers the need for additional primary and secondary school places and provision for children with special educational needs to meet the growing population in the borough.</p> <p>The report outlines the requirement for future capital investment to deliver school places in order to inform the council’s budget setting process.</p>

Recommendations

1. That the Children, Education, Libraries and Safeguarding Committee approve the commissioning strategy for the delivery of new school places up to 2019/2020.
2. That the Children, Education, Libraries and Safeguarding Committee recommend the investment requirement (set out in paragraph 5.2.2 and paragraph 5.2.3) to the Policy and Resources Committee for inclusion in the council's medium term financial strategy.
3. That the Children, Education, Libraries and Safeguarding Committee request that the Policy and Resources Committee note that additional capital funding may be required towards the end of the decade if central government investment is less than assumed and/or if pupil projections are revised.
4. That the Children, Education, Libraries and Safeguarding Committee approve the commencement of consultation with headteachers, governors and other stakeholders on models for delivering additional places for children with special educational need.
5. That the Children, Education, Libraries and Safeguarding Committee asks Barnet's Schools Forum to develop criteria to guide local decision-making in relation to independent schools seeking to become voluntary aided (paragraph 1.4.3).

1. WHY THIS REPORT IS NEEDED

- 1.1 This report updates Barnet's commissioning strategy and the requirement for new school places to ensure that Barnet meets its statutory duty to provide sufficient places up to 2019/2020. Barnet has invested, and is currently investing, to meet the unprecedented demand for school places through expanding schools and building new schools. Barnet's Education Strategy set out the principles for this investment and is supported by a more detailed commissioning strategy. This commissioning strategy, updated and contained in Appendix A, sets out the investment plans currently in place, those that are in development and where further planning is required as we move towards the end of the decade.
- 1.2 To date, the main focus of school place planning has been to ensure sufficient primary provision but as the increased number of pupils in our primary schools move through to secondary, we need to now focus on planning for, and providing, sufficient secondary school and associated provision.

Context

- 1.3 Barnet's Education Strategy sets how the educational landscape is shifting both nationally and locally, with roles and responsibilities changing to reflect the increasing autonomy of schools. Whilst Over 70 percent of Barnet secondary schools are now Academies and 10 per cent of primary schools, the local authority retains a duty to ensure sufficient school places.

1.3.1 However, the local authority has no jurisdiction with respect to the decision making process of an academy to expand and there is a presumption that all newly commissioned schools will be Academies or free schools (free schools is the term used for Academies which have not converted from maintained schools). Therefore, whilst the statutory duty falls to the local authority, the ability to directly control supply is diminishing. In relation to Academies and free schools, the Department for Education (DfE) has now established the new role of Regional Commissioner whose responsibilities include taking decisions on the creation of new Academies and making recommendations to ministers about free school applications.

1.3.2 Planning for investment in new school places is therefore complex and requires a degree of flexibility in order to respond not only to demographic trends, changes in the housing market and shifts in parental preference but also to any development of new provision in Barnet commissioned through the Regional Commissioner and the DfE.

Approaches to meet the growing demand for school places

1.4 Within this environment, new primary and secondary school places can primarily be provided through:

- Expanding existing state maintained schools – primary, secondary and special schools.
- Inviting proposals for new Academy schools .
- Free Schools commissioned directly by the DfE and the Regional Commissioner.

1.4.1 *Expanding existing schools.*

The majority of the new places at primary level in Barnet have so far been provided through working with headteachers and governing bodies to expand successful primary schools. The potential to do this reduces once schools on larger sites have been expanded and so three current projects will provide new primary provision on secondary school sites (the Wren, London Academy and St Mary's and St John's). There is a need to develop more of these innovative and creative solutions going forward to maximise the use of the existing school estate to meet demand.

1.4.2 *New schools (including free schools).*

Millbrook Park is an example of a new Academy commissioned by the local authority to serve the demand for school places from families moving into new housing developments in Mill Hill. Where the local authority has identified that a new school needs to be established, it must seek proposals for the establishment of an Academy. In addition, free schools proposers can directly approach the DfE (now in conjunction with the new Regional Commissioners) with proposals to open up new Academies. These schools can increase parental choice but may also contribute to meeting the local 'basic need' for school places depending on the nature of the school. Five free schools have opened in Barnet, with further schools anticipated to open in the next couple of years. As Free Schools are directly commissioned by the DfE, it is difficult

to predict their contribution to meeting demand, or to build this capacity into pupil place planning with any degree of certainty.

1.4.3 *Independent schools becoming maintained.*

Independent schools becoming voluntary aided (state maintained) can provide additional places if the school expands on entering the state maintained sector to take additional places over and above places already provided or if the catchment area of the school shifts to focus more on in Borough pupils. At present, there is a lot of interest in Barnet among independent schools seeking to enter the state maintained sector and therefore receive state funding. Experience so far suggests the number of new places provided is often small. The most recent DfE guidance requires local authorities to consider a range of factors when deciding whether to approve a move by an independent school into the maintained sector with a key focus on value for money. It is recommended that Barnet develops a revised framework for considering future applications and that the Committee ask the Schools Forum to help shape this new framework for consideration by the Committee by end of March 2015.

Future investment required

1.5 The government makes capital grant funding available for 'basic need' through an annual allocation and has, in recent years, also made available several one-off funding opportunities in view of the severe pressure for school places in some parts of the country. Basic need funding is given to local authorities for investment in all types of schools including Academies. For some housing developments, monies from developers can also be allocated towards meeting the cost of educational infrastructure. As with many parts of London, Barnet Council has also had to identify capacity to borrow monies to enable sufficient investment in both temporary and permanent school places to meet the unprecedented demand for school places.

1.5.1 Barnet has been investing to provide more school places since 2008/09 in order to meet the rising demand for school places in London. Birth rates have risen in London by around 30% since 2003/4 and this trend, together with shifting population patterns and new housing growth, are leading to more children requiring school places.

1.5.2 Although Barnet has already provided, or is in the process of providing around 4,500 permanent new school places across the borough, the commissioning strategy in Appendix A sets out the current pupil projections which forecast that new school places will continue to be required long past the end of this decade.

1.5.3 As part of the development of a five year budget programme, the Committee is required to set out the capital requirement up to 2019/2020. The requirements within the commissioning strategy over the next five years for pupil places are driven by the need to:

- A. Complete the primary expansion programme to provide sufficient capacity up to the end of the decade.

- B. Ensure that there will be sufficient secondary school places available as the primary pressure feeds through.
- C. Meet the needs of communities in areas of regeneration and growth.
- D. Ensure there is appropriate and sufficient provision for vulnerable children and young people, who may need specialist provision or alternative provision to school.

1.5.4 In the following paragraphs, the proposals for meeting this need are described, with further detail available in the Commissioning Strategy. The outline capital requirements to meet this need are set out in Appendix A and discussed in Section 5.2 below.

1.5.5 **A. Complete the primary expansion programme up to 2019/20**

We have made good progress in meeting primary demand and have plans in place to meet the demand for primary school places in the main areas of regeneration (see below). However, there are likely to still be parts of the borough, outside of the regeneration areas, where the current programme will not fully meet the pressure in the next five years.

Outside of the regeneration areas, we may require up to four further forms of entry to meet the need for reception classes at primary level. These are anticipated to be needed mainly in the east of the borough. It is likely that that this requirement will be mainly met by new free school provision. Therefore for capital planning purposes up to 2019/20 we have assumed the need for the council to identify funding for one further form of entry in the east of the borough. Should some, or all of the free school provision not be realised, there may be a need to identify council funding for further forms of entry towards the end of the decade.

1.5.6 **B. Ensure sufficient secondary school places**

The primary pressure will feed through to secondary in the next few years and there is projected to be a significant shortfall in secondary school places by the end of the decade and beyond. In anticipation, the Council has funded the expansion of three Academies – the Compton, Christ’s College and Copthall. Two new secondary free schools opened last September (the Archer and St Andrew’s the Greek Apostle) and St Mary’s and St John’s will be offering new secondary provision from September 2014. These developments mean that at present, there is spare capacity at the secondary level, albeit concentrated in a small number of schools. This capacity will be fully utilised by 2016/17 with a shortage of places thereafter that will increase rapidly over a short period of time. The shortage is projected to continue through to 2029/30. We have developed a low, medium and high forecast projection of pupil places required up to the end of this decade, based on the margin applied to allow for parental preference and pupil mobility (Table 1 below). The medium forecast projects a need for 18 forms of entry.

1.5.7 Some secondary pupils are educated at the Pavilion Pupil Referral unit and investment is required to ensure that its building is fit for purpose to ensure a high quality offer alongside mainstream secondary schooling. Furthermore, there is an identified need within Barnet’s Education Strategy to seek to broaden the secondary offer to ensure that there is an appropriate curriculum

choice on offer through the development, for example, of a studio school. Options to develop this type of new provision are under active exploration as part of the council's regeneration plans.

Table 1: New secondary school places (forms of entry) required up to 2019/20

Academic Year	Low forecast	Medium forecast (+3%)*	High forecast (+5%)*
2015-2016	15.4 FE(surplus)	11.7 FE (surplus)	9.1 FE (surplus)
2016-2017	7.9 FE (surplus)	3.9 FE (surplus)	1.2 FE (surplus)
2017-2018	4.4 FE (surplus)	0.3 FE (surplus)	-2.5 FE (shortfall)
2018-2019	-2.8 FE (shortfall)	-7.1 FE (shortfall)	-10.0 FE (shortfall)
2019-2020	-13.3 FE(shortfall)	-17.9 FE (shortfall)	-21.0 FE (shortfall)

* margin applied to allow for parental preference and pupil mobility

Table 2: Approach for new secondary school places (forms of entry) up to 2019/20

Additional year 7 places	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
8FE	Review and commission				8FE by September 2018	
10FE		Review and commission				Further 10FE by September 2019

1.5.8 For capital planning purposes up to 2019/20, we have assumed that 6FE of the 18FE shortfall currently projected will be met by free school provision. This leaves the requirement to identify funding for 12FE further form of secondary provision up to 2019/20 and for the rebuilding of the Pavilion Pupil Referral Unit. Should the free school provision not be realised, there may be a need to identify additional council funding for 6FE towards the end of the decade.

