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THE SCHOOLS FORUM

Wednesday, 9th May, 2018 at 5.30 pm in the Chace Community School, Churchbury Lane, Enfield, EN1 3HQ

Membership:

Schools Members:

Governors: Ms Ellerby (Primary), Ms H Kacouris (Primary), Mrs J Leach (Special), Mrs L Sless (Primary), Mr T McGee (Secondary), Ms V West (Primary)

Headteachers: Ms H Thomas (Primary) (Chair), Ms H Ballantine (Primary), Mr D Bruton (Secondary), Ms H Knightley (Primary), Ms K Baptiste (Primary), Ms G Weir (Special), Ms M O'Keefe / Ms T Day (Secondary), Vacancy (Pupil Referral Unit),

Academies: Ms L Dawes, Ms A Nicou, Vacancy

Non-Schools Members:

16 - 19 Partnership	Mr K Hintz
Early Years Provider	Ms A Palmer
Teachers' Committee	Mr J Jacobs
Education Professional	Ms C Seery
Head of Behaviour Support	Ms J Fear
Overview and Scrutiny Committee	Tbc

Observers:

Cabinet Member	
School Business Manager	Vacancy
Education Funding Agency	Mr Owen

**MEMBERS ARE INVITED TO ARRIVE AT 17:15PM
WHEN SANDWICHES WILL BE PROVIDED
ENABLING A PROMPT START AT 17:30**

AGENDA

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

Note:

- a) Apologies for absence
- b) The Forum is advised that:
 - Due to work commitments, Ms Homer and Ms Dawes had decided to resign from the Schools Forum;
 - When the new Headteacher for the Pupil Referral Unit is in post, they would be asked to join the Forum.

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2. DECLARATION OF INTEREST

Members are invited to identify any personal or prejudicial interests relevant to items on the agenda. A definition of personal and prejudicial interests has been attached for members' information.

3. ITEM FOR DECISION

- (a) Election of Chair of the Schools Forum for the municipal year (2018/19)
- (b) Election of Vice Chair of the Schools Forum for the municipal year (2018/19)

4. MINUTES AND MATTERS ARISING FROM THE MINUTES (Pages 1 - 6)

- (a) School Forum meetings held on 7 March 2018 (*attached*)
- (b) Matters arising from these minutes.

5. ITEM FOR DISCUSSION AND/OR DECISION (Pages 7 - 24)

- (a) Healthy Pupils Capital Fund (*attached*)
- (b) Schools Financial Support Fund (*attached*)

6. ITEM FOR INFORMATION (Pages 25 - 52)

- (a) Strategy and Approach to Delivering School Places (*attached*)

7. WORKPLAN (Pages 53 - 54)

8. ANY OTHER BUSINESS

9. FUTURE MEETINGS

(a) Date of next meeting is Wednesday 11 July 2018 at 5.30pm, venue to be confirmed;

(b) Dates of future meetings:

- 3 October 2018
- 12 December 2018
- 16 January 2019
- 6 March 2019
- 15 May 2019 (Provisional)

10. CONFIDENTIALITY

To consider which items should be treated as confidential.

Schools Forum Membership List

Name		Sector	Organisation	Member / Sub Since	End of Term
Ms J Ellerby	G	P	Eldon	Autumn 2015	Summer 2019
Ms H Kacouris	G	P	West Grove	Autumn 2017	Autumn 2021
Mrs J Leach	G	Sp	Waverley	Autumn 2015	Summer 2019
Mrs L Sless	G	P	Galliard	Autumn 2015	Summer 2019
Mr T McGee	G	S	Highlands	Spring 2016	Autumn 2020
Ms V West	G	P	Fleecefield	Autumn 2017	Autumn 2021
Vacant	H	PRU	Orchardside	Required	
Ms H Ballantine	H	P	George Spicer	Autumn 2015	Summer 2019
Ms H Knightley	H	P	St Johns & St James	Autumn 2015	Summer 2019
Ms H Thomas	H	P	Alma	Autumn 2015	Summer 2019
Ms K Baptiste	H	P	St Monica's	Autumn 2017	Summer 2021
Mr D Bruton	H	S	Chace Community	Summer 2016	Spring 2020
Ms G Weir	H	Sp	Waverley	Summer 2017	Spring 2021
Ms T Day / Ms M O'Keefe	H	S	Bishop Stopford's St Ignatius	Autumn 2017	Summer 2021
Vacant		A		Nominated	
Ms A Nicou	H	A	Enfield Learning Trust	Autumn 2015	Summer 2019
Mr P Sadgrove	H	A	One Degree	Summer 2017	Spring 2021
Ms A Palmer		EY	Right Start Montessori	Autumn 2017	Summer 2021
Mr K Hintz		P16	CONEL	Autumn 2015	Summer 2019
Mr J Jacobs		All	National Education Union	Summer 2017	Spring 2021
Ms J Fear		All	Local Authority	By Appointment	
Ms C Seery		All	Local Authority	By Appointment	
Vacancy		All	Chair of Overview & Scrutiny	By Appointment	
Cllr Orhan	O	All	Cabinet Member	By Appointment	
Vacant	O	All	School Business Manager	Nominated	
Mr O Jenkins	O	All	EFA	By Appointment	

Key

- G – Governor
- H – Headteacher
- O - Observer
- P – Primary

S – Secondary
Sp – Special
Ac – Academy
EY – Early Years
P16 – Post 16

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MINUTES OF THE SCHOOLS FORUM MEETING**Held on Wednesday 7 March 2018 at Chace Community School****Schools Members:**

Governors: Ms Ellerby (Primary), Ms H Kacouris (Primary), *Mrs J Leach (Special)*, Mrs L Sless (Primary), *Mr T McGee (Secondary)*, Ms V West (Primary)

Headteachers: Ms H Thomas (Primary) (Chair), *Ms H Ballantine (Primary)*, Mr D Bruton (Secondary), Vacancy (Pupil Referral Unit), *Ms H Knightley (Primary)* substituted by Ms K Jaeggi, Ms K Baptiste (Primary), Ms G Weir (Special), *Ms M O'Keefe / Ms T Day (Secondary)*

Academies: *Ms L Dawes (All through)*, Ms A Nicou (Primary), *Mr A Sadgrove (All through)*

Non-Schools Members:

Early Years Provider	Ms A Palmer
16 - 19 Partnership	<i>Mr K Hintz</i>
Teachers' Committee	<i>Mr J Jacobs</i>
Head of Standards, Schs, Curriculum, & Children Ser.	Ms C Seery
Education Professional	Ms J Fear
Chair of Overview and Scrutiny Committee	Vacancy

Observers:

Cabinet Member	Cllr A Orhan
School Business Manager	Ms A Homer
Education Funding Agency	<i>Mr O Jenkins</i>

Also attending:

Assistant Director, Education	Mr J Carrick
Heads of Budget Challenge	Mr N Goddard
Finance Manager	Mrs L McNamara
Resources Development Manager	Mrs S Brown
Progression and Pathways Manager	Mr A Johnson
SEND Project Manager	Ms S McLean

* Italics denote absence

1. MEMBERSHIP AND APOLOGIES FOR ABSENCE**a) Apologies for Absence**

Apologies for absence were received from Ms Ballantine, Ms Dawes, Ms Knightley, Mrs Leach, Mr McGee, Mr Sadgrove, Mr Hintz and Mr Jacobs.

Noted Ms Jaeggi was substituting for Ms Knightley for this meeting.

b) Membership

Noted:

(i) Vacancy for Headteacher at Pupil Referral Unit

A new Headteacher had not yet been appointed for the Pupil Referral Unit and, as soon as a Headteacher was appointed, they would be asked to take up the vacant position on the Forum.

(ii) Composition of the Schools Forum

Reported that pupil numbers from the January Census had been assessed and these indicated a change required in the composition of the Forum to reflect the conversion of maintained schools to academies.

The result of the assessment was as follows:

- A reduction in maintained primary representatives from 9 to 7 and an increase of academy representatives from 3 to 5. It was recommended that these changes take effect when two of the maintained schools represented on the Forum convert to academies and these members could then continue to remain on the Forum as academy representatives;

- Although, a special school had converted to an academy, it had been recommended that composition of the Forum did not need to change to include a position for the Special Academy. This was because the Special Academy was part of the Enfield Learning Trust and this Trust already had a member represented on the Forum. In addition, special schools were also represented on the Forum.

It was commented that the Special Academy should be represented separately and not covered by the position taken by the Enfield Learning Trust because the academy would bring specific knowledge on specialist provision. It was stated specialist provision was already representative on the Forum, but further guidance would be sought from the DfE.

Resolved to seek guidance on membership requirements for special schools and academies.

Action: Mrs Brown

POST MEETING NOTE: The DfE have confirmed if there is a representative for special schools and academies, there was no need to have another representative.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

Clerk's note: Mr Bruton and Ms O'Keefe arrived at this point.

3. MINUTES OF THE LAST MEETING

Received and agreed the minutes of the meeting of the Schools Forum held 17 January 2018, a copy of which is in the minute book.

4. ITEM FOR DISCUSSION & INFORMATION

a) High Needs Strategy – Update

Mr A Johnson and Ms S McLean attended to present part of this item.

Received a report with an update on developing the high needs strategic plan; a copy is included in the Minute Book.

Reported this was the second report on progress on the development of the SEND strategic plan. The report provided an update on the three strands being considered for the strategic plan. The information being reported on the three strands included: the outcomes from the review of the Additionally Resourced Provision and Nurture Groups; Post 16 provision and management of out borough places.

Noted:

(i) Post 16 Provision

Mr Johnson and Ms McLean gave a brief presentation on this item.

The Forum were informed that:

- the cost of placing Post 16 and Post school students was charged to the Dedicated Schools Grant. The demand for the number of students that would require support was unpredictable and for planning purposes an increase of 10% had been forecasted for budgeting purposes for the coming year. It was difficult to confirm if this forecast was accurate because it was not possible to gauge the number of Post 19 would decide to return to education. As part of the review, officers had been working with local colleges to develop a framework for assessing support required; this included reducing programme to reflect actual hours taught. However, there were some students that had to be placed in out-borough

provision either because it was a specialist provision or chosen by the young person and their parents. In these cases, there was very little influence on price other than ensuring the provision reflected the Education, Health and Care Plan.

In response to a question on the impact of prioritising essential outcomes for funding purposes and desirable only, it was confirmed that decisions on the support to be provided were based on the young person being able to meet the outcomes as detailed in the EHCP and what was actually being delivered by the institute in achieving this;

Clerk's note: Ms Ellerby arrived at this point.

- the other aspect of the work being done was to review the pathways for older students and consider alternatives that would support them in preparing for employment and / or coping independently as citizens.

A Steering Group of key partners and stakeholders has been set up. Currently, work was being done with colleges helping them to consider reviewing their curriculums so that courses included delivering supported internships as part of the three-year study programme.

West Lea school had been commissioned to deliver supported internships across Enfield for young people aged 16 – 24 years. This started in September 2017 and to-date 23 students were accessing a supported internship, and already some of these students had been successful in securing paid employment. The employers were expected to pay the same rate as any other member of staff doing the same job. The number of students to be supported by West Lea was due to increase to 30-40 next year. The work with West Lea had found that the average cost reduced considerably as 4 days a week were spent with the employer and one day undertaking the study aspects of the programme.

Staff in special schools, colleges and sixth forms had accessed the supported employment training delivered by the British Association of Supported Employment. The aim of the training was for these staff to promote employment with the school/setting, parents and the young people, ensuring that young people are given access to quality work experience and that a vocational profile is completed, preparing them for a supported internship and potential paid employment.

The key aspect in developing this area was employer engagement ensuring that there were enough internships to meet demand.

Following the update on internship, there was a discussion about the internship programme.

It was confirmed that the programme was in its infancy and had only started in September 2017. Initially job coaches provide more intense support which tapers off as the young person becomes more familiar with their job and the expectations of them. As the end of the internship, if the young person is offered paid employment continued support and monitoring would be provided by the Council's Equals Employment Service if the young person was eligible for Adult Social Care. If the young person was not eligible for Adult Social Care then the West Lea Job Coaches would continue to provide this support. In some instances, the support would be minimal as a couple of phone calls a year to make sure that they are coping with their job.

The development of supported internship programme for pupils with SEND was an aspect of the DSG high needs strategic plan and it would address the findings from the local area inspection of the SEND provision relating to Post school learners.

Clerk's note: Ms McLean left and Mr Carrick arrived at this point.

- (ii) The outcomes from the review of the ARP were included in the report.

In response to the ensuing discussion, it was stated that:

- the School Improvement Adviser would assess the curriculum provision for pupils accessing the ARPs. This assessment would be based on the annual self - assessment carried out by each school hosting an ARP;
- the current training programme provided by the School Standards Service was being developed to support improvement in practice and knowledge, as well as a facilitating a Network forum for staff in ARPs;
- the regulations required formal consultations when considering placing pupils with SEND, but consideration would be given as to how the administrative burden could be reduced for schools;
- expanding specials schools and creating more places would ensure pupils assessed for more specialist provision were able to take up a place in a timely way.

- (iii) The outcomes from the review of the Nurture Groups were included in the report

In response to the ensuing discussion, it was stated that:

- the Nurture groups were only provided for primary schools and each group had 10 places for pupils at the school. This model had been in place for several years and funding had not allowed for the model to be developed or expanded to other schools;
- The Forum expressed concerns that a substantial amount of money was allocated to a few schools when non-funded schools were providing their own nurture or mental health support. It was suggested that the funding for nurture groups be reviewed.
- the Forum's view that the Nurture groups should be available for all schools to access either by hosting or referral were noted and officers were asked to consider how the current model could be developed to enable other schools to access the provision.