1.5.9 **C. Regeneration and growth**

Colindale: Orion school has recently opened in new premises to provide an additional two forms of entry. Working in partnership with the Catholic Diocese, we are developing a proposal to relocate and expand Blessed Dominic as part of the development of a catholic education hub on the nearby St James site. This proposal would also see the expansion of St James as part of meeting secondary demand (see below). The vacated site would become available for a new secondary school in the heart of the regeneration area, potentially with space for primary provision. A feasibility study of this alternative option is being commissioned.

Other developments in Colindale and wider area include:

- A new three form entry school at the Peel Centre.
- A new two form entry free school in Pavilion Way.

- The expansion and amalgamation of St Joseph's infant and Junior Schools.
- Identified education site on the current Barnet and Southgate College site.

For capital planning purposes up to 2019/20, we have assumed an education contribution from developers and that funding will be required for five forms of primary provision and ten forms of secondary provision. Should developer contributions be less than anticipated, further capital resources will be required towards the end of the decade.

1.5.10 *West Hendon*: the development of West Hendon has a site identified for a new two form entry primary school to be developed in the later phases of the programme – post 2020. In the meantime, it may be necessary to expand a nearby primary school to accommodate any additional pupils that move into the new development and provision has been allowed for this within the capital planning set out in this report.

1.5.11 *Brent Cross*: The educational impact of this major development will take effect towards the end of the decade. Current plans include the expansion of a primary school and the relocation and expansion of a secondary school. However, this is unlikely to be sufficient and as the plans develop, additional educational provision will need to be identified. Much will depend on the phasing and completion of the housing, current indications are that the majority of the investment requirements for education are likely to be needed post 2020. However, this will need to be kept under regular review in the light of the regeneration plans alongside migration in and out of the area in the meantime.

For capital planning purposes up to 2019/20, we have assumed the council will be required to fund one form of entry expansion at an existing school to accommodate demand before 2019/20 with a new two form entry school to be built in the decade post 2020 (and therefore no allowance made within the programme up to 2019/20).

1.6 ***D. Special Educational Needs provision***

We have recently completed a project to review the future need for provision for children and young people with special educational needs. This has enabled us to quantify with greater certainty the future demands for specialist places, and how best to provide these. Further work is now underway to develop new models of provision and that these will be the subject of further consultation with headteachers, governors and parents.

1.6.1 Barnet is an inclusive authority with 57% of pupils with a statement of special educational needs in mainstream settings, a level which is significantly higher than our statistical neighbours and other Outer London boroughs. Specialist provision is required to meet the needs of the remainder. Some of this is offered by attached resourced provision in mainstream primary and secondary schools, with a greater number of places provided by Barnet's four special schools. Additionally, a number of pupils with SEN statements are placed in the special schools of other local authorities. In February 2014, almost 10% of

pupils with a statement issued by Barnet were placed in a non-maintained or independent provision, including 35 in expensive residential settings.

- 1.6.2 Most of the additional requirements are driven by the increase in the numbers of children with a diagnosis of autism (ASD) or identified as having speech, language and communication difficulties (SCLN). We need to develop a strategy to enable primary and secondary schools to cope better with these children and this may require, in some instances, a small amount of capital investment to enable schools to make physical adaptations to their buildings, e.g. in the creation of appropriate low sensory environments and spaces for the delivery of therapies.
- 1.6.3 The current pattern of provision of specialist places has tended to develop reactively over time. As a result, it does not fully align with the geographic spread of demand across the borough, resulting in a significant and growing transport cost and long journeys for some children. There is evidence that most parents wish for provision to be as local as possible.
- 1.6.4 The review has provided forecasts of levels of specialist places required through to 2040, in order to get a long-term view of future needs as any capital investment needs to be justified over this sort of timescale. It is however a very long timescale in the world of SEN, where patterns can shift in a relatively short period, legislative changes have a significant impact and new practice can suggest radically different models of delivery. Nonetheless, it has enabled us to take a reasonably firm medium term view in planning for additional requirements.
- 1.6.5 The review has proposed that the plan for capital investment should focus on the point at which numbers reach a level which is sustained or exceeded for 10-15 years. In the primary sector, this is reached in 2019 and, across the secondary age range, 2024.
- 1.6.6 In addition to the demographic changes, investment is also required to support the programme already underway to reduce dependency on expensive placements in independent and residential provision, which are often the result of a lack of suitable local facilities.
- 1.6.7 Putting the two threads of increased demand and reducing dependence on the independent sector, the following additional demands need to be planned for before 2020:

Table 3: Requirement for new provision for children with special educational needs

	Primary ASD/SLCN (places)	Secondary ASD/SLCN (places)	Primary BESD (places)	Secondary MLD (places)
Demographic pressures	18 places	45 places	2 places	11 places
Reduce Dependency on Expensive Placements	10 places	10 places	8 places	5 places
TOTAL	28 places	55 places	10 places	16 places

- 1.6.8 These figures take into account the projects already underway: the expansion of Oak Lodge and Oakleigh Special schools; the new resourced provision opening in the new relocated Orion School; the additional capacity planned at the new Academy Special School intended to replace the Oak Hill annex to Mill Hill Academy. They also assume that a local independent Special School which has plans to become a Free School can expand its capacity to 40 places in its first year of operation, rising to 50 places over time.

In order to address the issues of providing provision as locally as possible, both to meet parental aspirations and to reduce transport costs, we will be consulting on models which assume the development of small units rather than, for example, a new special school. This would also provide more flexibility for adapting to changes in future requirements.

2. REASONS FOR RECOMMENDATIONS

The Council has a duty to ensure sufficient school places are available. The recommendations in this report will enable the council to fulfil this duty through to 2019/20. Due to the complexities outlined in the report, the programme of activity and its associated capital requirements will need to be kept under review.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

The capital requirement set out in this report is based on meeting the need for school places up to 2020. In planning school places, the Council uses pupil projections provided by the Greater London Authority. The Council has a statutory duty to provide a school place and the options in providing new places is limited to expanding existing schools or building new schools. Site availability for new schools is severely restricted in London. Like all London boroughs, Barnet's approach is to adopt a mix of strategies, assessing all opportunities and retaining a flexible and adaptable approach.

4. POST DECISION IMPLEMENTATION

The future capital requirements to provide school places will be considered by the council's Policy and Resources Committee for inclusion in the council's medium term financial strategy.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

Ensuring a sufficient supply of good quality school places supports the council's ambition for Barnet to create the right environment to promote responsible growth, development and success. The reputation and quality of Barnet's schools makes Barnet an attractive place to live and is key to the satisfaction of many residents in the borough. With the borough's population set to grow, the investment programme set out in this report will sustain the good quality education offer within areas of growth. It will also ensure that the growing number of children with special educational needs will have increased access to good quality local provision within the Barnet partnership of schools.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 This report has reviewed the future capital requirement to inform the council's budget setting process up to 2019/20. The requirements are calculated using estimated costs for providing primary and secondary school provision based on Barnet's experience to date in delivering school places. Based on current projections, there will be a need for further on going investment post 2019/20 to, in particular.

The total capital cost of providing new school places (not yet commissioned) has been projected to be £173.5m between 2015/16 and 2019/20.

Table 4: Projected total cost of new school places 2015/16-2019/20

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Temporary bulge classes	250,000	250,000	250,000			750,000
Primary programme	5,000,000	15,000,000	11,000,000	8,000,000	6,000,000	45,000,000
Secondary programme	12,000,000	22,000,000	24,000,000	15,000,000	19,000,000	92,000,000
SEN	6,000,000	2,000,000	2,000,000	2,000,000		12,000,000
Pupil Referral Unit	4,000,000	4,000,000				8,000,000
Sub total	27,250,000	43,250,000	37,250,000	25,000,000	25,000,000	157,750,000
Contingency	2,725,000	4,325,000	3,725,000	2,500,000	2,500,000	15,775,000
Total	29,975,000	47,575,000	40,975,000	27,500,000	27,500,000	173,525,000

5.2.2 However, the full cost of the building programme is unlikely to fall solely on the council. Central government funding makes a contribution to the cost of providing new school places through two main avenues; an annual capital basic need grant and the funding of free schools. The Council is aware of a number of free school proposals in the pipeline, some of which are well

advanced. In order to develop a realistic capital requirement and enable a prudent estimate of the need for council borrowing, it has been assumed that the central government funded free school programme will provide six forms of entry at secondary and three forms of entry at primary level by the end of the decade. This leaves a capital funding requirement of £115m.

Table 5: Council's capital requirement for cost of new school places 2015/16-2019/20

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Temporary bulge classes	250,000	250,000	250,000			750,000
Primary programme	3,000,000	11,000,000	9,000,000	6,000,000	4,000,000	33,000,000
Secondary programme	8,000,000	8,000,000	1,000,000	15,000,000	19,000,000	51,000,000
SEN	6,000,000	2,000,000	2,000,000	2,000,000		12,000,000
Pupil Referral Unit	4,000,000	4,000,000				8,000,000
Sub total	21,250,000	25,250,000	12,250,000	23,000,000	23,000,000	104,750,000
Contingency	2,125,000	2,525,000	1,225,000	2,300,000	2,300,000	10,475,000
Total	23,375,000	27,775,000	13,475,000	25,300,000	25,300,000	115,225,000

5.2.3 Through the council's budget development and budget setting arrangements, this capital requirement will be proposed as part of the council's capital programme up to 2019/20. The capital programme will identify funding sources including monies previously allocated to school places that have not yet been allocated to particular projects (£86.05M) and potential future central government basic need grant (£21m based on assumption that current allocation will continue). The funding gap of £8.2M will need to be considered by Policy and Resources.

5.3 Legal and Constitutional References

Under the Council's Constitution, functions within the Terms of Reference for the Children's Education, Libraries and Safeguarding Committee responsibility include:

- planning the adequate provision of school places in the Borough
- investment in educational infrastructure to meet the needs of the Borough's learners
- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools)
- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools).

5.3.1 The Council has a statutory duty under the Education Act 1996 to ensure the provision of sufficient schools for primary and secondary education in their area. Under s.14 of the Education Act 1996, a local authority shall secure that sufficient schools for providing primary and secondary education are available in their area. Sufficient means sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. In meeting this duty, a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.