Resolved that:

- The Forum noted the report;
- Review the current model for the Nurture Groups.

Action: Mrs Brown

b) High Needs Places for 2018/19 – Update

Received a report with a summary of the high needs places to be commissioned for 2018/19; a copy is included in the Minute Book.

Noted

- (i) Work was continuing to develop local provision and reduce the need to place pupils in out-borough. The Forum had already been advised of the supported internship and with the move of the PRU to their new site, West Lea school had been commissioned to provide SEMH provision at the Swan Centre. Currently, there were 16 pupils placed at the Swan and with plans for this to increase by a further four places. If the provision had not been developed, then these students would have had to be placed in out- borough independent provision. Officers were aware the Swan Centre had capacity to accommodate more places and commented when information on pupil projections became clearer and if required work would continue to extend the use of the Swan Centre.
- (ii) The Authority was working on negotiating a central speech and language contract with Health for 2019/20. These negotiations were being impeded because of the

previous cuts to this budget agreed with the Schools Forum and trying to address the significant increase in demand with less resources.

- (iii) Other developments, as detailed in the report, would yield some additional places next year, but the bulk of the places would be seen when the major developments, such as the new SEMH school and Minchenden came to fruition.

The Forum noted the report and the planned places for the coming financial year.

c) Schools Budget 2017/18: Monitoring

Received a report the latest forecast for the Schools Budget; a copy is included in the Minute Book.

Reported the commitments against the Schools Budget had been reviewed. This had resulted in a change in the projections for the Schools block because of rate adjustments for schools converting to academies and the High Needs block to reflect an increase in costs for placements. At this point, it was assumed the Early Years block would be contained within existing resources. However, the Forum would be informed if this position changes following the confirmation of the final data from the January Pupil Census.

Noted the current projected DSG overspend amounted to £3.5m.

The Forum noted the report and the projected DSG overspend.

d) Schools Budget: Update 2018-19

Received a report providing the known information on the School Budget for 2018/19, a copy is included in the Minute Book.

Reported the change from the previous meeting was the use of actual and estimates for the rateable values. This had led to a pressure on the Schools block, but it was anticipated this pressure would be alleviated when the current known schools converted to academies.

Noted:

- (i) The Individual Schools Budgets (ISB) had been distributed the previous week. The Forum were advised that the local practice was to provide schools with estimated budgets for Years 2 & 3. The planned move to the National Funding Formula (NFF) had made projecting years 2 & 3 difficult. For the budget notifications, the projections for Year 2 used current unit rates and the NFF rates for Year 3; with no minimum funding guarantee for either year.
- (ii) It was commented that the ISB was based on pupil numbers and there was a need to consider and discuss how schools experiencing a drop-in pupil numbers would be supported. It was confirmed that a meeting had been arranged on 26 March to discuss this issue with schools.
- (iii) It was suggested that the services identified for de-delegation be reviewed earlier in the financial year.
- (iv) A member raised a concern regarding the date on which the count for exception needs was carried out. She felt, due to the increase in demand and pressure on SEN Services to progress the assessed plans for her schools, some assessed plans had not been included in the count for above average incident calculation to inform the allocation of additional £6ks for pupils with EHCP requiring support greater than £6k. The loss of this funding would have a significant impact on her school's budget because the school was loser under the NFF.

This was followed up by comments on the length of time taken to approve plans for three and four-year olds and the need for support for two years.

It was stated that the SEN Services were working hard to assess new requests for Plans and convert Statements to Plans. The current data showed that the Service had a very small number (less than 10%) left to convert.

In response to a comment that the savings released from the supported internship should be redirected to support schools, it was commented that the Authority had to follow a process and this required demand to be met appropriately and at the same time for the deficit to be addressed. The pressures facing Enfield were not unique and other local authorities were raising the same financial difficulties.

- (v) The Forum raised their concern about the funding pressure on the Schools Budget, especially the high needs block. The extension of supporting children and young people from birth to 25 without additional funding was reducing the amount available for schools. A member remarked that the Fair Funding lobby was continuing to seek fairer funding for schools and was focussing its campaign on seeking more funding for high needs and to support the campaign there was a need for some case studies from schools the impact the impact this was having for their schools.

Resolved to note and agree, for 2018/19, the final proposals for allocating the Schools Budget within the Schools, Early Years and High Needs block.

5. WORKPLAN

The Chair advised the Forum that the next meeting was planned as a single item agenda. At a previous meeting, the Forum had requested an in-depth discussion on how schools in financial difficulties could be supported. It was suggested that the next meeting be used for this purpose.

Noted the previous discussion related to maintained schools and it was questioned if academies would be able to attend this meeting. It was stated that the Forum was an open meeting and if there were any restrictions on attendance, then the Forum needed to consider and then agree these. The Forum raised no restrictions to attendance.

Resolved the additional items arising from the meeting would be added to the workplan.

Action: Mrs Brown

6. FUTURE MEETINGS

- a) The date of the next meeting was set as Wednesday 9 May 2018 at 17:30 at Chace Community School.
- b) Dates for future meetings:

Dates	Time	Venue
11 July 2018	17:30 - 19:30	
03 October 2018	17:30 - 19:30	
12 December 2018	17:30 - 19:30	
16 January 2019	17:30 - 19:30	
06 March 2019	17:30 - 19:30	
15 May 2018 (Provisional)	17:30 - 19:30	

7. CONFIDENTIALITY

No items were considered confidential.

The meeting closed at 19:15.

MUNICIPAL YEAR 2018/2019 REPORT NO. 1

MEETING TITLE AND DATE:

Schools Forum – 9 May 2018

REPORT OF:

Director of Schools & Children's Services

Contact officer: Amanda Doherty

E-mail: amanda.doherty@enfield.gov.uk.

	Item: 5a
Subject: Healthy Pupils Capital Fund	
Wards: All	

1. EXECUTIVE SUMMARY

This report provides information on the one-off funding of £100m the Government have provided for schools from the Soft Drinks Industry Levy and details the use of the funding for the Healthy Pupils Capital Fund (HPCF) allocated to Enfield.

2. RECOMMENDATIONS

The Schools Forum schools' representatives are asked to consider and agree the proposals for the setting up a Schools Forum Panel to consider bids and priorities to be funded from the HPCF.

3. BACKGROUND

- 3.1 In March 2018, the DfE confirmed their arrangements for allocating the one-off funding from £100m of revenue generated from the Soft Drinks Industry Levy for the HPCF for 2018/19. The information published confirmed Enfield had been allocated £351,063 for community, foundation and voluntary controlled schools and £179,494 for voluntary aided (VA) schools. VA schools will be allocated funding through the existing LCVAP mechanism.

Single and small academy trusts had the opportunity to bid for HPCF through the Condition Improvement Fund in 2018-19. The bidding round ran between 19 October – 14 December 2017. The successful small academies, larger multi-academy trusts and free schools will be notified separately of their allocation as part of their Capital Improvement Fund allocation.

The aim of the HPCF is to improve children and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions. To support their aims, the DfE have advised that there are conditions relating to the use of this funding.

- 3.2 This reports outlines options for allocating and use of the HPCF for community schools and seeks the views of Schools Forum maintained school representatives.

4 OPTIONS FOR USE OF HPCF

4.1 DfE Guidance

The DfE guidance state that the Local Authority, as a responsible body, has flexibility to distribute funding based on local priorities and need, but it must be used to improve children and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions. In determining the allocations, the following factors have been suggested by the DfE:

- What are the local priorities and needs for pupil health and wellbeing?
- What existing facilities are there?
- How will the HPCF be used to complement existing or new funding opportunities?
- How will the investment be sustainable? Responsible bodies could consider:
 - the staffing and future maintenance costs of facilities;
 - the number and characteristics of pupils who would benefit from the investment.

The DfE have confirmed that:

- Match funding is allowable for suitable facilities;
- The Local Authority would be required to provide a formal assurance that the allocation has been spent and used for the intended purposes and spent in accordance with the terms and conditions of grant.

4.2 Options for allocating the HPCF

The Authority has considered a few options and recommends that the HPCF is split between any known local priorities and an application process from schools to apply for funding. It is suggested that the application process is for schemes seeking support of between £5,000 to £25,000, and where schemes are of higher value, the school includes details of how the additional portion of the scheme is to be funded. Furthermore, we would suggest that the schemes are supported by a 10% contribution from the school's devolved capital allocations.

Appendix A details the types of schemes eligible for funding.

4.2 Process for allocating the HPCF

The Authority will identify the current local priorities that fit into the criteria for the use of the HPCF and, at the same time, invite applications from individual schools to bid for some funding.

It is proposed that the applications will first be assessed by the Authority and then it is recommended these together with any local priorities identified by the Authority are discussed with the Panel of Schools Forum maintained school representatives before being finalised. Due to the short timescale, this will need to be done by before the end of term.

4.2.1 In making the final decision on whether the bid from schools is accepted, using the DfE guidance, it is proposed the following criteria be considered:

- What are Enfield's priorities and needs for pupil health and wellbeing and how does this scheme fit into these?
- What existing facilities are there in nearby schools and community spaces and is the scheme best located?
- How will the HPCF be used to complement existing or new funding opportunities, such as match funding from schools, or other funding sourced by schools, local sponsorship etc?
- How will the investment be sustainable?
 - the number and characteristics of pupils who would benefit from the investment;
- The Schools financial position, i.e. balances held.

4.2.2 In their bid, the schools would be required to confirm:

1. Completed application form signed off by the Chair of Governors and the Headteacher;
2. Level of funding required, i.e. between £5,000 and £25,000 and whether match funding is proposed and if so, where from and how much;
3. Demonstration that the scheme will improve children's and young people's physical and mental health by improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions.

4. Written details of the scheme including a detailed breakdown of costs, including where required details of how CDM, Asbestos, Planning and other regulations will be adhered to
5. Quotes/estimates to accompany costs.
6. Demonstration that the school has considered and proved the ability to cover ongoing costs such as staffing and future maintenance costs of facilities

Where appropriate plans illustrating where works are to take place, showing current plan and proposed plan

Appendix B provides a draft application form for schools to complete.

5 NEXT STEPS

- 5.1 The views of the Schools Forum maintained schools' representatives are sought on the proposals detailed in this report.

If the proposed process is accepted, then the School's Asset Management Team will invite bids from schools. Upon receipt of the completed application forms, the Team will assess each application to ensure it is in line with the conditions attached to the grant and are compliant with the relevant building rules and regulations. Where any of bids are found to be non-compliant, the School would be advised accordingly.

The applications deemed to be compliant and details of those that were unsuccessful will be presented to the Panel of the Schools Forum maintained school representatives to confirm they support the Authority's proposed allocation of the HPCF.

- 5.2 Due to the tight timeline, below is a suggested plan for seeking and approving bids:
- the information will be circulated to schools on Friday 11 May with a deadline of Friday 6 June 2018 for bids to be submitted.
 - a Panel meeting be held on 27 June 2018 to review the bids, after which schools will be notified.
- 6 The views of the Schools Forum are sought on the proposed use and allocation of the HPCF.

EXAMPLES OF APPLICABLE SCHEMES:

These lists are not exhaustive and intended to provide illustrative examples.

Refurbishment or building of:

- Changing rooms
- Sports halls and gyms
- Swimming pools
- Teaching and catering kitchens
- Dining spaces, to include seating and tables
- Spaces for mental health support

Creation or renovation of:

- Garden spaces for growing produce
- Playgrounds and active play spaces, such as resurfacing, climbing walls or multi-use sports panels
- Sports pitches, hard courts and athletics tracks
- Improvements to facilities, such as floodlighting, security fencing, pitch drainage

Modification of facilities to improve accessibility for pupils with disabilities, such as:

- Hoists to allow access to swimming pools
- Adaptations to cooking facilities
- Adaptations to changing room facilities
- Wheelchair-accessible paths and planters in garden spaces
- Sports wheelchairs
- Hydrotherapy pools

Provision of equipment, such as:

- Permanent goalposts
- Outdoor table tennis tables
- Defibrillators
- Gym equipment
- Cookers, fridges and freezers
- Bike stands

Examples of smaller scale.