5.3.2 State funded schools are split into schools maintained by the Local Authority

and those directly funded by Central Government. The former are split into a number of categories, including foundation, community and voluntary aided schools. The latter encompass Academies and free schools (which are Academies which did not convert from a maintained school). For maintained schools, there are prescribed requirements in order to make specific alterations. This includes expanding existing schools to add additional form groups. The requirements are set out in the Education and Inspections Act 2006 and associated regulations. Academies do not have to follow the same requirements in order to expand, but are expected to seek the approval of the Secretary of State. Section 6A of the Education and Inspections Act 2006 requires that local authorities seek proposals for the establishment of an academy if they think that a new school is required in their area. There are only limited circumstances when a local authority will be able to publish proposals to establish a new maintained school.

5.4 Risk Management

5.4.1 The capital requirement recommended to go forward to Policy and Resources Committee assumes that some school and special school places will be funded by central government through the free school programme. It is recommended that Policy and Resources be advised of the risk that should this not occur, the council will need to identify further resources.

5.4.2 With rising costs of construction, it is likely that project budgets will come under pressure. There is a contingency assumed with the capital requirement, this will need to be reviewed in the light of future building costs. The capital requirements have been calculated using estimated average costs and as each project develops, detailed costings will be required.

5.4.3 It is assumed that there will be land available to accommodate school expansions and new schools and that the council will not need to purchase additional land.

5.4.4 All pupil place planning is based on pupil projections and there is a risk that the projections are inaccurate. The Council utilises projections produced by the Greater London Authority and regularly reviews the accuracy of the projections to inform future planning.

5.5 Equalities and Diversity

Ensuring a high quality education offer supports the progress of all children and young people including those with additional needs or at risk of underachievement, for example, children with additional learning needs, young people with poor mental health or those at economic disadvantage. By expanding successful schools, investing in new provision for children with special educational needs and aiming to retain Barnet's diverse educational offer, the council is investing to ensure that Barnet remains a popular place for families to live and study.

5.6 Consultation and Engagement

Schools are engaged with the strategic approach to planning school places through a headteacher stakeholder steering group. In addition, regular

briefings are provided through the termly director's meetings with headteachers and chairs of governors. For individual projects that involve the expansion of an existing school or the establishment of a new school, there is a statutory requirement to consult.

6. BACKGROUND PAPERS

Cabinet, 18 June 2013 - An Education Strategy for Barnet 2013/14 – 2015/16
<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=120&MId=7462&Ver=4>

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Appendix A:

Commissioning School Places 2015/16 – 2019/20 (update August 2014)

1 Introduction

1.1 Barnet's Education Strategy set out a number of principles for the investment in school places. This commissioning strategy provides an update on the council's plans to provide sufficient school places. The update is provided to take account of:

- The latest GLA population projections
- The impact of investment made so far in Barnet's permanent primary expansion programme
- The impact of free schools that have opened in Barnet
- New analysis of the need for provision for pupils with Special Educational Need (SEN)

2 Primary phase

2.1 For pupil projections at primary level, the borough is split into six planning areas. The number of permanent school places is analysed against the pupil projections to estimate how many additional forms of entry are likely to be required. More details about the methodology we use to calculate pupil projections can be found in appendix 1, along with a list of the primary schools in each planning area and a map of the planning areas in Barnet.

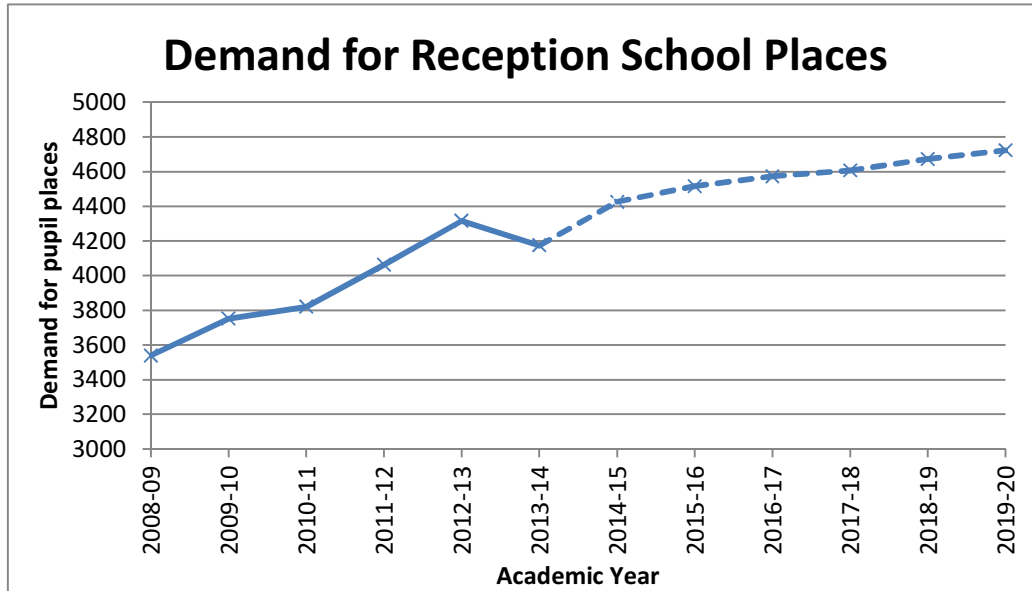
Planning Area 1	Colindale, West Hendon, Burnt Oak & Hendon
Planning Area 2	Hale, Mill Hill, Edgware & Totteridge
Planning Area 3	Childs Hill, Garden Suburb & Golders Green
Planning Area 4	Coppetts, West Finchley, Woodhouse, East Finchley & Finchley Church End
Planning Area 5	Underhill & High Barnet
Planning Area 6	East Barnet, Brunswick Park & Oakleigh

2.2 Planning areas are a guide only as some school communities straddle two planning areas, and providing places in one area may help meet demand in another. They are a useful tool in planning but need to be used along with other sources of information to inform the investment strategy.

2.3 Future need for primary places

The number of children requiring a Reception place in Barnet has been increasing since 2008/09. Figure 1 below shows how this increase is projected to continue until at least 2019/20.

Figure 1: Demand for Reception school places 2008/9 to 2019/20



2.4 Current investment plans

The table below lists the schools that have been, or are being expanded to take additional pupils from Reception. It also includes new Free Schools that have opened and new provision that has been commissioned to meet the new housing development at Mill Hill East.

Table 1: New school places - Primary school investment programme (August 2014)

School	First year permanent capacity	No. of new Reception places	Type of activity
St Catherine's	2009	15	Expansion
Parkfield	2009	15	Expansion
Colindale*	2010	30	Expansion
Beit Schvidler	2011	30**	Entering the VA sector
Etz Chaim	2011	30	New Free School
Broadfield*	2012	30	Expansion
Rimon	2012	30	New Free School
Morasha	2013	30**	Entering the VA sector
Moss Hall*	2013	30	Expansion
Brunswick Park*	2013	30	Expansion
Martin*	2013	30	Expansion
St Mary's and St John's*	2013	30	Expansion
Menorah Foundation	2013	28***	Expansion
Alma	2013	30	New Free School
Orion*	2013 2014	30 30	Expansion
Blessed Dominic*	2013	30	Expansion
Beis Yaakov	2014	28***	Expansion
Millbrook Park	2014 2015	60 30	New School
Pavilion Way (Free School)	2015	60	New free school
Wren Academy	2015	60	New all-through provision
London Academy	2015	60	New all-through provision
St Joseph's RC Primary	2015	30	Expansion
Monkfrith (subject to consultation)	2015	30	Expansion

* Schools have accommodated additional pupils temporarily ahead of the statutory permanent change to their planned admission number.

** As these schools were previously operating as Independent Schools in the private sector, they do not represent a full additional 30 new places. The number of 'new' places varies in each case.

*** Up to 28 by agreement

2.5 Future demand

Demand is not evenly spread across the borough. Following our expansion programme above, our projections indicate that up to an additional 11 new forms of entry at Reception will be required between 2014 and 2020 across the borough. At least half of this demand will be created by the significant regeneration projects taking place within the borough. Sites for three schools to meet this demand have so far been identified in Colindale and West Hendon.

2.6 Planning Area 1: Colindale, West Hendon, Burnt Oak & Hendon

- 2.6.1 The investment in expanding Colindale, Orion, Blessed Dominic, St Mary and St Johns, Menorah Foundation, St Joseph's, and a new free school in Pavilion Way will meet projected demand until 2016/17. Whilst these permanent places are being developed, there will be a need for temporary provision.
- 2.6.2 Two significant regeneration areas fall within this planning area that will generate the need for further significant investment in primary school places. First, there will be an estimated 12,000 further new homes in the Colindale/Graham Park area as a result of redevelopment and new house building. Plans are progressing for the development of a new three form entry primary school on the Peel Centre site and an education site has been earmarked on the Barnet and Southgate College site with potential for a school offering 2 forms of entry.
- 2.6.3 Orion school has recently opened in new premises, expanding to provide an additional two forms of entry. Working in partnership with the Catholic Diocese, we are exploring a proposal to relocate and expand Blessed Dominic as part of the development of a Catholic education hub on the nearby St James site. This proposal would also see the expansion of St James as part of meeting secondary demand (see below). The vacated site would become available for a new secondary school in the heart of the Colindale regeneration area, potentially with space for primary provision. The benefits of this revised proposal are:
- A co-located primary and secondary Catholic education offer
 - The opportunity to achieve economies of scale by rebuilding Blessed Dominic alongside expanding St James
 - The release of Lanacre Avenue site for a new secondary school in the heart of Colindale.
- 2.6.4 Plans are also in place to regenerate West Hendon through the re-development of the West Hendon estate. A site has been identified within the later phases of the scheme for the provision of a new primary school, post 2020. In the meantime, it will be necessary to provide additional school places through the expansion of existing provision.

2.7 Planning Area 2: Hale, Mill Hill, Edgware & Totteridge

Additional places have been provided within this planning area through the expansion of Broadfields and the establishment of Beit Schvidler within the voluntary aided sector and Etz Chaim Free School. A new three form entry primary school, Millbrook Park with nursery provision, is opening in September 2014. New primary provision being developed at the London Academy will provide new places from September 2015, helping to provide capacity within this planning area, and so releasing places to help meet pressure in neighbouring Planning Area 1.

2.8 Planning Area 3: Childs Hill, Garden Suburb & Golders Green

- 2.8.1 The demand in the area has been more volatile than in other areas. To date, we have met the need for any additional primary places that has emerged through temporary bulge classes. The establishment of Rimmon Free School has helped to broaden the parental choice in Golders Green for education with a Jewish ethos.

- 2.8.2 However, a substantial increase in permanent primary provision will be required within this planning area to meet the demand from the redevelopment of Brent Cross/Cricklewood area. An estimated 7,500 new homes will be created over the next 20 years. Our current projections indicate that we may require up to at least one additional form of primary provision in the short to medium term and we will require significantly more in the longer term, post 2020, due to this significant development. The original planning for Brent Cross redevelopment was undertaken at a time when there was some surplus capacity within the primary sector. With the rapid increase in demand now evident in Barnet and in London, plans for primary provision within the development will need to be reviewed.
- 2.8.3 Meanwhile, we need to closely monitor fluctuations in demand and if appropriate, identify opportunities for the permanent expansion of existing schools or through commissioning new provision if sufficient land becomes available. It is likely that one form of entry will be required before 2019/20.

Planning Area 4: Coppetts, West Finchley, Woodhouse, East Finchley & Finchley Church End

- 2.9 The expansion of Martin and Moss Hall Primary schools is providing an additional 60 reception places each year and the Alma Free School opened in September 2013 providing 30 new Reception Places. New primary provision opening at the Wren Academy in September 2015 will contribute a further 60 new reception places. Projections indicate that there may be a need for the provision of a further form of entry. Whilst these permanent places are being developed, there will be a need for temporary provision.

Planning Area 5: Underhill & High Barnet

- 2.10 Current projections indicate a potential future need for a further two forms of entry in this area.

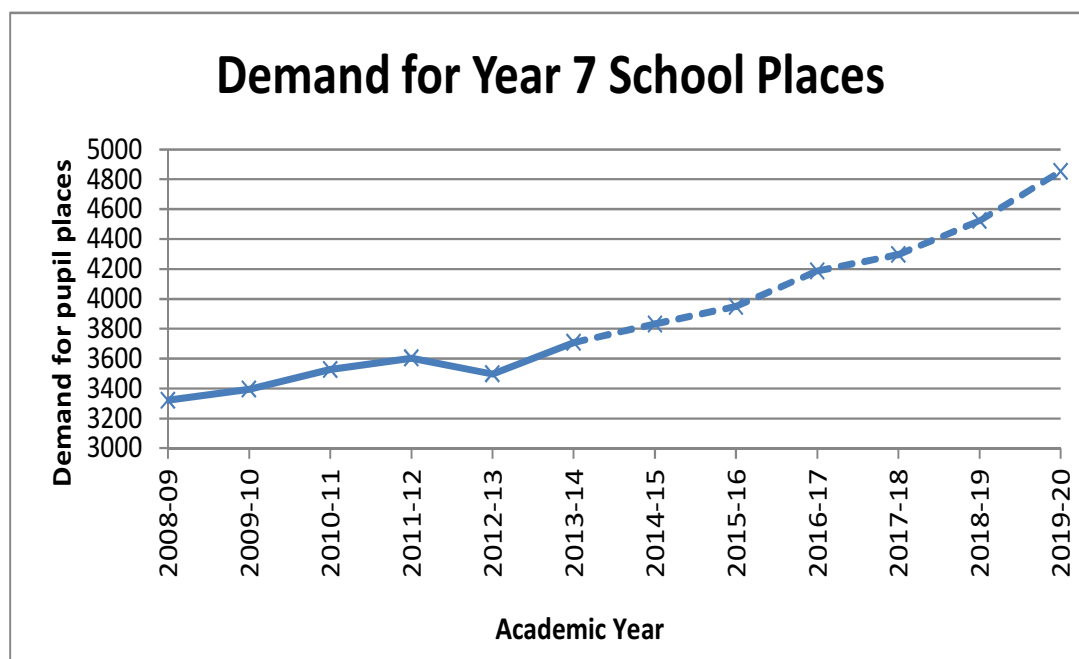
Planning Area 6: East Barnet, Brunswick Park & Oakleigh

- 2.11 The expansion of Brunswick Park school provides an additional 30 Reception places each year with a further form of entry being commissioned at Monkfrith (subject to consultation). Projections indicate that there may be a need for the provision of a further form of entry by 2019/20.

3. Secondary phase

- 3.1 Pupil projections at secondary level are done on a borough-wide basis as there are fewer secondary schools and pupils can travel further distances.
- 3.2 The number of children requiring a year 7 place in Barnet has been increasing since 2008/09. The figure below shows how this increase is projected to continue until at least 2019/20.

Figure 2: Demand for Year 7 (secondary) school places 2008/09 to 2019/20



- 3.3 The diversity of the secondary offer across London and choices parents make means there is less certainty in predicting actual local demand for secondary school places from the numbers alone. As we move towards the end of the decade the projections for secondary demand are also more heavily influenced by assumptions about the number of young people moving into the borough as a result of housing growth. The influence of parental choice, neighbouring boroughs' investment plans along with the development of free schools all mean that the projections are a high level indication that need to be informed by local data on patterns of parental preference and need to be kept under constant review.
- 3.4 In anticipation of the primary pupils moving through to secondary, the council is already investing to expand three existing Academies (Christ's College, Copthall, Compton). Together with the establishment of two secondary Free Schools (Archer Academy and St Andrew's the Apostle Greek School) these developments have provided additional secondary capacity to take Barnet through to 2015/16. Table 2 shows the changes in capacity in secondary schools.

Table 2: Changes in capacity for Year 7 in Barnet schools 2011/12-2015/16

Secondary schools	Type	2011-12	2012-13	2013-14	2014-15	2015-16
Archer Academy	Acad/Free			150	150	150
St Andrew's Greek Apostle	Acad/Free			150	150	150
Ashmole	Acad	224	224	224	232	232
Bishop Douglass RC High	VA	180	180	180	180	180
Christ's College Finchley	Acad	150	150	180	150	180
The Compton	Acad	180	210	210	210	210
Copthall	Acad	180	180	180	180	210
East Barnet	Acad	210	210	210	210	210
Finchley Catholic High	VA	180	150	180	180	150
Friern Barnet	Comm	162	162	162	162	162
Hasmonean High	Acad	150	150	150	170	170
Hendon	Acad	200	200	200	200	200
The Henrietta Barnett	Acad	93	93	93	93	93
JCoSS	VA	180	180	180	180	180
London Academy	Acad	210	210	210	210	210
Mill Hill High	Acad	240	240	240	240	240
Queen Elizabeth's Girls'	Acad	180	180	180	180	180
Queen Elizabeth's Sc	Acad	180	180	180	180	180
The Totteridge Academy	Acad	180	180	180	180	180
St James' Catholic High	VA	180	180	180	180	180
St Mary's Church of England High	VA	162	0	0	0	0
St Michael's Catholic Grammar	VA	96	96	96	96	96
Whitefield	Acad	150	150	150	150	150
Wren Academy	Acad	180	180	180	180	180
St Mary's & St John's	VA	0	0	0	120	120
Total		3847	3685	4045	4163	4193

3.5 However, even after the developments outlined in table 2 above, current projections indicate that between an additional 18 - 21 forms of entry (FE) at secondary level will be required by the end of the decade. Barnet children that will require year 7 places are already in the primary phase and an analysis of these numbers, along with local patterns of overall numbers children moving through from primary school to secondary to date suggest that the projections need to be kept under constant review and that it is prudent to plan cautiously. Table 3 shows the projected surplus and shortfall of secondary school places. The medium and high forecasts include an additional margin of 3% and 5% respectively. The margin is applied to account for parental preference and mobility throughout the year.

Table 3: New secondary school places (forms of entry FE) required up to 2019/20

Academic Year	Low forecast (GLA projection)	Medium forecast (assuming GLA projection+3%)*	High forecast (assuming GLA projection +5%)*
2015-2016	15.4 FE (surplus)	11.7 FE (surplus)	9.1 FE (surplus)
2016-2017	7.9 FE (surplus)	3.9 FE (surplus)	1.2 FE (surplus)
2017-2018	4.4 FE (surplus)	0.3 FE (surplus)	-2.5 FE (shortfall)
2018-2019	-2.8 FE (shortfall)	-7.1 FE (shortfall)	-10.0 FE (shortfall)
2019-2020	-13.3 FE (shortfall)	-17.9 FE (shortfall)	-21.0 FE (shortfall)

* margin applied to allow for parental preference and pupil mobility

3.6 Planning new secondary provision

It is proposed to plan for the provision of 18 FE by the end of the decade in several tranches of activity through a mix of schools expansions and new provision, so that plans can be reviewed and revised in the light of:

- Any change in the population projections due to delays in the development of new housing
- Any new provision provided by new Free Schools opening in the borough

For the purposes of capital investment planning, the following is assumed:

Table 4: Indicative potential programme of activity to provide additional secondary school capacity (forms of entry FE)

Additional year 7 places	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
8FE	Review and Commission				8FE by Sept 2018 at the latest	
10FE		Review and Commission				Further 10FE in place by September 2019

4. Special educational need (SEN)

- 4.1 In line with the increasing younger population in Barnet, we need to plan and provide for those pupils that will have a special educational need. The percentage of statements has been increasing in recent years and has been nearing the national average. The actual number is increasing in line with the population growth as table 5 illustrates.