- Water fountains
- Playground markings to facilitate active play
- Cooking equipment such as table-top hobs and food processors
- Gardening planters and equipment
- Fixed sports equipment, such as wall-mounted basketball boards

Projects which are not consistent with the intended use of the HPCF

- Operational costs, including hiring or leasing of facilities
- Viewing stands
- Car parks, roads or landscaping
- Bars, sleeping accommodation, offices or other parts of a project that have little or no health and wellbeing content
- Projects (or elements of projects) where work has already been completed.
- The repayment of loans
- The purchase of land or buildings

HEALTHY PUPILS CAPITAL FUND APPLICATION FORM

To enable us to help you, please complete the details below (as fully as possible) and return the completed form to: - Amanda.doherty@enfield.gov.uk

School:	
Project Name	
Contact Name	
Position	
Telephone No.	
Email Address	

Details of Project:

<p>.</p>		
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	Please tick either Yes or No	
Planning Permission required	Yes	No
Building Control approval required	Yes	No
CDM Read and understood	Yes	No
Asbestos R&D survey required	Yes	No
Plans attached	Yes	No
Quotes attached	Yes	No

Project target dates	Start:	Finish:
Detailed breakdown of costs		
Total amount of scheme		
Details of match funding		

Please give any additional information or details of supporting documents that will support your application:		
Scheme application approved Chair of Governors	Name:	Signature:
Scheme application approved Headteacher	Name:	Signature

For use by Enfield Council		
Schools Asset Management approval: Yes/No If No please add reasons below:	Finance Approval: Yes/No If No please add reasons below:	Schools Forum Agreement: Yes/No

MUNICIPAL YEAR 2018/2019 REPORT NO. 2

MEETING TITLE AND DATE:

Schools Forum – 9 May 2018

REPORT OF:

Director of Children's Services

Contact officer: Sangeeta Brown

E-mail: sangeeta.brown@enfield.gov.uk

Item: 5b

Subject:

Schools Financial Support Fund

Wards: All

1. EXECUTIVE SUMMARY

The Schools Forum maintained schools' representatives agreed to de-delegate money from the Schools Block of the Dedicated Schools Grant to support schools in financial difficulties. This report sets out the purpose of the Schools' Financial Support Fund and proposes the terms of reference and the criteria for the use of the fund.

2. RECOMMENDATIONS

The Schools Forum maintained schools' representatives are asked to consider the contents of this report and approve the proposals for use and allocation of the School Financial Support Fund.

3. BACKGROUND

- 3.1 At the January meeting, the Schools Forum maintained schools' representatives agreed for a sum to be de-delegated to support schools in financial difficulties. For 2018/19, £4.31 per pupil was de-delegated from mainstream schools and this amounted to a total of £150,140. During the discussions for setting up this Fund, the Forum maintained schools' representatives asked that options be provided for them to consider and agree on the use of the Fund. It was also requested that the draft terms of reference be provided.

This report sets out options for use of the Schools' Financial Support Fund and revised terms of reference to support these options.

- 3.2 The rest of this report details how the planned spend will be used to commission places and develop new provision.

4 PROPOSED USE FOR THE SCHOOLS' FINANCIAL SUPPORT FUND

4.1 Previous Support for Schools in Financial Difficulties

In 2014/15, the Schools Forum agreed for a sum to be set aside for schools experiencing financial difficulties due to falling pupil roll.

Previously, the arrangements for use and approving any funding required the school seeking support to submit a business case with the information:

- pupil numbers changes;
- budgetary position;
- staffing pressures;
- impact on the delivery of the curriculum;
- addressing Ofsted outcomes;
- issues related to the building or other assets, e.g. ICT
- links with feeder schools to support transition

- what financial support is required
- how the financial support will be used
- what outcomes are anticipated from the support

The requests were then considered by a Panel consisting of Schools Forum maintained school representatives. The criteria to support these requests included whether:

- the financial difficulties experienced by the School were due to: to a significant drop in pupil roll;
- the one-off support requested will help the school to resolve the immediate issues related to the financial difficulties.

The Panel agreed to fund four schools and Table 1 the financial support provided.

Table 1: Schools and Level of Financial Support

School	Amount
De Bohun	£104k
Bishop Stopford's	£200k
Broomfield	£200k
St Ignatius	£90k
Total	£594k

The schools used the money to fund necessary and urgent improvements to the building environment and infrastructure. The aim of these improvements was to provide a better learning environment for existing students and to encourage potential pupils to apply to attend the school and thereby increase the number of pupils on roll. The projects funded included:

- Improvements and replacement of playground equipment;
- Improvements and redecoration of the sports hall and replacement of equipment;
- Renovation and redecoration of pupil toilets;
- Replacement and upgrading of dated ICT equipment and infrastructure to support the teaching of the curriculum;
- Replacement of worn and hazardous flooring in the main walkways and classrooms;
- Redecoration of classrooms and purchasing of resources.

Whilst the funding assisted and enabled improvements to be carried out at these schools, only one of the four schools has moved from a deficit to a balanced position. The other three schools remain in deficit due to continuing falling rolls because of the impact of new academies and free schools opening within their catchment area. Table 2 summarises the pupil numbers at the four schools.

Table 2: Change in Pupil Numbers for Schools Supported

School	2017	2016	2015	2014
De Bohun	361	357	322	267
Bishop Stopford's	672	649	627	727
Broomfield	503	512	700	833
St Ignatius	849	857	866	902

4.2 Criteria for the Schools' Financial Support Fund

In reviewing the use of the previous funding, it is recognised that the criteria for the use of the new Schools Financial Support Fund needs updating to reflect the challenges currently facing schools and the request for support now being received from schools. The requests

currently being received for support have been narrowed down and considered against the requirements as laid down in the Scheme for Financing, and these include:

- Severance payments for compulsory or voluntary redundancy
- Premature retirement and ill health retirement
- Support to address a deficit balance which has been licensed by the Authority
- Other financial support which may be reasonably determined to fall within the scope of the Scheme, e.g. costs arising from legal action, enable restructuring due to falling pupil rolls, etc.

Previously, the areas listed would have been supported from the Education Services Grant (ESG), but since the DfE cut the ESG, there is no money available centrally to support schools experiencing unforeseen expenditure and this is now adding a further financial pressure on the individual school's budget. An example could be redundancy costs because of the need to rationalise staffing structures to remain within budget.

At the end of March 2018, the DfE published a directed revision to the Scheme for Financing. In this document, the DfE outlined parameters for supporting schools in financial difficulties and this included arrangements for charging costs to the central services schools' block or retaining a central budget from de-delegated funding from maintained schools.

It is recommended that the criteria used for the Schools' Financial Support Fund includes expenditure relating to items (listed above) as covered by the Scheme for Financing. This proposal is in line with those developed by other local authorities.

4.3 Assessing and agreeing the allocation of the Schools' Financial Support Fund

The Panel previously comprised of Schools Forum members and this worked well because it enabled a peer and independent assessment of requests for support received. It is proposed that a similar arrangement is put in place for considering requests for funding from the new Schools' Financial Support Fund.

Appendix A provides details of the proposed membership, criteria for use of the Fund and the administrative arrangements for the Panel

4.4 Eligibility for accessing the Schools' Financial Support Fund

Maintained mainstream schools provided the funding for the Schools' Financial Support Fund therefore, the use of the Fund is limited to maintained mainstream schools.

This does not have to mean that special schools and the Pupil Referral Unit will be precluded from a similar Fund. It is recommended that if the initial proposal for maintained mainstream schools is accepted, then the Local Authority will work with special schools to consider if and how special schools and the Pupil Referral Unit would be supported in similar circumstances.

- 5 The views and agreement of the Schools Forum maintained schools' members are sought on the proposals outlined in this report.

SCHOOLS FORUM – SCHOOLS’ FINANCIAL SUPPORT FUND PANEL

This paper outlines the process in respect of decisions by the Schools Forum Panel to support schools seeking financial support.

1. INTRODUCTION

With the introduction of the School Funding Reforms and the cessation of the Education Services Grant (ESG), local authorities have been required to delegate to all contingency previously held for schools in financial difficulty. Under the regulations, each phase in the maintained sector has the option of de-delegating funding to continue to have contingency to support schools in financial difficulty. The Schools Forum’s maintained school members are required to agree criteria for the allocating this funding.

On 13 December 2017, the Schools Forum school members opted to de-delegate funding in 2018/19 to create a Schools’ Financial Support Fund. The rate set for this funding was of £4.31 per pupil and based on October 2017 pupil numbers the Fund totals £150,140 for 2018/19.

The Authority cannot remove funding from an individual school’s budget, other than for purposes as set out in the Scheme for Financing Schools; this includes de-delegations agreed by Schools’ Forum, and some salaries/redundancy payments at actual cost. So, in assessing and developing the criteria for use of the Schools’ Financial Support Fund, the requirements in the Scheme for Financing were used. The Scheme states that it is the duty of each governing body (or other relevant body) to ensure that their school plans and conducts its affairs to remain solvent; apply good financial management practice and secure value for money.

This paper provides options on how the Schools’ Financial Support Fund could be used and arrangements for assessing and agreeing any requests for support.

2. PURPOSE

As the purpose of the Panel is primarily to ensure appropriate use of public funds and to consider requests from schools seeking financial support, where there are no financial difficulties and balances are sound, no contribution will be agreed.

The Panel will determine whether to offer financial support to schools, and the amount of any such support, in relation to:

- severance payments to school employees on the grounds of redundancy (including the ending of a fixed term contract because of redundancy),
- premature retirement, including ill health retirement,
- settlement agreements made to secure resignations,
- help address a deficit balance which has been licensed by the Authority.

Support for other purposes relating to unforeseen employment costs not otherwise funded by the school may also be considered at the Panel’s discretion.

The panel will not agree financial support for:

- Any illegal or unlawful decisions proposed or taken by schools to end employment.
- Any activity outside and not within the legal framework of the School’s delegated budget;
- Requests, if it determines that the school has acted unfairly or inconsistently, failed to follow agreed employment procedures and/or failed to accept and/or act upon advice given by the Authority.
- Costs arising under the community facilitates powers, which are the responsibility of the Governing Body to manage and fund without impacting on funding required to educate the pupils at the school.

In considering all requests, the Panel will ensure that any financial support agreed offers value for money and constitutes a reasonable use of public funds.

Where a school has received financial support and the funding is not used for the intended purpose or in line with any conditions attached by the Panel to provide financial support, then the school will be required to reimburse the money back into the Fund.

An annual update will be provided to the Forum on the use of the Schools Financial Support Fund and this will be used to inform the Schools Forum in their annual determination of the overall budget and contributions of individual schools for the Fund for the following year.

2. THE PANEL

The Panel will comprise of at least three representatives from the Schools Forum and will consist of the following representatives:

- one / two Headteacher from the primary / secondary sector
- one / two Governor from the primary / secondary sector
- Director of Education

The Panel will be supported by officers from Finance and Schools Personnel Service and the Clerk to the Schools Forum.

No member of the Schools Forum who has any connection with any of the schools seeking financial support may sit on the Panel.

The Panel's role is to consider the Business Case submitted by the School seeking financial support.

3. PROCESS FOR APPLYING FOR SUPPORT

Any school seeking financial support must submit a business case on the required template and ensure it provides full information to enable the Panel to make an informed decision.

It is expected that schools will take advice from Schools Personnel Service prior to submitting a Business Case. This is to ensure that the information provided is complete, accurate and clearly sets out their case for consideration.

4. AREAS TO BE SUPPORTED

(a) Severance payments for compulsory or voluntary redundancies

Governing bodies are recommended to review their staffing structure annually to ensure that they remain fit for purpose. Where changes are required, these must be managed in accordance with the school's agreed reorganisation procedure. If there is potential for either compulsory and/or voluntary redundancies arising from the proposal, the school should submit their request for funding for severance costs to the Panel prior to starting consultation with staff and/or unions. A failure to do so may leave the school liable for any severance / capital costs arising.

The Panel will consider financial support to cover the costs of redundancy payments incurred during reorganisations of staffing driven by:

- School improvement, and/or
- The need to balance the school budget.

In considering the request, the Panel will require:

- the rationale for the changes,
- details of the proposals,
- the impact on individual staff including any redeployment opportunities available,
- an estimate of redundancy costs for each staff member potentially affected and the effective date of implementation.

The rationale should set out clearly the economical, technical and organisational reasons for the changes and include the financial impact (savings and costs), the impact on outcomes for pupils, the impact on teaching and learning, and any wider school impact anticipated.

In assessing the request, the Panel will consider if the request meets the following criteria:

- the aims of the proposals are sound and the business case is robust, compelling and will achieve the aims of the proposals;
- the impact of any previous reorganisation has been considered and the current proposals are not in conflict with achievements already made;
- the proposed changes are sustainable, or where short-term changes are proposed that future financial risks have been identified and provided for;
- alternative models, ways of working and efficiency savings have been considered;
- the school has:
 - committed to undertake the reorganisation and any terminations of employment complies with the reorganisation procedure they have adopted,
 - accepted and acted upon any advice provided by the Schools Personnel Service and will continue to do so until the reorganisation has been completed;
- the business case demonstrates good use of public funds;
- the school does not have significant revenue balances (i.e. above 8% carry forward for primary and special schools or 5% for secondary schools).

(b) Termination of Fixed Term Contracts

Fixed term contracts may be used to cover short term needs in schools. If an individual employee is eligible for a redundancy payment on the ending of their fixed term contract, due to length of service, then the Panel may consider contributing towards the redundancy costs.

The school must submit a copy of the employee's statement of terms and employment (which should include the reason for the fixed term appointment), an explanation of action taken by the school to terminate the contract and explore redeployment, and a list of current and foreseeable school vacancies, details of advice provided by Schools Personnel Service

The Panel will consider financial support if the request meets the following criteria:

- The reason for entering into a fixed term contract was sound;
- There is a fair reason in law to consider ending the fixed term contract;
- The procedure followed to end the fixed term contract has been reasonable;
- There is no scope to extend the fixed term contract;
- There are no redeployment opportunities available within the school.
- the business case demonstrates good use of public funds;
- the school does not have significant revenue balances (i.e. above 8% carry forward for primary and special schools or 5% for secondary schools).

To note:

- The Panel may only agree financial support for redundancy payments howsoever arising within the limits of the authority's current severance scheme. Any discretionary and/or enhanced severance payments offered beyond this must be met by the school.
- The school will be responsible for any payments made in lieu of contractual notice entitlement.

(c) Premature retirement and ill health retirement

Premature retirement costs, sometimes referred to as capital costs, arising from redundancies will normally be met in full by the school. The Panel has discretion to extend

financial support to include a contribution towards premature retirement costs arising from redundancies in exceptional circumstances.

Premature retirement costs will normally be met in full by the school. The Panel may consider requests to fund the additional capital costs to the pension fund because of premature retirement on efficiency grounds or as an alternative to redundancies.

The school must provide a detailed business case, which outlines the benefits and risks to the school and to the outcomes for pupils arising from the early retirement, as opposed to taking alternative action.

The Panel will consider financial support if the request meets the following criteria:

- the individual employee is eligible for early retirement;
- the proposal will deliver benefits to the school financially and/or to pupil outcomes at the school;
- the school has taken advice from the Schools Personnel Service and verified the costs of such agreement,
- the costs do not exceed any maximum amounts set in legislation by Government.

(d) Retirement due to Ill Health

The decision on whether an employee may be eligible for ill health retirement lies with the relevant pension body. **Normally all such costs generated will be met by the school.** The Panel may however consider whether to fund some of the additional costs of ill health retirement incurred by the school for support staff only, in relation to the 'tier' of ill health retirement agreed by the pension body, if the school cannot cover the full costs. The schools will be required to make some contribution towards ill health retirement costs.

The Panel will need to consider and agree the maximum amount of funding as determined with reference to the school's overall budget. The school must submit confirmation of the latest medical opinion on fitness for work, confirmation from the pension scheme of their determination that the individual is eligible for ill health retirement and a financial analysis setting out the potential costs of agreeing the request.

The Panel will consider financial support if the request meets the following criteria:

- the individual employee has been accepted for ill health retirement by the LGPS, and either
- the school does not have sufficient finances to cover the cost, or
- for the school to cover the cost would be detrimental to the outcomes for pupils in the school;
- the business case demonstrates good use of public funds;
- the school does not have significant revenue balances (i.e. above 8% carry forward for primary and special schools or 5% for secondary schools,
- the costs do not exceed any maximum amounts set in legislation by Government.

(e) Legal costs and awards

Actions taken by schools in relation to employment matters may sometimes be challenged via employment tribunal or other external legal systems. In such cases, there are costs incurred in responding to and/or defending such claims, irrespective of the potential merits of the claim, and the potential for awards to be made against the school and/or the authority should a defence fail.

The Panel will consider the financial support towards the costs of action if the request meets the following criteria:

- The school informed and took advice from the Authority in respect of the matters leading to the claim at the earliest opportunity,
- The school has accepted and acted upon advice provided by the Authority in respect of the matters leading to the claim,

- The school has provided the Authority with all requested information required to respond to and/or defend the legal action;
- the business case demonstrates good use of public funds;
- the school does not have significant revenue balances (i.e. above 8% carry forward for primary and special schools or 5% for secondary schools).

The school has accepted and acted upon advice provided by the authority in respect of responding to the legal action.

The Panel will not agree any financial support in respect of any action or inaction by the Governing Body contrary to the authority's advice and/or where advice was not accepted or where the action is outside the legal framework for the schools delegated budget.

(f) Licenced deficits

If a school moves into or predicts a budget deficit, they may seek financial support. Requests will only be considered if the school has engaged with the authority to put in place robust plans to address the deficit over a reasonable time frame. Except in exceptional circumstances, deficits should normally be repaid within three financial year. In some circumstances, schools may apply for and be granted a licensed deficit.

The Authority will not and cannot write off the deficit balance of any school. Schools may however request for financial assistance to address the deficit balance. To support their request, the school must submit with their business case a copy of their actual and projected budget, along with details of their deficit recovery plan.

The Panel will consider if financial support will enable the School to clear their deficit and achieve a balanced and sustainable position within the next three years.

Where financial support has been provided to a school and the school fails to contain the spending with the agreed deficit recovery plan, the school will be required to reimburse the financial support provided back to the Fund.

(g) Other financial support

There may be other unexpected additional costs that may arise in trying to resolve complex employee relations issues. **Such costs will normally be met by the school.**

The Panel has discretion however to consider financial support for any such issues as it deems relevant and reasonable, where there is sufficient funding available to do so. In such cases, the Panel will notify the school of the information required.

5. THE DECISION

The Panel will consider the request for financial support submitted by the school and inform all parties of their decision and the reason for their decision as soon after the meeting as possible.

6. There is no appeals process.

7. ADMINISTRATIVE ARRANGEMENTS

The Schools Forum clerk will be the administrator to the Panel and arrange for convening and sending out confirmation of the date, time and venue of the Panel hearing to Panel members and where required to the school seeking support. The administrator will also confirm arrangements for submission of written information to the Panel.

If requested by the Panel members, then the Headteacher and one Governor from the school will attend the Panel hearing to put their case in person.

The administrator will be responsible for notifying the decision of the Panel.

APPLICATION TO ACCESS THE SCHOOLS FINANCIAL SUPPORT FUND

School Name	
Name of Person completing the form	

A. In accordance with the criteria set by the Schools' Forum, this School is applying for financial support to meet exceptional costs and where these costs take the school into a deficit position or will take the school longer to recover an existing deficit.

Tick box as appropriate. Note that funding is available for exceptional circumstances only, and is unlikely to be considered for circumstances outside those listed below

a)	SEVERANCE PAYMENTS to school employees on grounds of compulsory and voluntary redundancy (including ending a fixed term contract because of redundancy)	
b)	PREMATURE RETIREMENT, including ill health retirement	
c)	ADDRESS A DEFICIT BALANCE where a licensed agreed by the Authority	
d)	OTHER one off exceptional costs (specify)	

B. What advice has been sought and provided by the Schools Personnel Service? Please give dates and details below:

C. Has the school's current three-year budget plan / deficit recovery plan been discussed with, checked and verified with the Council's Finance Team? Please give dates and details below:

D. Background to the School's Deficit Budget, please give dates and details below:

Reasons for the current/projected budget deficit:

What plans are in place/being considered to address the deficit:

E. Budget Plan attach your most current three-year budget plan to the application, which will EXCLUDE the additional funding being sought.

Please complete the table below and describe the assumptions made, staffing and pupil number projections. Note the Panel will be provided with any support information held by the Authority.

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	Actual	Projected	Projected	Projected	Projected	Projected
Total Pupil No's for funding						
Management & Leadership: FTE (excluding teaching responsibilities)						
Teaching Staff: FTE (including teaching responsibilities held by management & leadership)						
Teaching / Learning Assistants FTE						
Other Support Staff: FTE						
In Year Budget Balance: (£'000) (show deficit as minus)						
Cumulative Budget Balance: (£'000) (show deficit as minus)						
Funding Sought (£'000)						
Cumulative Budget Balance: (£'000) If funding sought is received						

Please describe the assumptions made for the budget plan

Please detail any known reasons for the year on year variation

D. Funding being Sought, please give dates and details below:

Please explain why the additional funding is being sought (in relation to the box(s) ticked in part A of this form and backed up by the information provided in parts D & E)

Please confirm the amount of funding being sought with details of breakdown of how this has been calculated e.g. cost of the redundancy or the posts to be maintained and in which financial years

What will be the implication for the school if this additional funding is not provided? Please include impact on staffing and pupil outcomes.

	Signed	Dated
Headteacher		
Chair of Governors		

On completion, please e-mail this form and latest budget plan to Sangeeta Brown, Resources Development Manager: Sangeeta.brown@enfield.ov.uk.

The school may be invited to attend and present their application to the Schools Forum Panel, who will consider the request and make a recommendation for approval or n

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Schools Forum: Item 6a For Information**Report No 3****MUNICIPAL YEAR 2017/18 REPORT NO. 165****MEETING TITLE AND DATE:**

Cabinet – 22 March 2018

REPORT OF:

Executive Director of Finance,
Resources and Customer Services and
the Executive Director of Children's
Services

Contact Officer:

Keith Rowley, telephone: (020) 8379 2459
e-mail: keith.rowley@enfield.gov.uk

Agenda – Part: 1	Item: 8
Subject: Strategy and approach to delivering pupil places	
Wards: All KD 4594	

1. EXECUTIVE SUMMARY

- 1.1 The Council continues to successfully deliver additional school places to meet demand in increasingly challenging and uncertain conditions. The Council will work to help the delivery of both primary and secondary places when they are required.
- 1.2 This report sets the scene for the administration's approach to the provision of school places for Enfield residents and updates the strategy for the provision of places. The update reflects:
- the 2017 annual review of the population projections about the expected demand for school places;
 - There has been evidence of inward and outward migration of families in 2017 which makes population projections difficult to assess pressure on specific year groups. Further assessments will be made based on the January 2018 school census;
 - the national policy and funding position under the current government;
 - the increasing demand pressures on provision for children who need additional high-level specialist support;
 - updated information on the current and planned supply of mainstream school places; and
- 1.3 The key points from the review of demand for school places up to 2020 are:
- Demand for primary school places between 2017 and 2022 is lower than projected last year but there is local demand in the South West from 2022;
 - Demand for secondary school places between 2018 and 2022 is broadly as previously reported with a peak in 2023;
 - Demand for high support provision for children with certain categories of special education need continues to increase;
- 1.4 Information on current spare capacity in schools and plans to create additional places means that demand for places can continue to be met over the 2018 to 2022 period at the borough level. However, two forms of

entry will be needed by 2022 in the South West. This is subject to the impact of any additional provision via academies and free schools in the borough and any other additional provision serving Enfield from adjacent boroughs.

- 1.5 The current school roll projections do not reflect new housing developments planned in Enfield and therefore future demand may vary from those depicted in the report.
- 1.6 Most school sites that can easily accommodate expansions have already been expanded, resulting in the need to acquire additional land or budget for whole school rebuild as expansion projects. This presents challenges as land acquisitions are not covered by the funding from government to create additional school places. Total school rebuild to maximise available school sites is very expensive and potentially disruptive to pupils and staff.
- 1.7 In terms of delivery there is a need to:
- Deliver two additional permanent forms of primary entry (FE) in the South West from September 2022;
 - The previous 2016 report projected the need to deliver twelve additional permanent secondary forms of entry (FE), 6FE by September 2018 and 6FE September 2022. The updated roll projections graph in Appendix A Section 3, identifies the need for approximately 9FE. Education and Schools Funding Agency (ESFA) plans will deliver 8 forms of entry for 2019/20, which means there is no need or available funding, for Council delivered secondary schools up to 2020. However the same graph shows that a small change in the transfer of year 6 pupils to Enfield year 7 secondary schools may require additional places. We, therefore, need to plan to achieve any required additions.
 - Officers will monitor the situation and will implement alternative plans should the ESFA fail to deliver additional secondary places in the required timeframe.
 - Increase capacity in special schools and establishments that provide education services for some of the most acute special need categories. Autistic Spectrum Disorder is the highest priority and permanent capacity needs to be increased by at least one form of entry at all age ranges. Plans have been developed to achieve this are outlined in section 3.11.
- 1.8 Construction sector market conditions continue to be challenging in London and the South East due to buoyant market conditions, shortages of skilled staff and some materials. Programme and project budgets and costs will continue to be monitored and adjusted through the quarterly Capital Monitor process.
- 1.9 Previously established delegated authority is in place for decisions on:
- Establishing the detail of the School Expansion Programme (SEP) and projects detailed in section 3 of this report, including project level budgets within the SEP; and
 - Agreeing procurement routes, land transactions, placements of orders, submission of planning applications and entering into contracts with required contractors, by conducting suitable procurement exercises.

2. RECOMMENDATIONS

- 2.1 It is recommended that Cabinet:
- 2.1.1 Agree the continuation of the school expansion programme, with the focus on special provision and high needs pupil places in both primary and secondary phases;
- 2.1.2 Agree the increase capacity in special schools and establishments that provide education services for some of the most acute special need categories subject to further approval for the manner in which this is to be achieved.
- 2.1.3 Note that the SEP capital budgets for 2017/18 to 2018/19 are maintained at £27.4 million (section 6.1), funded entirely from central Government grants. Any budget revision is to be updated by separate report(s) brought forward as necessary on any land acquisitions required to facilitate provision of extra places and/or the need to increase budgets from Council resources;
- 2.1.4 Support continued delegated authority to the Cabinet Member for Education, Children's Services and Protection in consultation with the Cabinet Member for Finance and Efficiency:
- The individual schools, sites and preferred partners for expansions, and decisions on statutory requirements, to meet the demand for extra pupil places, both mainstream and special, up to 2021/22;
 - Conducting suitable procurement exercises and either calling off EU-compliant framework agreements or conducting suitable procurement exercises, entering into contractual arrangements with successful contractors and placing orders for any capital works required for the projects; and
 - Conducting any necessary land transactions, including acquisitions by way of freehold or leasehold up to the value of £500,000, as individual schemes are developed.
- 2.1.5 Support continued delegated authority to the Executive Director for Finance, Resources and Customer Services in consultation with the Assistant Director Education:
- Programme management arrangements and operational resourcing, including procurement of any required support services;
 - Commencing feasibility or initial design to inform pre-application discussions with planning and procurement of resources for this activity;
 - Cost estimates, budgets and spend for projects in advance of updates to the Capital Programme;
 - Submission of planning applications; and
 - The appropriate procurement routes for professional support services and construction for individual schemes.
- 2.2 It is recommended that Cabinet Members note: That if options for schemes cannot be progressed then alternative options will need to be brought forward for decision and inclusion on the Council's Capital Programme.