Table 5: Statements of special educational need

SEN2* Category (Age)	2008	2009	2010	2011	2012	2013	2014
Under age 5	67	73	88	117	120	115	128
Aged 5 to 10	543	501	538	475	622	663	697
Aged 11 to 15	703	719	701	692	719	708	703
Aged 16 to 19	166	207	191	356	198	224	223
Total	1479	1500	1518	1640	1659	1710	1751

*the actual number of statements maintained by Barnet as submitted in the annual SEN2 return

- 4.2 In forecasting for the future, we have assumed that the recent upward trend in the proportion of pupils requiring a statement will plateau. However, it is assumed that the number of statements will rise in line with general demographic growth. On this basis, the total number of children with statements can be expected to rise as follows:

Table 6: Projected numbers of SEN pupils 2014-2020

Year	No of Primary Statements	% of Resident Pop	No of Secondary Statements	% of Resident Pop	Total Statements	% of Resident Pop
2014	771	2.58%	886	2.28%	1751	2.55%
2015	799	2.58%	893	2.28%	1787	2.55%
2016	815	2.58%	897	2.28%	1807	2.55%
2017	830	2.58%	907	2.28%	1833	2.55%
2018	841	2.58%	918	2.28%	1855	2.55%
2019	846	2.58%	934	2.28%	1878	2.55%
2020	854	2.58%	950	2.28%	1904	2.55%

4.3 Within these totals, there is a changing pattern of need, as shown in figure 3 (primary) and figure 4 (secondary).

Figure 3: Primary Changing Pattern of Need

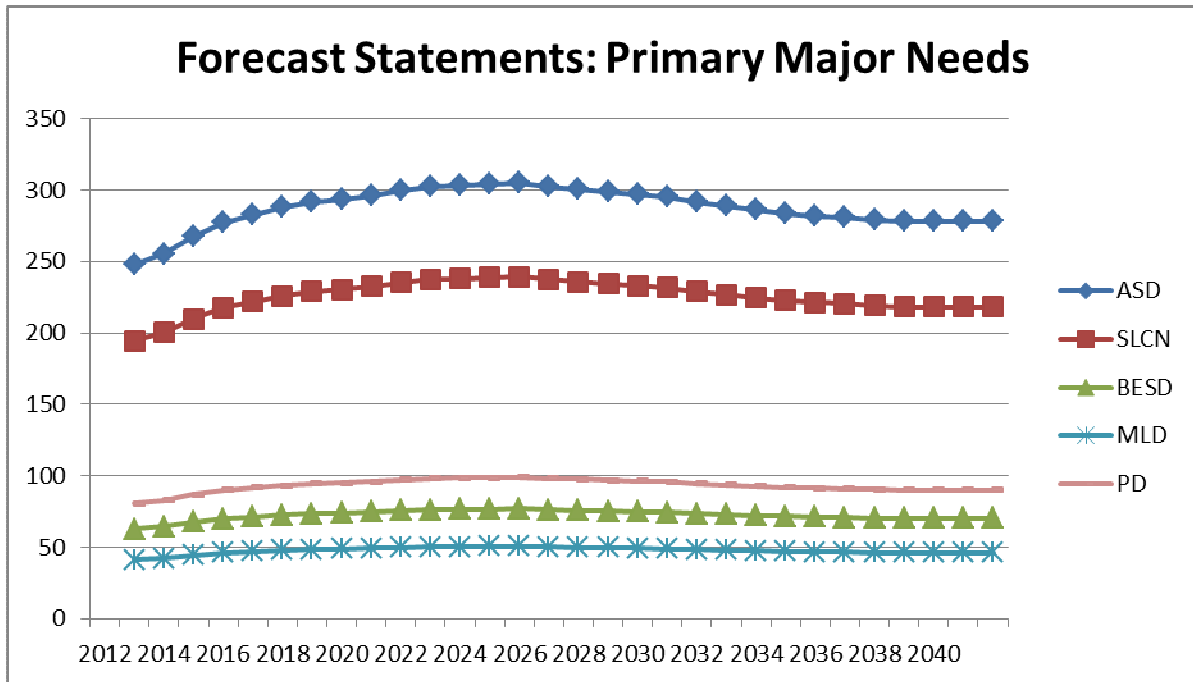
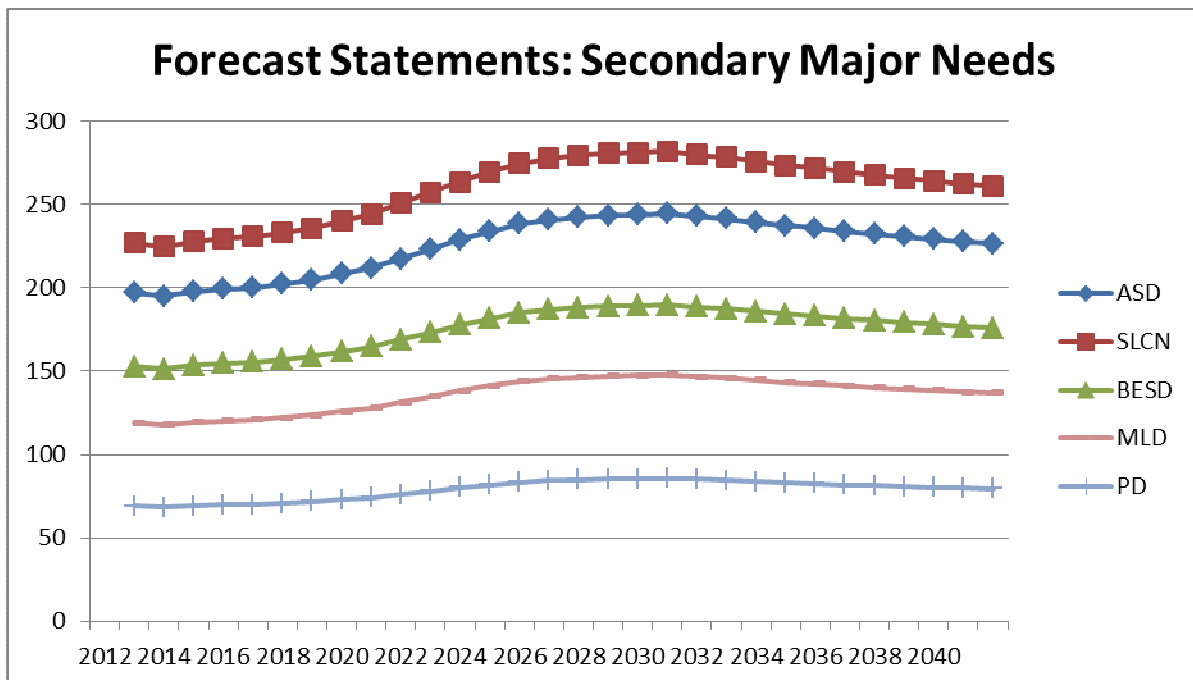


Figure 4: Secondary Changing Pattern of Need



4.4 Our research suggests that no further action is required for Hearing Impaired (where we have currently surplus capacity which is used by other boroughs), Multi-Sensory Impairment and Visual Impairment. The additional requirements for Physical Disabilities and Specific Learning Difficulties can be met within supported mainstream provision and will not require additional specialist places. The small

amount of growth in Profound and Multiple Learning Difficulty and Severe Learning Difficulty will need to be accommodated within either new or existing Special School places in Northway and Mapledown; the latter will reduce the number of places available there for other needs, and this will need to be reflected in the calculations for the future. The increased demand for secondary placements for children with Behaviour, Emotional and Social Difficulties will be factored into our discussions regarding the replacement of the Oak Hill ARP.

- 4.5 The calculations above estimate the future additional requirement for places in total; not all of these need to be specialist provision. Indeed, the pattern in Barnet has been for 60% of stated provision to be in supported mainstream places. This percentage may be hard to maintain in terms of the growth in places, so we have considered the position category by category. Given this pattern of type of provision, we have adopted the percentages for mainstream placements outlined in table 7.

Table 7: Percentage of mainstream places by SEN

	ASD	SLCN	BESD	MLD
Primary	50%	75%	66%	50%
Secondary	33%	50%	50%	50%

- 4.6 Most of the additional requirements are driven by the increase in the numbers of children with a diagnosis of Autism or identified as having Speech, Language and Communication difficulties. We need to develop a strategy to enable primary and secondary schools to cope better with these children and this may require, in some instances, a small amount of capital investment to enable schools to make physical adaptations to their buildings, e.g. in the creation of appropriate low sensory environments.
- 4.7 Work is already underway to reduce the dependency on expensive independent and residential school placements, but this is hampered by the lack of local specialist provision. Targets have been set for reducing the number of ASD, SLCN and BESD. In addition, the number of independent secondary MLD places should also be reduced by at least half.
- 4.8 Putting the two threads of increased demand from demographic pressure and our aim to reduce dependence on the independent sector, it is suggested that the additional demands outlined in table 8 need to be planned for 2020.

Table 8: Additional demand to be planned for by 2020

	Primary ASD/SLCN	Secondary ASD/SLCN	Primary BESD	Secondary MLD
Demography	18 places	45 places	2 places	11 places
Reduce Dependency on Expensive Placements	10 places	10 places	8 places	5 places
TOTAL	28 places	55 places	10 places	16 places

- 4.9 In order to address the issues of providing provision as locally as possible, both to meet parental aspirations and to reduce transport costs, we will be consulting over the Autumn term on models which assume the development of small units rather than, for example, a new special school. This would also provide more flexibility for adapting to changes in future requirements.
- 4.10 We will also need to look at the development of a coherent and co-ordinated education and residential care provision in order to meet better the needs of children and young people who require such specialist provision.
- 4.11 **Special schools and provision in Barnet**
Currently, there are four special schools in the borough that are all rated as good or outstanding, two primary and two secondary.

Table 9: Special schools

School	Age range	Type of provision
Mapledown (secondary)	11 - 19	Severe Learning Difficulties/Profound and Multiple learning difficulties
Northway (primary)	5 – 11	Moderate Learning Difficulties/Communication Difficulties/Autism
Oak Lodge (sec)	11 – 19	Moderate Learning Difficulties/Communication Difficulties/Autism
Oakleigh (primary)	2 - 11	Severe Learning Difficulties/Profound and Multiple Learning Difficulties

Resourced provision within schools is shown in table 10.

Table 10: Resourced provision in primary schools

	School	Type of provision
Primary	Broadfields	Autism Spectrum Condition
	Childs Hill	Autism Spectrum Condition
	Colindale	Physical disability
	Coppetts Wood	Language needs
	Livingstone	Autism Spectrum Condition
	Orion	Autism Spectrum Condition
	Summerside	Hearing impairment
Secondary	Hendon (2 resources)	Hearing impairment, Autism Spectrum Condition
	Mill Hill High	Emotional and behavioural difficulties
	London Academy	Language
	Whitefield	Physical disabilities
	JCoSS	Autism Spectrum Condition

4.12 Expanding SEN provision

Within the investment programme outlined in section 3 above, we have provided, and will be further providing, additional resourced provision within mainstream schools as set out in table 11 below. We have also invested in Northway and Oakleigh Special Schools and there is a project to provide additional places at Oak Lodge Special school.