3. BACKGROUND

Academy and Free Schools approvals

3.1 From a Local Authority perspective, the impact of mainstream schools converting to academy or approvals for new free school openers is an increasing risk to the planning of future pupil places. Therefore, before developing plans for school expansions it is necessary to evaluate central government's plans for changing the admissions of existing academy schools and approvals to open new free schools.

2017 Mainstream School Convertors

3.2 There are new mainstream school organisations that have decided to convert to academies in the current academic year;

- 01 September 2017 Lavender and Brimsdown Primary schools, now known as the Ivy Trust;
- Grange Park and Carterhatch Juniors, 01 November 2017 and 01 January 2018 respectively, have joined the Enfield Learning Trust (ELT), multi academy trust;
- Following a Ofsted decision Aylands Special School has been compelled to academise and is now also part of ELT;
- 01 March 2018 Lea Valley High, now known as the Cedars Learning Trust.

Further schools are also consulting and their decisions will be reported in future reports.

Planned New Free School openers

3.3 As previously reported the Department for Education (DfE), approved three new Free Schools, One Degree Academy, Limes Academy and The Wren Academy. The updated position is as follows

3.4 One Degree Academy was approved to open in Enfield as a 3FE all-through school (1080 places not including 6th form), which was planning to open in the south-east planning area, centred around Edmonton but is temporarily housed at Heron Hall Secondary Academy. The ESFA has now announced the primary phase will be permanently based in a new primary school to be built at the Chase Farm Hospital site. The secondary phase site has not yet been identified.

3.5 As previously reported Limes Academy has been approved as a 3FE primary to open in 2017 in the north of Enfield but the permanent school site has not yet been confirmed. As One Degree Academy has to be established in the north of Enfield, Officers do not feel further primary places are required in this area. Officers are in conversation with the ESFA to resolve the site location issue.

3.6 The Wren Academy was approved as a 6FE secondary school to open in 2018 in the north of Enfield. The ESFA has since announced that an 8FE Wren Academy will be opening on the Chase Farm site, opening date to be confirmed. The opening of an 8FE school rather than 6FE does require Officers to review the original plans of a 6FE 2018 and 6FE 2020.

3.7 Previously, the DfE approved a free school, Ark North Enfield, programmed to open 2020 but the demand for additional secondary places now needs to be review (as in section 3.6).

- 3.8 The DfE announce an opportunity to Councils to bid for a new special free school. Officers compiled an application for a new Social, Emotional and Mental Health (SEMH) special school for secondary age children for up to seventy learners, including a 6th Form. Officers can now report that Enfield application was successful in bidding for a new SEMH free school which is to be sited on Ark John Keats off-site playing field at Bell Lane. Officers are currently in discussion with the ESFA on the design development of the new school.

The School Expansion Programme

- 3.9 The School Expansion Programme (SEP) further developed the approach used in the Primary Expansion Programme previously reported to Cabinet but now reflects the need to assess the whole school estate, including Secondary and Special school provision. Appendix A summarises Enfield's available places and future demand for school places. SEP also considers the effect of new Free School openers on available places and existing expansion plans.

Primary School Provision

- 3.10 The opening of Free Schools such as One Degree Academy and the proposed Limes Trust has required officers to re-evaluate school expansion strategies. In the medium term there is sufficiency of places. However current trends suggest a need for additional places, by 2022/23, in the South West area. By 2025, if all planned new free schools and expansions occur, there will be over-provision of approximately 15FE (8% above demand), mainly felt in the SE which is likely to impact less popular schools.

- 3.11 In response to the future levels of anticipated demand for school places identified as part of previous annual reviews of demand and capacity a number of other projects were established. These remain subject to feasibility and/or land acquisitions are either being delivered or subject to feasibility work. These are:

3.11.1 Additional primary capacity - South West

Currently, a temporary primary provision has been established, in partnership with ELT at Bowes Southgate Green using Broomfield Secondary school's accommodation. This "partner school" arrangement is proving popular locally. To establish the primary school classrooms, it has been necessary to refurbish parts of Broomfield School accommodation. The refurbishment works is continuing annually as the school grows incrementally but will also allow a 6FE Broomfield secondary school to operate and cope with the rising demand for secondary school placements, as the larger primary cohorts transfer to the secondary phase.

A proposal to provide additional 2FE accommodation in new buildings at Grovelands park has proved challenging and delivery of a new building is not envisaged in the short term. Delivery will be dependent on securing the support of Historic England given the heritage features of the site. If this support can be gained then the design, works delivery and provision details will be developed with the ESFA and suitable partners. This will include further resident consultation on more detailed proposals. The success of the negotiations will be the subject of a further report to Cabinet but it is proposed to programme the delivery of a new school for 2022/23.

Secondary School Provision

Additional Secondary School Capacity

3.11.2 The additional capacity created by School Expansion Programme to accommodate the growing primary school population will inevitably put pressure on secondary school sector, as successive larger cohorts transfer. The pressure on secondary school places becomes critical in 2019/20 when there is a requirement for 6FE and a further need for 6FE in 2020.

Secondary North West

3.11.3 The North West area, including Enfield Town, demand already outstrips capacity but surpluses in the rest of the borough, particularly the South East, alleviates an issue in placing secondary children. The planned capacity depends on an additional 8FE through the Wren Academy for 2019/20.

Secondary North East

3.11.4 Previously reported the planned capacity was dependent on the introduction of a 6FE through Ark North Enfield, for 2020. However the introduction of an 8FE Wren academy requires Officers to review with the ESFA the timing and capacity of Ark North Enfield to prevent an oversupply of secondary places.

Special Need Provision

3.11.5 As previously reported there has over the last five years been significant increase in demand for high needs placements, particularly in the Autistic Spectrum Disorder (ASD) and SEMH. In the current climate of financial reductions, the biggest potential risk to the Council in regard to children with Education, Health and Care plans (EHC), is the growing cost of special school placements. Over the last five years the cost of out of borough placements has increased by £2.5 million alone. If growth in the demand for special school placements continues the costs will also increase and the risk is that the costs are over the High Needs allocations from Central Government.

3.11.6 The High Needs Funding block funding could be better utilised and quality of SEN placement/care improved by increasing the places available in Special Schools in Enfield

Current Special School expansions

3.11.7 Orchardside School, Bullsmoor Lane, consolidates and increase capacity for secondary school aged children requiring short term support before returning to mainstream educational settings. Works are now largely complete and the school is in occupation.

3.11.8 West Lea Special School, originally a maintenance project to replace life expired buildings, has been incorporated into the SEP programme and the project scope increased to include additional places. However, to proceed with the works safely it is necessary to decant some of the pupils to a new facility at St John's Church Hall, Dysons Road (originally the temporary classes for Meridian Angel Primary). The lease for St Johns Hall has been extended to allow West Lea to provide additional longer-term school placements for 70 children with

complex needs. The construction works at the main school site have commenced and progressing well.

- 3.11.9 Aylands Special School (now Fern House part of ELT multi academy trust), also a maintenance project to replace the life expired main school building. Again, the opportunity has been taken to increase the availability of special school places to 56, an additional 12 places. The project is currently at feasibility stage.
 - 3.11.10 Funding for the West Lea and Aylands projects utilises funding from Capital Maintenance grant awarded from Central Government.
 - 3.11.11 Durants Special school. The former Minchenden Secondary School site has been purchased with a view to establishing a Durants upper school provision key stage 4. This would allow for permanent additional special school places to be provided in a refurbished building for 120 learners.
 - 3.11.12 Russet House Springfield, Autism Provision. In cooperation with Russet House a new provision is to be established in the redundant Garfield key stage 2 building (approved in separate reports). The project creates an additional 20 primary autistic spectrum places and is due to open in September 2018.
 - 3.11.13 Russet House Edmonton. St Marys primary unit, previously occupied and run by the Bowes Alliance has been vacated and a new primary autistic provision for 14 learners is to be set up also in cooperation with Russet House.
 - 3.11.14 Swan Centre. As the centre is now vacant following the opening of Orchardside the opportunity has been taken, in cooperation with West Lea, to create 16 additional places for children with complex needs.
 - 3.11.15 SEMH Free School (as per section 3.8) 70 places.
 - 3.11.16 The above listed projects create a total of additional 322 special school places with an estimated saving of £31.4 million return from investment of £27.4 million Central Government Grants, over the primary phase (7 years) or secondary phase (5 years), see appendix A, section 4. The estimate includes transport cost saving of £1.3 million per annum, representing direct saving on General Resources. The caveat is that each Child's Education Health and Care plan (EHC), is tailored to the education need and specialised support required and therefore the estimate is an indicator in the support of the investment rather than actual projected savings.
 - 3.11.17 Further investigation is underway to support high performing children with ASD.
- 3.12 If any of the above options cannot be delivered then alternative options, with associated costs, will need to be generated to ensure that demand is met.

Programme costs for expansion projects

- 3.13 As reported previously, the construction sector continues to be buoyant. The situation is particularly acute in London where there is higher developer interest in capital schemes but also in the education construction sector due to the continuing demand for construction works to support higher demand for school places. Again this is doubly the case in London. Indicative cost

estimates for the projects have been uplifted significantly to reflect market conditions. This was based on recent market testing and the Royal Institute of Chartered Surveyors (RICS) Building Cost Information Service (BCIS) indexes.

- 3.14 A significant challenge arises from Basic Need Funding from Government as Enfield received notification that no grant funding will be received for 2018/19 as this was taken at source to fund free school places and 2019/20.
- 3.15 If future Government grant funding is not forthcoming, or is insufficient, and other sources such as Section 106 or Community Infrastructure Levy are receipts are also insufficient then prudential borrowing as a last resort may have to be utilised to fund school expansion but this report does not seek additional funding from the previously approved levels.
- 3.16 Additionally, the government has announced that it will make £2.5 million available for special need places in 2018/19. The additional funding will be utilised in supporting the projects in section 3.11.

Programme and Project Structure

- 3.17 Appendix B outlines the SEP structure.
- 3.18 The structure seeks to address the challenges of future delivery, limitations on sites, and the updated information on levels of funding from central government. The programme team will seek more opportunities for additional permanent capacity to be brought forward as part of residential developments, where feasible. The input of school head teachers will be important and be sought through representatives already engaged in established forums.
- 3.19 The programme structure and ways of working will continue to be reviewed regularly to ensure they fit with the wider approach of the Council.

Stakeholder engagement

- 3.20 Alongside the programme management arrangements, a Stakeholder Engagement Strategy has been put in place for the programme. This is to ensure that the pro-active approach to consultation and communications is maintained. The programme objectives for stakeholder engagement are:
 - To achieve wider Council commitments about communication and consultation;
 - Stakeholders are identified, appropriately informed and consulted in the right way at the right time;
 - Communication and engagement with stakeholders is pro-active and ensures there is clarity amongst all stakeholders about the Council's plans; and
 - Opportunities for dialogue are provided to ensure that stakeholders understand how and when they can contribute their views.
- 3.21 With more varied and complex projects likely, to be a feature of the programme there is likely to be an increasing need for engagement and consultation activities to ensure that the benefits of proposed schemes are understood and supported by the wider community.

Procurement for school expansions and improvement projects

- 3.22 The procurement approach for the SEP was agreed by Strategic Procurement Board in November 2013. The approach is to use existing and verified frameworks or, where appropriate, OJEU procedures (subject to changes in legislation following Britain's exit from the European Union).
- 3.23 The initial list of suitable Frameworks is subject to ongoing review by Corporate Procurement and has been expanded to include newly available frameworks.
- 3.24 The approach to procurement reflects Council's commitment to positively supporting the local economy through its sustainable procurement policy. Procurement activity will require contractors, where relevant and proportionate to the contract, to consider the use of apprentices, local supply chains, and local labour. This is implemented through use of the Community Benefit toolkit at the Invitation to Tender stage, the impact of which is reported back to SPB throughout each year.

4. ALTERNATIVE OPTIONS CONSIDERED

- 4.1 Enfield Council has a statutory responsibility to provide the necessary school places. The SEP creates a mechanism to assist with the delivery of extra capacity required. Failure to provide enough school places is not an option.
- 4.2 The following proposals have been considered but rejected:
- Complete reliance on additional capacity from new free schools or existing free school / academy expansions. There is no guarantee that high quality providers will come forward with proposals for new schools that the ESFA will then accept and then deliver, this is particularly true for Special Schools. The Council will continue to work with the ESFA and current providers that provide high quality services and contribute to the wider education community in the borough to assess potential expansion opportunities.

5. REASONS FOR RECOMMENDATIONS

- 5.1 The Council has an overriding statutory duty to provide sufficient pupil places to meet anticipated demand. This report sets out the proposed strategy and delivery arrangements to oversee delivery arrangements for schools with funding secured for expansion, to further develop options for expansion by conducting feasibility studies and consultation with the schools identified and to secure funding through opportunities that become available.
- 5.2 This strategy and delivery arrangements will deliver the additional reception places required in the areas of highest demand up to 2020. The expanded capacity aims to provide a higher level of flexibility built in to counter sudden increases in demand.