Table 11: Expanding SEN provision

School	Year	Number of new full-time equivalent places across year groups	Type of provision	Type of activity
Child's Hill	2010		Resource provision	Expansion and refurbishment
Colindale	2010	8	Early assessment	Re-location and expansion
Broadfields	2012	7	Resource provision	Expansion
Mapledown	2012	7	Special school	Expansion
Northway	2012	11	Special school	Expansion
Oakleigh	2013	24	Special school	Expansion
Orion	2014	21	Resource provision	New provision
Oak Lodge	2015	40	Special school	Expansion

4.13 This analysis suggests the following capital requirements:

1. A programme of investment in those schools which require significant investment to create a suitable low sensory environment to support children with ASD or Speech, Language and Communication Needs.
2. Three 2 class bases for Primary ASD/SLCN needs
3. Three 3 class bases for Secondary ASD/SLCN needs
4. One 2 class base for Primary BESD, linked with the proposed PRU development
5. One 2 class base for Secondary MLD.

Appendix 1: Methodology for pupil projections

Barnet buys into the Greater London Authority's school roll projection service (which provides projections for the majority of London boroughs). Projections are based on pupil numbers on roll at the January Census. The projections use the GLA population projections which incorporate actual births, trends in population (migration, fertility trends etc.) and housing development. Each year, planning colleagues provide the number of housing units projected to be built in each of Barnet's wards for the next ten years, which are then incorporated into the model. To sense check these projections, Barnet also analyses births by postcode area (data from ONS) and nursery data.

An updated GLA model for pupil projections was introduced for 2012. It uses the replacement ratio using data from the past four years (i.e. ratio of children on roll in relation to those on roll in the previous year group the year before) to project future rolls, using these rolls to generate catchment ratios based on a zero-development population, and then applying these catchment ratios to population projections which include development. To generate the initial number of reception-aged children, the catchment ratio is used (children on roll in past years as a ratio of the population).

Normal and high fertility projections are produced. The projections used are the normal not high fertility variant and a 3% margin has been applied to account for parental preference, under-projection and mobility throughout the year.

Appendix 2: Primary Schools by Planning Area

Planning area 1

Barnfield
 Beis Yaakov
 Bell Lane
 Blessed Dominic
 Colindale
 Goldbeaters
 Hasmonean Primary
 Independent Jewish Day
 Menorah Foundation
 St Joseph's RC
 St Mary's and St John's
 Sunnyfields
 The Annunciation RC Infant
 The Annunciation RC Junior
 The Hyde
 The Orion
 Woodcroft Primary

Planning area 2

Beit Schvidler
 Broadfields Primary
 Courtland
 Deansbrook Infant
 Deansbrook Junior
 Dollis Infant
 Dollis Junior
 Edgware
 Etz Chaim
 Fairway
 Frith Manor
 Mathilda Marks Kennedy
 Millbrook Park
 Rosh Pinah
 St Andrew's
 St John's N20
 St Paul's NW7
 St Vincent's
 Woodridge

Planning area 3

All Saints NW2
 Brookland Infants
 Brookland Junior
 Childs Hill
 Claremont
 Garden Suburb Infant
 Garden Suburb Junior
 Menorah Primary
 Pardes House
 Rimon Jewish
 St Agnes' RC
 Wessex Gardens

Planning area 4

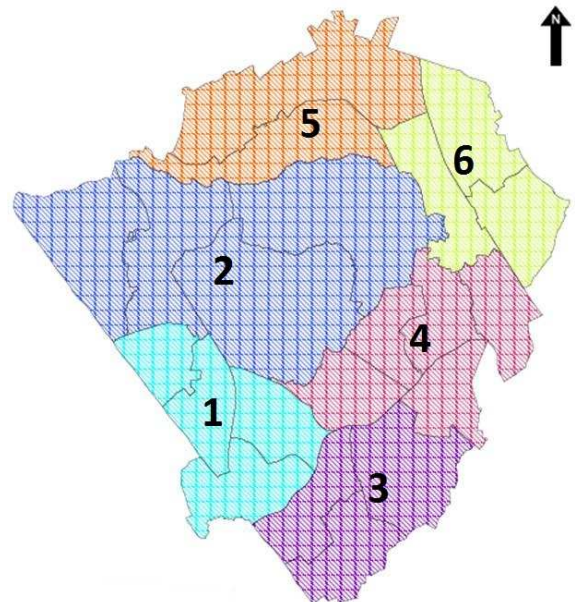
Alma
 Akiva
 Chalgrove
 Coppetts Wood
 Hollickwood
 Holly Park
 Holy Trinity
 Manorside
 Martin Primary
 Moss Hall Infant
 Moss Hall Junior
 Northside
 Our Lady of Lourdes
 Sacks Morasha
 St John's N11
 St Mary's N3
 St Paul's N11
 St Theresa's
 Summerside
 Tudor

Planning area 5


Christ Church
 Cromer Road
 Foulds
 Grasvenor Avenue Infant
 Monken Hadley
 St Catherine's
 Underhill Infant
 Whitings Hill

Planning area 6

All Saints N20
 Brunswick Park
 Church Hill
 Danegrove
 Livingstone
 Monkfrith
 Osidge
 Queenswell Infant
 Queenswell Junior
 Sacred Heart
 St Mary's EN4
 Trent



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	<p>Children, Education, Libraries & Safeguarding Committee</p> <p>15 September 2014</p>
<p style="text-align: right;">Title</p>	<p>Referred Item - Improved local youth facilities for children at Chesterfield Road, EN5</p>
<p style="text-align: right;">Report of</p>	<p>Head of Governance</p>
<p style="text-align: right;">Wards</p>	<p>Not applicable</p>
<p style="text-align: right;">Status</p>	<p>Public</p>
<p style="text-align: right;">Enclosures</p>	<p>None</p>
<p style="text-align: right;">Officer Contact Details</p>	<p>Paul Frost, Governance Officer Paul.frost@barnet.gov.uk 020 8359 2205</p>

Summary

The report provides detail of a Member's item submitted to the Environment Committee on 24 July 2014. At this meeting it was resolved to refer part of the Item to the Children's Education, Libraries and Safeguarding Committee.

Recommendations

That the Children's Education, Libraries & Safeguarding Committee's note the contents of the report.

1. WHY THIS REPORT IS NEEDED

- 1.1 Councillor Laurie Williams requested that a Member's Item be considered at the Environment Committee on 24 July 2014 on the following matter:

Following the recent traffic accident on Chesterfield Road, EN5 involving an 8 year old boy who was seriously injured after being knocked off his bike by a bus I ask the Environment Committee to agree the following road safety measures for Chesterfield Road which the residents are calling for in a petition that now has over 1,000 signatures:

- *a 20mph limit on Chesterfield Rd*
- *a zebra crossing on Chesterfield Rd and on Mays Lane*
- *improved local youth facilities so children have somewhere safe to play*

- 1.2 At this meeting the Environment Committee resolved to refer the following matter to the Children's Education, Libraries and Safeguarding Committee for consideration.

- *improved local youth facilities so children have somewhere safe to play*

2. REASONS FOR RECOMMENDATIONS

- 2.1 No recommendations have been made; The Committee's instructions are requested.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Not applicable.

4. POST DECISION IMPLEMENTATION

- 4.1 Post decision implementation will depend on the decision taken by the Committee.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 As and when issues raised through a Members' Item are progressed, they will need to be evaluated against the Corporate Plan and other relevant policies.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 None in the context of this report

5.3 Legal and Constitutional References

5.3.1 The Council's Constitution, responsibility for functions includes within the Terms of Reference for the Children's Education, Libraries and Safeguarding Committee responsibility for services for children and young people and therefore this Committee is the most appropriate to deal with this matter.

5.3.2 There are no legal references in the context of this report.

5.4 Risk Management

5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 Members' Items allow Members of the Committee to bring a wide range of issues to the attention of the Committee in accordance with the Council's Constitution. All of these issues must be considered for their equalities and diversity implications.

5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 None.

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	AGENDA ITEM 12 Children, Education, Libraries & Safeguarding Committee 15 September 2014
Title	Contract variations for 2013 Primary School Expansions
Report of	Commercial and Customer Services Director
Wards	Brunswick Park, Oakleigh, East Finchley, West Finchley
Status	Public
Enclosures	N/A
Officer Contact Details	Megan Hallett - Project Manager, Corporate Programmes, 020 8359 4469, Megan.Hallett@barnet.gov.uk Mike Harris - Project Manager, Corporate Programmes, 020 8359 2441, Michael.harris@barnet.gov.uk

<h2>Summary</h2>
<p>This report seeks approval to</p> <ul style="list-style-type: none"> • vary existing construction contract with Mace Ltd. • vary existing consultancy contract with Mouchel Ltd. for Architectural Services and include payment for surveys • vary existing consultancy contract with Mott MacDonald Ltd. for Cost Consultancy Services <p>In relation to Expansions at Brunswick Park School, Martin Primary, Moss Hall Junior and Infants School and Oakleigh School.</p>

Recommendations

- 1. That the Children, Education, Libraries & Safeguarding Committee approve the variation to the construction contract between the Council and Mace Ltd entered into on 20 December 2013 for the carrying out of 2013 Primary School Expansions Phase 2 works, from the previously approved value of £10,300,000 to £10,599,597.**
- 2. That the Children, Education, Libraries & Safeguarding Committee approve the variation to the consultancy contract between the Council and Mouchel Ltd, entered into on 13 February 2013, from £ 354,095 to £ 389,595.**
- 3. That the Children, Education, Libraries & Safeguarding Committee approve payment for the sum of £ 86,940 (plus VAT) to Mouchel Ltd for the value of the surveys procured on behalf of the Council in relation to the primary school expansions programme.**
- 4. That the Children, Education, Libraries & Safeguarding Committee approve the variation to the consultancy contract between the Council and Mott Macdonald Ltd entered into on 7 January 2013 from £67,950 to £100,000.**

1. WHY THIS REPORT IS NEEDED

- 1.1 There is currently a high volume of demand for school places in the borough both at Primary and Secondary level. To help address this demand the Council is investing around £12.95m in four Primary Schools located within the Borough (Martin, Oakleigh, Brunswick Park and Moss Hall Infant & Junior schools) for them to expand.
- 1.2 The expansion works were delivered via a Design and Build contract, with separate appointment of technical consultants to provide architectural and cost consultant services to the Council. The costs for the construction works and the consultant services have risen from the originally agreed contract sums and contract variations are required.
- 1.3 The costs for the Mace contract have risen due to undertaking utility works on site. The consultants have sought additional costs for surveys and fees due to an increase in construction value prior to letting the contract to Mace. All increases have been subject to rigorous review by the Council's Employers Agent and can be contained within the overall programme budget.
- 1.4 This report is seeking approval to vary the contracts in line with the recommendations set out above. Although not all of the recommendations require approval at committee level the items are closely linked and are best considered together. The variations will allow payment of the remaining construction costs and outstanding consultancy fees.