6. COMMENTS OF THE EXECUTIVE DIRECTOR OF FINANCE, RESOURCES AND CUSTOMER SERVICES AND OTHER DEPARTMENTS

6.1 Financial Implications

6.1.1 The approved School Expansion Programme (SEP) capital budgets for the years 2018/19 are shown in the table below.

	2017/18 £'000s	2018/19 £'000s	TOTAL £'000s
Approved SCS SEP Capital Programme	6.350	21.101	27.451
Funded by:			
Government Basic Need Grants	(5.370)	(8.520)	(13.890)
Contribution from Capital Maintenance Grant	(0.980)	(12.581)	(13.561)
TOTAL	(6.350)	(21.101)	(27.451)

6.1.2 The above figures represent the approved allocation for existing schemes within the Schools & Children's Services Capital Programme for the School Expansion schemes listed in section 3.11.

6.1.3 As part of the quarterly monitoring of the capital programme all current schemes will be subject to a review of funding and delivery to reflect current national policy and funding regimes, particularly given the need for the Council to find savings in the Capital Programme and to minimise the impact of prudential borrowing on the revenue budgets in the Medium Term Financial Plan.

6.1.4 Officers will utilise Government Grants and other contributions ahead of Council Resources.

6.2 Additionally, the government has announced that it will make £2.5 million available for special need places in 2018/19 (not included in the above table).

6.3 Legal Implications

Section 14(1) of the Education Act 1996 requires that a local education authority secures that sufficient schools for providing primary education and education for children up to the age of 19 are available in their area. Case law upon this statutory duty confirms that compliance with the duty requires an education authority to actively plan to remedy any shortfall. In addition, section 1 of the Localism Act 2011 gives the Council a general power of competence which enables the Council to do anything which an individual may do provided it is not prohibited by legislation. This would include a power to draw up a strategy to make available additional school places and adopt the other recommendations set out in this report.

6.3.1 Each school expansion will be subject to the statutory consultation prescribed by Section 19 of the Education and Inspections Act 2006, and The School Organisation (Prescribed Alterations to Maintained

Schools) (England) Regulations 2013. There is also statutory guidance ('Making 'prescribed alterations to maintained schools' April 2016). The decision on each statutory expansion will be made by the Cabinet Member for Children and Young People.

- 6.3.2 Where Planning Permission is required in respect of any school site expansion that proceeds beyond feasibility considerations and initial consultation with schools, such will be accordance with the Town and Country Planning Act 1990 (as amended). This will require statutory and public consultation. Pursuant to the Council's constitution the decision whether to grant planning consents will be a matter for the Council's Planning Committee. Works should not commence until such time as approval is given and any pre-commencement conditions (if required) by the planning permissions are discharged.
- 6.3.3 All procurements of goods/services/works will be in accordance with the Councils Constitution, in particular Contract Procedure Rules ("CPRs") and the Public Contracts Regulations 2006 or 2015 (as appropriate). In particular, the Council is able to utilise a range of EU compliant frameworks to engage the services of construction contractors or technical support staff such as architects or quantity surveyors in full compliance with the CPRs. Any use of a framework must be in accordance with the framework terms.
- 6.3.4 Section 120 the Local Government Act 1972 provides the Council with powers to acquire land by agreement for any of their functions or for the benefit, improvement and development of their area. The local authority can also CPO land for a purpose authorised by the 1972 Act or any other general Act. Section 122 of the same act gives power to the Council to appropriate for any purposes which the council are authorised by this or any other enactment to acquire land by agreement any land which belongs to the Council and is no longer required for the purpose for which it is held Any acquisition or appropriation of land will need to be in accordance with the Council's Property Procedure Rules.
- 6.3.5 All legal agreements will need to be in a form approved by the Director of Law and Governance.

6.4 Property Implications

- 6.4.1 The Strategy set out in this report will provide additional school places in local areas of need.
- 6.4.2 Where there is a requirement for expansion, existing Council assets will be reviewed in the first instance. Where an acquisition may present itself, in order assist in the School Expansion Programme, these opportunities will be need to be assessed in more detail with feasibility and due diligence studies.
- 6.4.3 Stamp Duty Land Tax (SDLT), transactional costs (legal, surveyors and disbursements), potential VAT, holding costs including security and vacant premises rates will need to be considered when acquiring a property and a suitable strategy will need to be enabled to limit the Council's exposure to these cost items

- 6.4.4 The site values will depend upon the prevailing market conditions at the time, and external valuations may be required to support the acquisition of land.
- 6.4.5 The land acquisition strategy will be challenging. Several internal and external approvals will be required and the Council will need to ensure appropriate consents are obtained or in place.
- 6.4.6 Land acquisitions to support expansion must conform to the Council's Property Procedure Rules (PPR's) and to demonstrate the Council's obligations under section 120 of the Local Government Act 1972, there will be a requirement for the Council to obtain an external RICS Red Book valuation by a Registered Valuer/Chartered Surveyor.
- 6.4.7 If existing Council assets are to be brought in to assemble land for an expansion, then Appropriation to the correct holding department will be required. If Appropriation from the Housing Revenue Account to the General Fund is required, then all transactions will be undertaken at current existing use value.
- 6.4.8 Initial consultations regarding acquisitions should require the Assistant Director of Strategic Property Services to be either present or informed.
- 6.4.9 Relevant stakeholder consultation will be required from the outset to support either acquisition or disposal of land and gaining planning permissions. Depending on the site and land-use designation, consultees could include English Heritage, the Greater London Authority (GLA), Sports England and the appropriate Secretary of State.
- 6.4.10 To meet statutory requirements, it is vital to ensure that the Council's financial accounts do not include buildings (or parts of buildings) that have been demolished. To ensure we have high quality records and meet our statutory obligations Education Asset Managers will complete a demolition notification form and return to Property Services.
- 6.4.11 An inventory list of any material procured and produced will need to be kept. In the event of failure, appropriate arrangements will need to be made for these supplies to be retained and secured for the Council until a decision is made on how best to dispose of them.
- 6.4.12 Property Services will need to be aware and sent the new data being generated for the expansion of these schools. These include floor plans with room data for the purposes of the Asset Management System, Atrium.
- 6.4.13 Property Services is involved in the programme management structure and is able to advise on acquisition, disposal and other land development issues.
- 6.4.14 Once planning permission is gained Building Regulations will need to be adhered to as part of the enabling and construction works.

7. KEY RISKS

Additional capacity and contingency

- 7.1 The Provision of Primary Places Strategy has been revised by this report to set out the arrangements to commence delivery of additional school places in the 2018/19 to 2022/23 period. This is in response to the recent review of pupil number projections. The next set of pupil number projections will be available in Spring 2018 and will be reviewed to inform the annual update to the strategy for providing school places. The aim is to improve parental choice, and minimises the risk of providing insufficient pupil places.
- 7.2 There is a risk that if popular and successful Enfield schools near the borders of neighbouring boroughs are expanded then this could encourage an influx of pupils from those boroughs if they have not been successful in expanding their own provision.
- 7.3 Actual pupil numbers will be carefully monitored against projections, to ensure that the Council strives to provide places in the actual areas of demand (i.e. local places for local children). Officers will also continue to engage in regional and bilateral discussions about the provision of places to assess provision in other boroughs.

Concerns about school expansions

- 7.4 Experience to date suggests that the three most significant factors likely to cause concern to some stakeholders are car parking, increased traffic flows and the impact of new building structures to their sight lines (views from their windows) including building proximity and exterior treatments of outward facing structures. The programme and project team members will work closely with schools and Governing Bodies to ensure that designs are of high quality and that issues of concern are addressed in the design proposals, including traffic management once technical information is available.
- 7.5 Both the informal and statutory rounds of consultation will be managed in a way that makes them accessible to stakeholders, including residents, to maximise opportunities for input.

Basic Need Funding

- 7.6 The annual submission to the Department for Education (DfE) is based on identifying existing capacity in the system. Thus, close monitoring of pupil numbers and a review of projections will ensure that the Council is best placed to maximise any Basic Need Funding for the provision of school places.
- 7.7 It should be noted that the Council received no Basic Need Allocations for 2018/19 as these were held centrally by the EFA against future provision of free schools planned in Enfield.

Delivery Timescales

- 7.8 Each school year the Council will have to fulfil its statutory duty to provide sufficient school places. To ensure the Council meets its statutory duties any identified need for places will be assessed and a programme with clear project milestones will be identified and progress monitored closely by the Programme Executive and Board which is made up of stakeholders, Cabinet Members, Headteachers, Governors and Council officers at the most senior level.

Planning Consent

- 7.9 Each school expansion will require planning consent. During the initial design and pre-planning processes, architects will carefully follow pre-application advice that has been provided, so that designs presented to the Planning Committee will be of a high quality and best placed for approval. However, there is clearly a risk at this stage. Some flexibility regarding pupil numbers will be provided within the programme to ensure that the Council meets its statutory duty to provide sufficient school places.

Costs

- 7.10 The estimated cost of expansion as outlined in the body of the report could well place additional strain on the Council's finances. If Government grant funding is not forthcoming then prudential borrowing might have to be a route to funding school expansion but this would have a significant impact on revenue budgets.
- 7.11 The overall programme cost and the amount included on the Capital Programme will be reviewed as part of an annual programme review each Spring that will consider the updated statistics on pupil places; levels of school provision, particularly planned Academy or Free School provision; construction market inflation and the progress of individual projects.
- 7.12 Costs for each established project will be managed through the project and programme management governance arrangements already put in place and be subject to the Council's usual due diligence and value for money tests. Changes in estimated costs, established budgets and the spend profile will be managed through the Capital Programme via the quarterly Capital Monitor updates.
- 7.13 Wider economic and market conditions are likely to be a major factor in terms of contract costs. As previously stated, the construction index lags behind real market conditions suggesting it will increase again next year. Statutory requirements around the provision of places and guidance around teaching space sizes limit options on reducing the quantity of provision. Reducing the quality of provision will not be able to counter balance a buoyant construction market and in addition to increasing the risk of higher maintenance costs it could have a negative impact on school Head Teachers' and Governors' willingness to support expansions in the first place. Officers will engage with school building framework providers to identify procurement routes of school buildings that provide value for money, building quality and controls to prevent cost increases.

8. IMPACT ON COUNCIL PRIORITIES

Fairness for All

- 8.1 This proposal will result in pupil places being created across the borough in order to meet demand in the relevant geographical areas which will also create employment opportunities for teaching and support staff. Further improvement and investment in school buildings will provide greater opportunities for enhanced community use.

Growth and Sustainability

- 8.2 By ensuring that places are provided in areas of highest demand, this will ensure that pupil mobility across the borough is kept to a minimum. This therefore means that increased road travel is minimised and families can be encouraged to walk to school.

Strong Communities

- 8.3 The proposals outlined in this report will provide additional places in parts of the borough where pressure on local schools is forecast to be greatest. The extra places provided in the neighbourhoods of highest demand will help satisfy demand in these specific areas and will ensure that young children will not have to travel unmanageable distances to and from school.
- 8.4 The proposals in this Strategy will allow the Authority to have greater control over the provision (and potential future reduction) of pupil places, allowing more opportunities to stabilise local communities and ensure that there are local places for local children.

9. EQUALITIES IMPACT IMPLICATIONS

- 9.1 An equality impact assessment was completed for approval of the overall strategy in June 2012. The strategy was developed to ensure that there are sufficient places across the borough to meet demand, that these places are not discriminatory and to ensure that all children have access to high quality education. The delivery of the strategy is updated annually following a review of pupil place projections. In accordance with the publication of statutory notices, full consultation with residents and parents on each proposed school expansion will be conducted.

10. PERFORMANCE MANAGEMENT IMPLICATIONS

- 10.1 The provision of additional places at the schools identified in this report will enable the Authority to meet its statutory duty to ensure the availability of sufficient pupil places to meet demand. The programme management arrangements are established and this provides the mechanism for both programme and project monitoring to ensure objectives are met.
- 10.2 The strategy presented in this report is consistent with the national agenda for expanding popular and successful schools.

11. HEALTH AND SAFETY IMPLICATIONS

- 11.1 As all of the school expansion projects will involve contractors working on existing school sites, the Council will ensure that contractors provide the highest level of Health and Safety on site and meet Disclosure and Barring Service (DBS) requirements.
- 11.2 There are no specific health and safety implications other than the impact of additional traffic, generated by increased numbers at the SEP schools. Working with Highways, funding has been included in the cost summary to allow for traffic mitigation measures on each of the schemes. As part of the planning approvals process, traffic impact assessments have to be submitted for each scheme, and the Planning committee will have to give approval.

12. PUBLIC HEALTH IMPLICATIONS

- 12.1 Providing school places in the areas where there is demand will encourage parents and carers to walk to school. This will impact on the health and well-being of the public in Enfield. Walking to school will encourage healthy lifestyles, and reduce pollution caused by traffic.

Background Papers

None

Appendix A

1) Current School Capacity

The pupil projections generally focus on Reception and year 7 cohorts to depict pressure on school places. However, this approach does not show the pressures on other year groups. The table below identifies years 3, 5 and 7 as close to being at full capacity. The risk is that inward migration from families moving into the borough requiring school places at different year groups. Inward migration is an all year phenomenon and requires Officers to monitor pressure on places and respond quickly if necessary. It should also be noted the increasing size of the primary cohorts and long-term impact on secondary capacity shown in section 2 of this Appendix.