2. REASONS FOR RECOMMENDATIONS

- 2.1 Following competitive tender Mace Ltd were appointed as the Council's contractor to develop the design and construct the required facilities in two phases, for an agreed fixed fee. Phase 2 has reached Practical Completion

and the Final Account has been submitted. There has been an increase in Mace costs following utility company delays in relation to an electricity upgrade at Moss Hall School and a new water supply at Martin School. These delays were beyond the control of the Mace, which has entitled the contractor to an extension of time under the contract, with associated costs. These costs have been taken into consideration in agreeing the Final Account and the overall contract sum needs to be varied accordingly.

- 2.2 The architectural consultants (Mouchel) were appointed at an early stage of the project to identify and design the most suitable solution at each school for meeting the demand on pupil spaces. They were retained following contractor appointment to check the quality of the design and construction. They were appointed on a fixed fee, based on the original expected construction cost of £7,55m., in line with the requirements of the North London Strategic Alliance (NLSA) construction related consultancy framework agreement under which they were procured. Stakeholder engagement and design development prior to letting the contract to Mace resulted in agreed changes, refinements and enhanced benefits to the community and school, which increased the construction cost. Mouchel sought an increase in fees for the latter stages of their work, based on this revised cost, and a revised fee has been negotiated. There is a proposed final account figure which the Council's appointed Employers Agent considers this value for money. The contract with Mouchel needs to be varied to allow for the revised fees and the survey costs identified below.
- 2.3 Surveys were required across the school building programme to reduce risk to the schemes by identifying potential issues early on in the design process so that they could be dealt with minimal impact on the delivery of the projects and to identify and design the most suitable solution at each school for meeting the demand on pupil places. Mouchel were appointed through the NLSA construction related consultancy framework and this framework provides that consultants can provide associated supply chain services and surveys under the contract. In line with the framework rules Mouchel procured site surveys in relation to each scheme on behalf of the Council, and payment is required to cover the cost of these.
- 2.4 The cost consultants (Mott MacDonald Ltd) were appointed at an early stage of the project to provide advice on cost, contract administration and value for money of the design and construction and to provide assurance through the life of each project. They were appointed on a fixed fee, based on the original expected construction cost of £7,55m., in line with the requirements of the NLSA framework agreement under which they were procured. Stakeholder engagement and design development prior to letting the contract to Mace resulted in agreed changes and refinements which increased the construction cost. Mott MacDonald sought an increase in fees for the latter stages of their work, based on the revised cost of the contract, and a revised fee has been negotiated. There is a proposed final account figure which the Council's appointed Employers Agent considers this value for money. The contract with Mott MacDonald needs to be varied to allow for the revised fees.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1 No alternative options are available.

4. POST DECISION IMPLEMENTATION

4.1 Once the recommendations have been approved the outstanding consultancy fees will be paid. Remaining payments due to the contractor will be made in line with requirements of the works contract. No further approvals will be required.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

5.1.1 The Corporate Plan 2013-16 has a priority outcome 'To create better life chances for children and young people across the borough' under which the Council will invest £65 million to provide additional primary school places to meet demand and provide targeted support for young people who most need it.

5.1.2 As a Local Authority, the Council has a statutory duty to offer a school place to every child of school age in the Borough who requests one.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 The school expansion projects covered by this report are Martin, Oakleigh, Brunswick Park and Moss Hall Infant & Junior schools. The works are being funded from the Primary School Places Capital Investment Programme which has a total budget of £12.95m for the four schools. The additional costs required to fund the variations set out below totals £454,087 and this can all be contained within the existing budget, when taking into consideration construction costs, consultancy and project management fees, legal and planning costs plus contingency sum.

5.2.2 The projected construction costs from Mace are £10,599,597. This is an increase of £299,597 from the previously approved £10,300,000. There has been an increase in Mace costs following utility company delays in relation to an electricity upgrade at Moss Hall School and a new water supply at Martin School. The revised costs need to allow for £58,312 Contractors costs for delays due to UK Power Networks, £122,910 Contractors costs for delays due to works by Affinity Water, £60,687 for associated trenching costs for utilities across the four schools, and the remaining £57,688 to cover rectification of various unforeseen issues across the four schools. The value for money of the additional works has been confirmed by the cost consultant.

- 5.2.3 The agreed fee for architectural services from Mouchel is £389,595. This is an increase of £35,500 from the previously approved £354,095. This has been negotiated down from a higher potential fee claim and the Employers Agent is satisfied this provides value for money.
- 5.2.4 The cost of the surveys procured by Mouchel on behalf of the Council is £86,940. A minimum of 3 competitive quotes were obtained for each survey.
- 5.2.5 The agreed fee for cost consultant services from Mott MacDonald, is £100,000. This is an increase of £32,050 from the previously approved £67,950. This has been negotiated down from a higher potential fee claim and the Employers Agent is satisfied this provides value for money.
- 5.2.6 Mace have undertaken two phases of works on the school expansions, with the contract for the first phase being subsumed into the second phase contract, and necessary approvals being granted for each. The works were procured via the iESE framework in line with Contract Procedure Rules (CPRs). The CPRs require that for variations where the revised contract value is £172,514 and over approval to the variation needs to be by relevant thematic committee, which in this case is Children, Education, Libraries and Safeguarding Committee (CELS). The contract has not been extended before.
- 5.2.7 The original contract with Mouchel was procured via the NLSA framework in line with Contract Procedure Rules. The CPRs require that for variations where the revised contract value is £172,514 and over approval to the variation needs to be by relevant thematic committee, which is CELS. The contract has not been extended before
- 5.2.8 The original contract with Mott MacDonald was procured via the NLSA framework in line with Contract Procedure Rules. The CPRs require that for variations where the revised contract value is between £25,001 and £172,514 approval to the variation needs to be by full DPR. However approval to this variation is being brought to CELS Committee as it is so closely linked to the other approvals within this report. The contract has not been extended before.
- 5.2.9 Mouchel were appointed through the NLSA construction related consultancy framework to provide architectural services in relation to the primary schools expansion programme. This Framework provides that consultants can provide associated supply chain services and surveys under the contract. In line with the framework rules, Mouchel procured site surveys in relation to each scheme on behalf of the Council. A minimum of three competitive quotations were required per survey.

5.3 Legal and Constitutional References

- 5.3.1 Under Section 14 of the Education Act 1996, the Council must ensure that sufficient schools for providing primary and secondary education are available in its area

- 5.3.2 Procurement processes must comply with the European public procurement rules and the European Treaty obligations of transparency, equality of treatment and non-discrimination as well as the Council's Contract Procedure Rules.
- 5.3.3 A framework agreement is an agreement between one or more clients and one or more contractors, the purpose of which is to establish the terms governing particular call-off contracts that may be awarded during the term of the framework, in particular terms relating to price and quantity. The advantage of establishing framework agreements is that as long as the original framework agreement has been advertised and let in accordance with the EU public procurement rules, subsequent call-off contracts can be let under the framework agreement without further advertisement even where those call-off contracts exceed the stipulated financial threshold for works and services.
- 5.3.4 Council Constitution, Responsibility for Functions, Section 3, Annex A, sets out the Terms of Reference for the Children, Education, Libraries and Safeguarding Committee, whose specific responsibilities include planning the adequate provision of school places in the Borough and investment in educational infrastructure to meet the needs of the Borough's learners.
- 5.3.5 Under the Council's Contract Procedure Rules, clause 14.3, contracts may be varied provided all the following conditions are met:

- *the initial contract was based on a Contract Procedure Rules compliant competitive tender or quotation process;*
- *the value of the extension or variation added to the value of the original contract does not exceed the original Authorisation threshold as defined in Appendix 1, Table A;*
- *the extension or variation has an approved budget allocation;*
- *the extension or variation is in accordance with the terms and conditions of the existing contract;*
- *if the initial contract was subject to EU tender procedure, that the extension option was declared within the OJEU notice and the original Acceptance (Delegated Powers Report/relevant Committee Report); and*
- *the contract has not been extended before;*

The conditions above have been met

- 5.3.6 Council Constitution, Contract Procedure Rules, Appendix 1 Table A – sets out authorisation and acceptance thresholds for works, supplies and services. For contract variations where the total value of the contract including variation is between £25,001 and £172,514, Full DPR. For contract variations where the total value of the contract including variation is £172,514 and over, if within budget, Relevant Thematic Committee.

5.4 Risk Management

- 5.4.1 Risk registers are maintained by the Capital Programmes Team. Risks are monitored by the Project Team and the risk register updated as required. Any significant risks are reported to Education Capital Programmes Board and Assets and Capital Board. There are no risks considered to be significant at this stage.
- 5.4.2 If approval is not given to vary the contracts the Council will not be able to meet its contractual obligations and pay invoices when due. This risks damaging the council's reputation and exposes the council to risk of legal action.
- 5.4.3 It is considered that any issues involved are unlikely to raise significant levels of public concern or give rise to policy considerations.

5.5 Equalities and Diversity

- 5.5.1 Pursuant to the Equality Act 2010, the council and all other organisations exercising public functions on its behalf must have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; advance equality of opportunity between those with a protected characteristic and those without; promote good relations between those with a protected characteristic and those without. The relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. It also covers marriage and civil partnership with regard to eliminating discrimination.
- 5.5.2 The proposed works will enhance the Borough's reputation as a good place to live and work and will assist in delivering a first class education to all pupils as well as providing a safe environment for staff and pupils.
- 5.5.3 The Borough's schools provide a service to diverse communities covering a wide range of backgrounds.
- 5.5.4 The successful tenderer has equal opportunities policies in place which meet the Council's equalities standards. In addition iESE Framework members are required to provide details of their equal opportunities policies as part of the pre-qualification process, including how the policies are implemented, maintained and continuously improved and any training in place. There are no areas of concern in relation to equalities within the submissions as part of the tendering process.