Assessment of current demand and school capacity

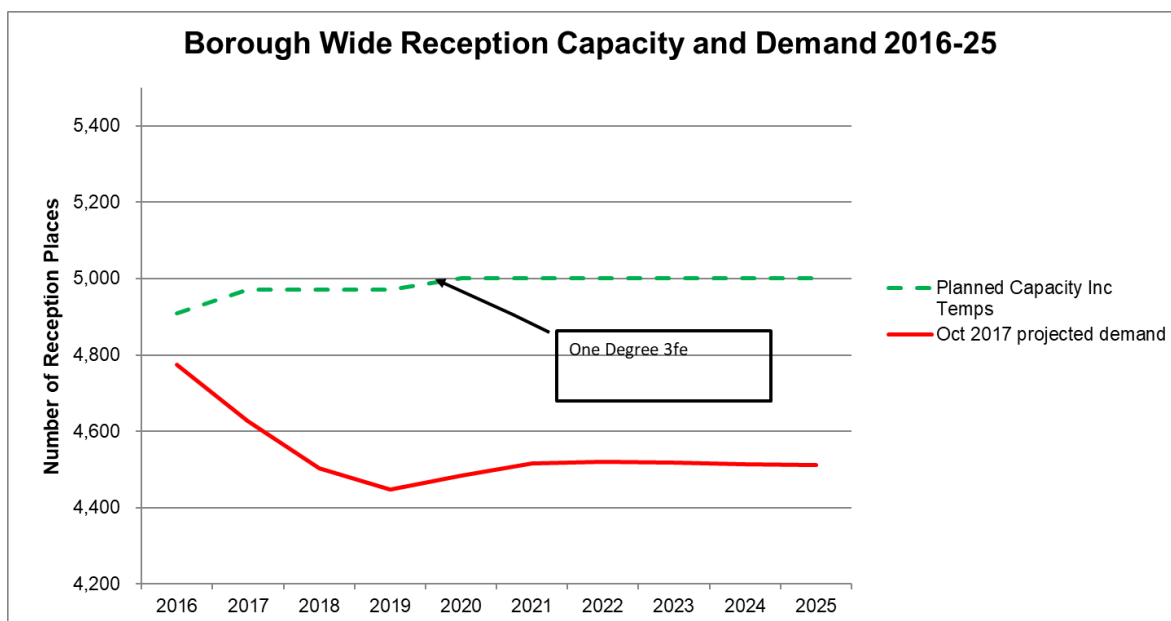
Surplus Places	R	1	2	3	4	5	6	7	8	9	10	11
2017 Capacity	4910	4910	4910	4910	4910	4910	4910	4076	4076	4076	4076	4076
Over/under capacity	503	251	245	187	297	188	399	179	312	304	415	587
% Surplus capacity	10%	5%	5%	4%	6%	4%	8%	4%	8%	7%	10%	14%

Pupil Projections

2) Primary School Projections.

Primary school provision and projected demand by area up to 2025 is set out in the graphs following. Projected demand is based on data supplied by the GLA plus a 5% buffer for GLA under projections seen in previous years.

At the borough level total capacity of primary school places indicates there are sufficient places until 2025. By 2025, if all planned new free schools and expansions occur, there will be over-provision of approximately 15FE (8% above demand), mainly felt in the SE which is likely to impact less popular schools. This assessment does not include additional demand for places from new housing developments which will be incorporated into future projections once the detail of the types of houses are known.

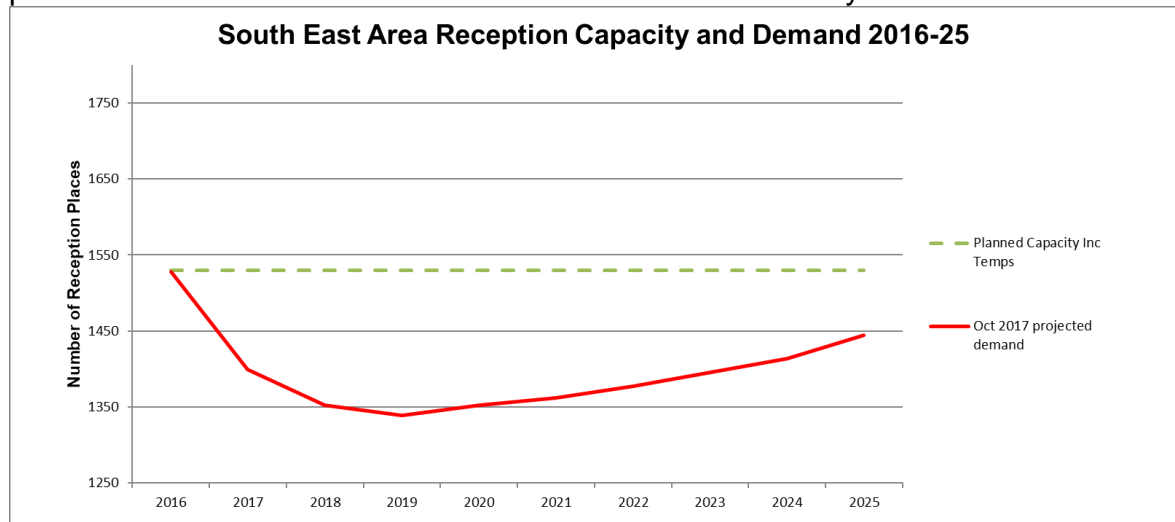


Note that the capacity in the above graph includes One Degree Academy of 3 FE temporary classes, at Heron Hall, as at September 2016 and a permanent 3FE from September 2020.

Primary South East

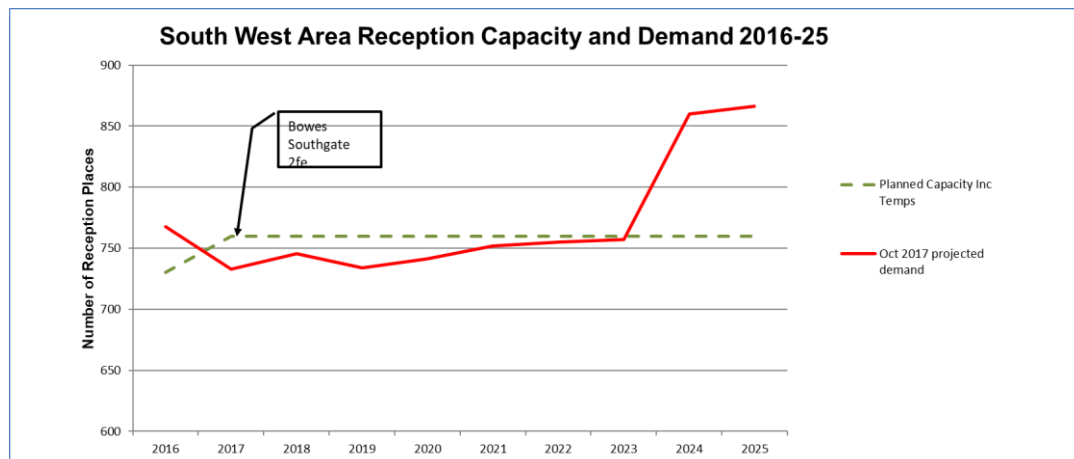
SE Enfield’s primary school place demand is projected to peak in 2016, then decline until 2021 when demand begins to again rise.

The situation may be affected by Meridian Water and other planned redevelopments of flats/housing in the area which could initially reduce demand temporarily, before the greater density housing increases demand beyond levels predicted below. The situation should be monitored annually.



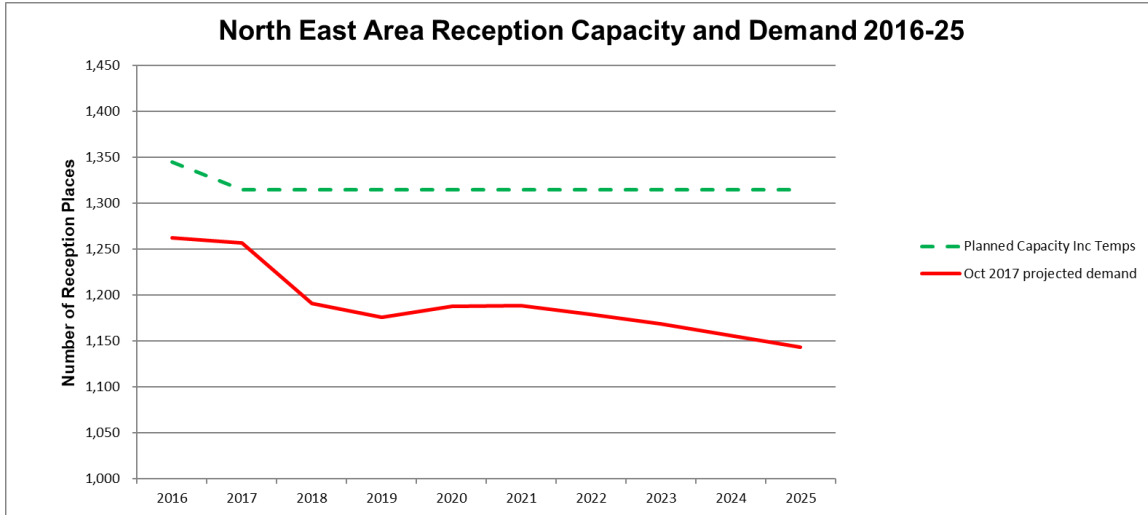
Primary South West

The SW area shows demand beyond capacity, rising to a predicted need of around 2FE by 2022. The current planned capacity includes a temporary 2FE at Bowes Southgate Green (at Broomfield Secondary) but complications on agreeing the lease between Broomfield and ELT brings into doubt with whether this provision can be sustained as a longterm solution. The situation is further complicated by the opening of a 2FE primary, September 2016, at Ashmole secondary school (Barnet). Therefore, area pupil place demand is difficult to predict for two reasons; the redevelopment of the Ladderswood estate as well as other housing projects and the uncertainty around the take up of Ashmole places by Enfield children. In the longer term there is a need to continue to investigate a permanent 2FE primary option for 2022.



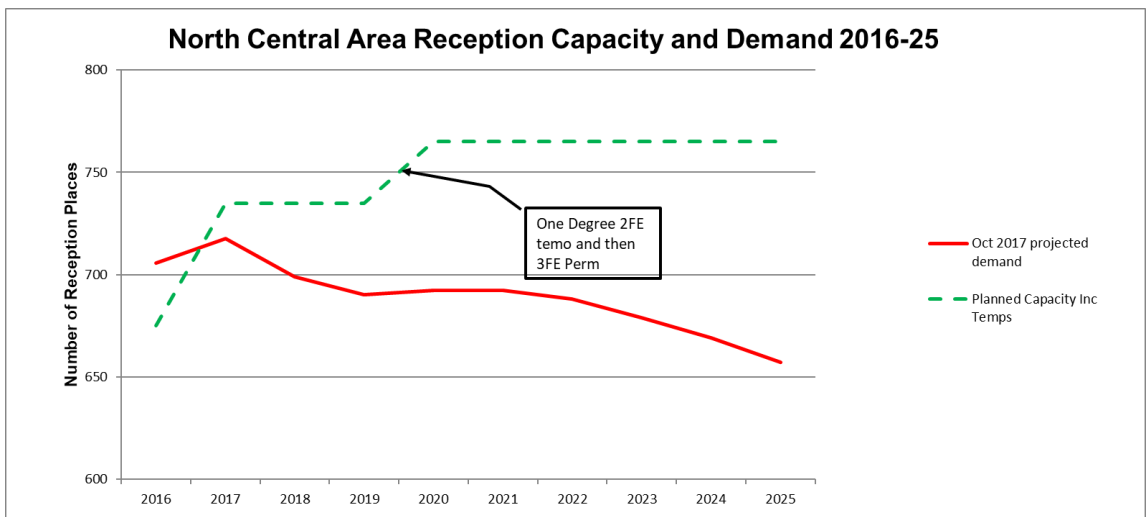
Primary North East

NE Enfield’s projected primary demand falls within capacity for the foreseeable future and indicates up to 5FE spare capacity in 2020 (9% over projected demand).



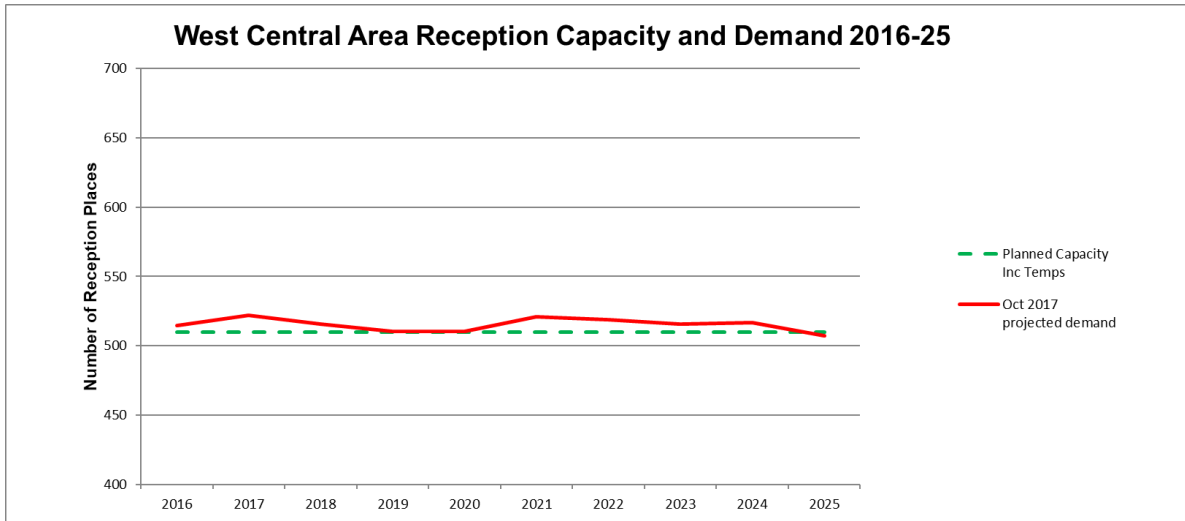
Primary North Centre

NC Enfield’s projected primary demand falls within current provision. The proposed additional school capacity provided by the One Degree Academy indicates a surplus of 3FE from 2020 onwards. However, this surplus is dependent on the additional demand from the Chase Farm Hospital housing development.