5.6 Consultation and Engagement

- 5.6.1 To inform the decisions set out above there has been on-going engagement with the relevant project stakeholders and further advice has been sought from the Council's appointed advisors in relation to procurement and legal issues.

6. BACKGROUND PAPERS

- 6.1 Cabinet: 3 November 2011, (Decision Item 6), Resolved to note (i) the continuing pressure on primary school places for Reception aged children and other year groups, the methodology used to determine the current investment programme and the progress made to date to permanently expand primary provision and (ii) the need for a second phase of primary investment (for 2014/15 to 2016/17) of £24m for permanent expansions and £2.8m for temporary expansions which will be considered when finalising the medium term financial strategy.
- 6.2 Cabinet on 20 February 2012, (Decision Item 6), Cabinet received the Corporate Plan, Budget, Council Tax and Medium Term Financial Strategy proposals for the period from 2012/13 to 2014/15 and recommended them to Council for adoption, and resolved that considering conscientiously the consultation outcomes and giving due regard to the statutory equality duties, recommend to Council the approval of the Business Planning documents as set out in the report.
- 6.3 Delegated Powers Report of the Director of Commercial Services: 4 March 2012, authorising the use of the NLSA Construction Related Consultancy Framework for four years commencing on 5 March 2012.
- 6.4 Delegated Powers Report 1707 of the Cabinet Member for Education Children and Families: 10 July 2012, Approved the expansion of Brunswick Park Primary from one to two forms of entry on its existing site.
- 6.5 Delegated Powers Report 1706 of the Cabinet Member for Education Children and Families: 10 July 2012, Approved the expansion of Moss Hall Infant school from three to four forms of entry on its existing site
- 6.6 Delegated Powers Report 1705 of the Cabinet Member for Education Children and Families: 10 July 2012, Approved the expansion of Moss Hall Junior School from three to four forms of entry on its existing site.
- 6.7 6 August 2012: Report authorised by the Commercial Services Director to approve use of the Improvement and Efficiency South East (IESE) Framework Agreement for Construction.
- 6.8 Delegated Powers Report 1731 of the Cabinet Members for Resources and Performance and for Education, Children and Families: 7 August 2012 approved acceptance of the quotation from Mouchel Ltd for the supply of architectural services in relation to the Primary Pupil Places Programme.
- 6.9 Delegated Powers Report 1788 of the Deputy Chief Executive: 17 August 2012 approved acceptance of the quotation from Mott MacDonald Ltd for the supply of quantity surveying services in relation to the Primary Pupil Places Programme.

- 6.10 Delegated Powers Report 1776 of the Cabinet Member for Education Children and Families: 16 August 2012, Approved the expansion of Martin Primary School from two to three forms of entry on its existing site.
- 6.11 Delegated Powers Report 1894 of the Deputy Chief Executive: 17 January 2013, authorised acceptance of pre-construction agreement for primary school expansions.
- 6.12 Delegated Powers Report 1919 of the Cabinet Members for Resources and Performance and for Education, Children and Families: 1 February 2013 gave approval to Pick Everard to supply surveys in relation to the Secondary School Expansion Programme under the North London Strategic Alliance (NLSA) Framework for the supply of construction related consultancy.
- 6.13 Cabinet Resources Committee on 25 February 2013, (Decision Item 13), approved that,
- i) subject to acceptance of the Contractors Proposals, the proposed fee and level of cost certainty provided, entering into separate JCT Design & Build Contracts with Mace for the construction works in relation to the permanent primary school expansions programme.
 - ii) where required, the Council enters into enabling works agreements for each scheme with Mace.
- 6.14 Delegated Powers Report of the Cabinet Members for Resources and Performance and for Education, Children and Families: 10 December 2013, gave approval to award a JCT contract for construction works to Mace in relation to the Primary Schools Expansion Programme.
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	AGENDA ITEM 13
	<p>Children, Education, Libraries & Safeguarding Committee</p> <p>15 September 2014</p>
Title	Children, Education, Libraries & Safeguarding Committee Work Programme
Report of	Family and Community Well-being Lead Commissioner Schools, Skills and Learning Lead Commissioner
Wards	All
Status	Public
Enclosures	Appendix A - Committee Work Programme June 2014 - May 2015
Officer Contact Details	Paul Frost, Governance Service Email: paul.frost@barnet.gov.uk Tel: 020 8359 2205

Summary

The Committee is requested to consider and comment on the items included in the 2014/15 work programme

Recommendations

That the Children, Education, Libraries & Safeguarding Committee consider and comment on the items included in the 2014/15 work programme

1. WHY THIS REPORT IS NEEDED

- 1.1 The Children, Education, Libraries & Safeguarding Committee Work Programme 2014/15 indicates forthcoming items of business.
- 1.2 The work programme of this Committee is intended to be a responsive tool, which will be updated on a rolling basis following each meeting, for the inclusion of areas which may arise through the course of the year.
- 1.3 The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

2. REASONS FOR RECOMMENDATIONS

- 2.1 There are no specific recommendations in the report. The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 N/A

4. POST DECISION IMPLEMENTATION

- 4.1 Any alterations made by the Committee to its Work Programme will be published on the Council's website.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 The Committee Work Programme is in accordance with the Council's strategic objectives and priorities as stated in the Corporate Plan 2013-16.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 None in the context of this report.

5.3 Legal and Constitutional References

- 5.3.1 The Terms of Reference of the Policy and Resources Committee is included in the Constitution, Responsibility for Functions, Annex A.

5.4 Risk Management

5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 None in the context of this report.

5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 None.

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London Borough of Barnet

**Children, Education, Libraries & Safeguarding
Committee - Work Programme**

September 2014 - May 2015

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Subject	Decision requested	Report Of	Contributing Officer(s)
15 September 2014			
Business Planning	To receive an update following the report the 29 July Committee meeting	Strategic Director for Communities	Schools, Skills and Learning Lead Commissioner, Family and Community Well-being Lead Commissioner
School Improvement In Barnet	To consider an update and new approach to school improvement in Barnet.	Education and Skills Director	Education and Skills Director, Schools, Skills and Learning Lead Commissioner
Education and Skills - Future Delivery of Services	To approve the draft Outline Business Case for Education and Skills related services.	Schools, Skills and Learning Lead Commissioner	Education and Skills Director
Planning for new school places 2015/16 - 2019/20	To agree a programme of activity required to ensure sufficient school place up until 2020 to inform business planning.	Schools, Skills and Learning Lead Commissioner	Education and Skills Director

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Youth facilities - referred Item from the Environment Committee	<p>A Members Item was considered at the Environment Committee on 24 July 2014. The following extract was referred to Children's Education, Libraries and Safeguarding Committee.</p> <ul style="list-style-type: none"> - <i>Improved local youth facilities so children have somewhere to play</i> <p>The Committee agreed that a report would be included to the Work Programme and therefore be considered at the next meeting.</p>	Head of Governance	Governance Officer
Construction variations for 2013 Primary School Expansions	Seeks approval for a contract variation in relation to the contract to expand Brunswick Park School, Martin Primary, Moss Hall Junior and Infants School and Oakleigh School.	Commercial and Customer Services Director	Project Manager, Corporate Programmes
28 October 2014			
Early Years Review	To agree the recommendations of the Full Business Case of the Early Years Review.	Family and Community Well-being Lead Commissioner	Family and Community Well-being Lead Commissioner

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Early Years Review Task and Finish Group	To consider a six-month update report from Officers on the approved recommendations of the Early Years Review Task and Finish Group.	Family and Community Well-being Commissioner	Family and Community Well-being Lead Commissioner
Business Planning	Decision – To approve the five year commissioning plan to inform the 4 December Policy & Resource business planning decision and note the implications for the business of the committee	Strategic Director for Communities	Schools, Skills and Learning Lead Commissioner, Family and Community Well-being Lead Commissioner
Library Strategy	To approve the commencement of a period of consultation on a revised Library Strategy.	Family and Community Well-being Lead Commissioner	Family Services Director
Construction Contracts for 2015 School Expansions	In line with the Improvement and Efficiency south East construction framework the report seeks approval to award NEC contracts for construction works to Morgan Sindall in relation to the 2015 Expansion at London Academy and Oak Lodge.	Commercial and Customer Services Director	Commercial and Customer Services Director
12 January 2015			
Early Help (Early Intervention) Offer for Children and Families in Barnet	To review services and outcomes for Barnet's children and young people (<i>Referral from Education OSC</i>)	Family and Community Well-being Commissioner, Family Services Director	Family and Community Well-being Lead Commissioner, Family Services Director

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Preparing to Meet Future Need for Children with Special Educational Needs	To agree a commissioning strategy for services to support children with special educational needs.	Education and Skills Director	Education and Skills Director
Education and Skills - Future Delivery of Services	To approve Outline Business Case for Education and Skills related services.	Schools, Skills and Learning Lead Commissioner	Education and Skills Director
9 March 2015			
Early Years Review Task and Finish Group	To consider a 12-month update report from Officers on the approved recommendations of the Early Years Review Task and Finish Group.	Family and Community Well-being Lead Commissioner	Family and Community Well-being Lead Commissioner
Commissioning Priorities	To agree the commissioning priorities for 2015/16.	Strategic Director for Communities	Family and Community Well-being Lead Commissioner, Schools, Skills and Learning Lead Commissioner
Management Agreements	To review management agreements for the commissioning and delivery of children's services.	Strategic Director for Communities	Education and Skills Director, Family and Community Well-being Lead Commissioner

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Quality and Safety in Family Services	To receive a report which reviews whether the Medium Term Financial Strategy implications for Family Services at the end of the Priorities and Spending Review period will leave sufficient budget to meet the council's thresholds for quality and safety.	Strategic Director for Communities	Family Services Director
20 April 2015			
Business Planning	To approve five year commissioning priorities, proposals for meeting financial targets set out in the MTFS and proposed Management Agreements.	Strategic Director for Communities	Schools, Skills and Learning Lead Commissioner, Family and Community Well-being Lead Commissioner
Noam Conversion to Voluntary Aided Sector	To approve the granting of voluntary aided status to Noam Primary School.	Education and Skills Director	Education and Skills Director, Schools, Skills and Learning Lead Commissioner