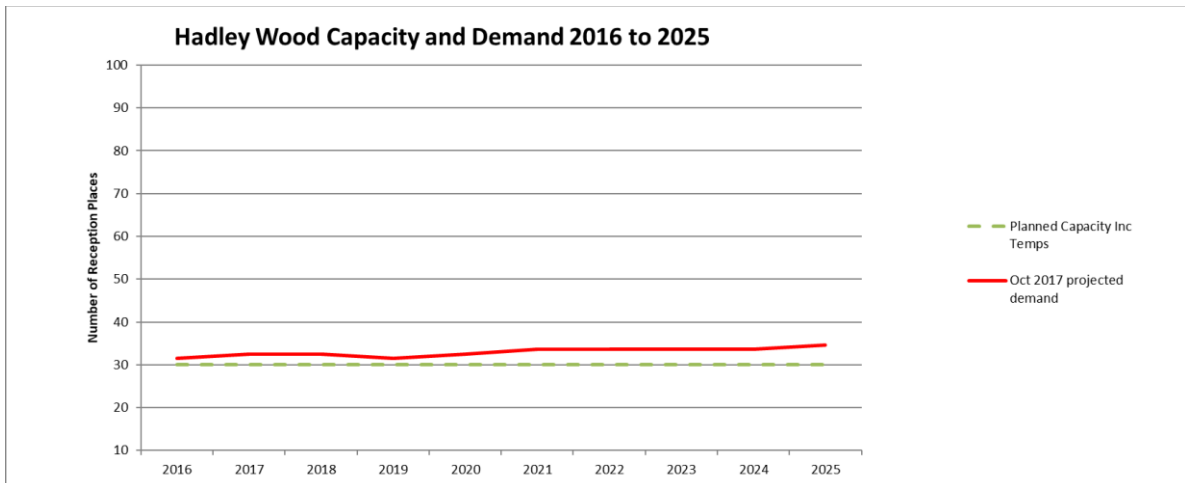
Primary West Central

The WC area demand already exceeds capacity with a predicted requirement for places of between 1FE and 2FE by 2020. However, as the NC area has a surplus of places and will be able to be offer to children from the WC area. It is recommended that the area be monitored and contingency plans implemented if necessary.



Hadley Wood

Hadley Wood primary school place projections show a small increase in places up to 2021. However, the surplus of places in the North Central area should be able to meet any additional demand.

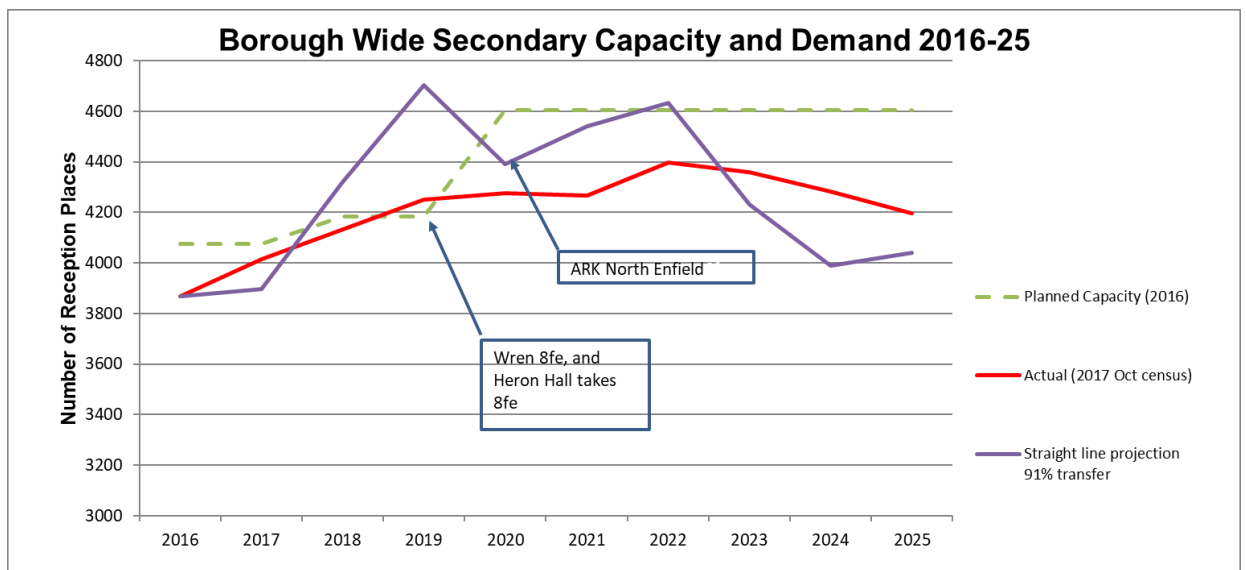


3) Secondary School Projections

The secondary projection shows demand increasing as the larger primary cohort's transfer to year 7. The approval of One Degree Academy 3FE, all-through free school, further approvals for the Wren Academy 8FE and Ark North Enfield Academy (6FE), increases the secondary capacity by 17 forms of entry. This will not only provide sufficient places to meet demand but also the potential of an oversupply of places should a 6FE Ark North Enfield also be introduced. However, should the ESFA fail to deliver the new free schools within their projected timescales there will be a shortage of places.

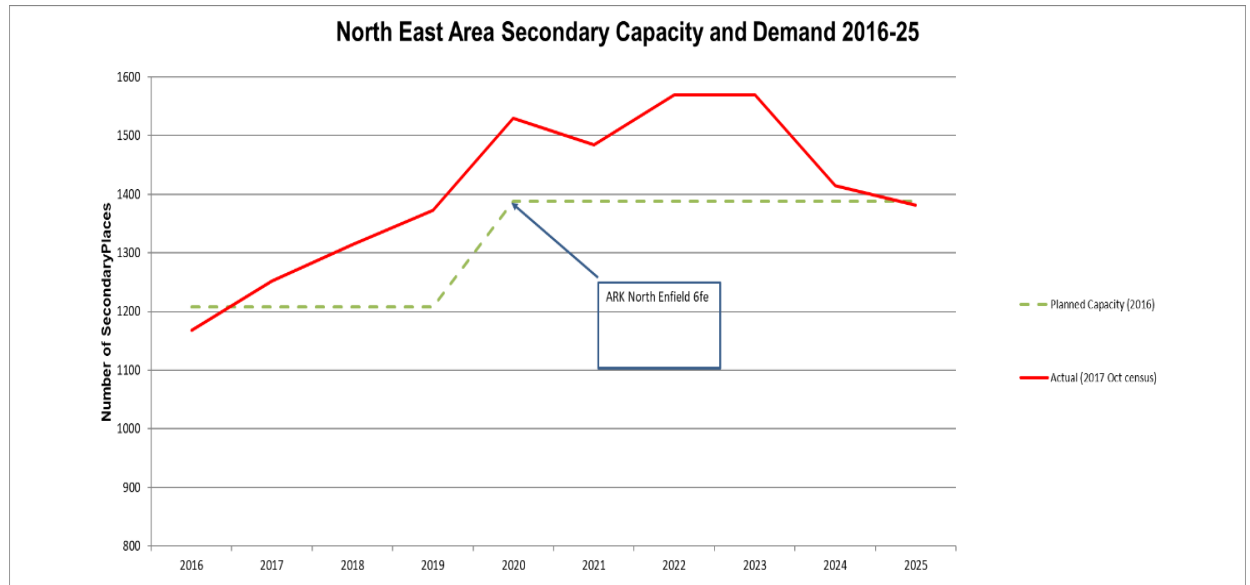
As a example of how small changes could alter the demand patterns, a further line of data has been added to the graph below, (Straight line projection 91% transfer). The data for straight line projection comes from the current primary roles with an average 91% transfer from year 6 to 7 (some cohort survival rates have been also applied to the primary cohorts) Therefore it can be seen that higher demand for secondary school places could be encountered than indicated from the 2017 actual demand projection. What should be noted that both methods of projection show surplus of places from 2022 and therefore care must be taken in delivery of additional permanent places to prevent an oversupply of future places.

Officers have been in contact with the ESFA and will continue to monitor the situation.



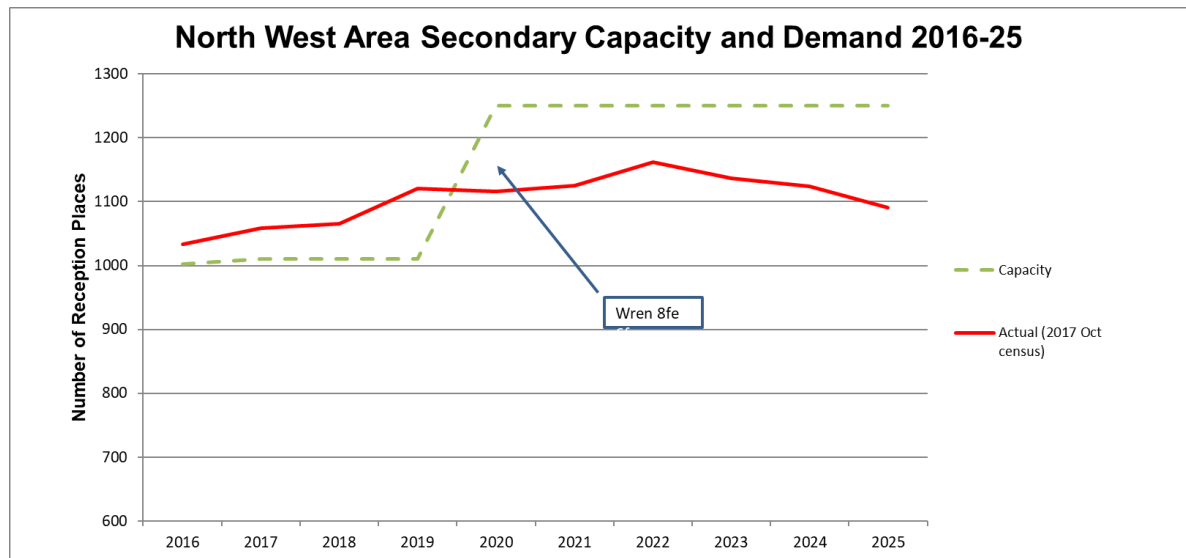
Secondary North East

The planned capacity is dependent and sufficiency of places is dependent on the introduction of the Wren academy in 2019/20 to provide additional places at the borough level. Further places may need to be added but the need for an Ark North Enfield at 6FE is under review.



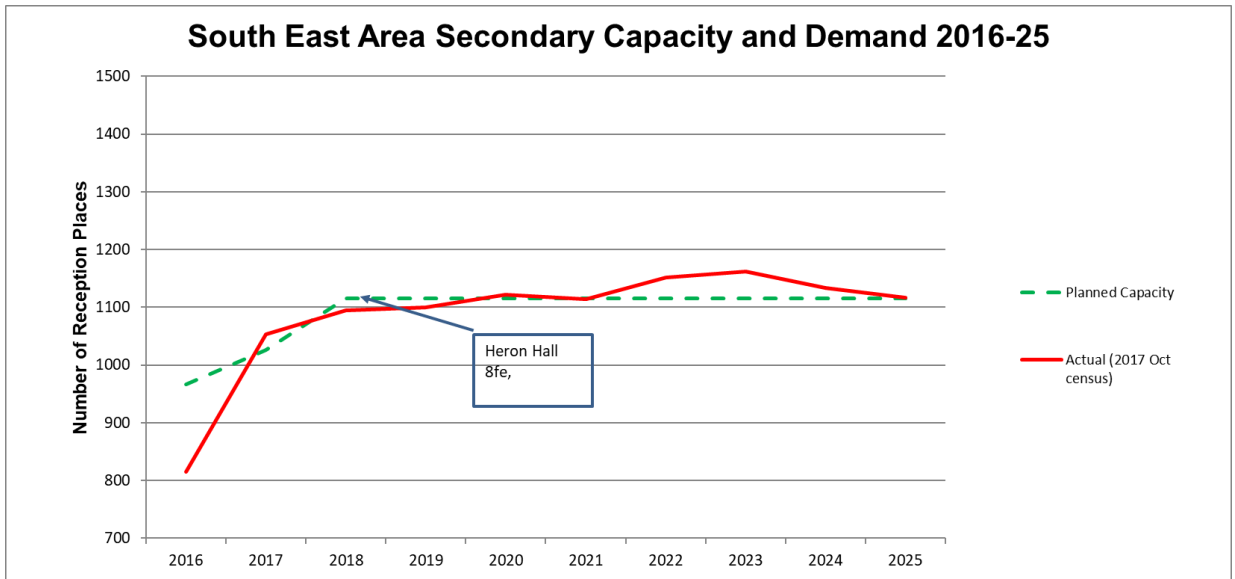
Secondary North West

The North West area, including Enfield Town, demand already outstrips capacity but surpluses in the rest of the borough, particularly the South East, alleviates the issue of placing secondary children. The planned capacity shown is dependent on an additional 8FE through the Wren Academy for 2019/20.



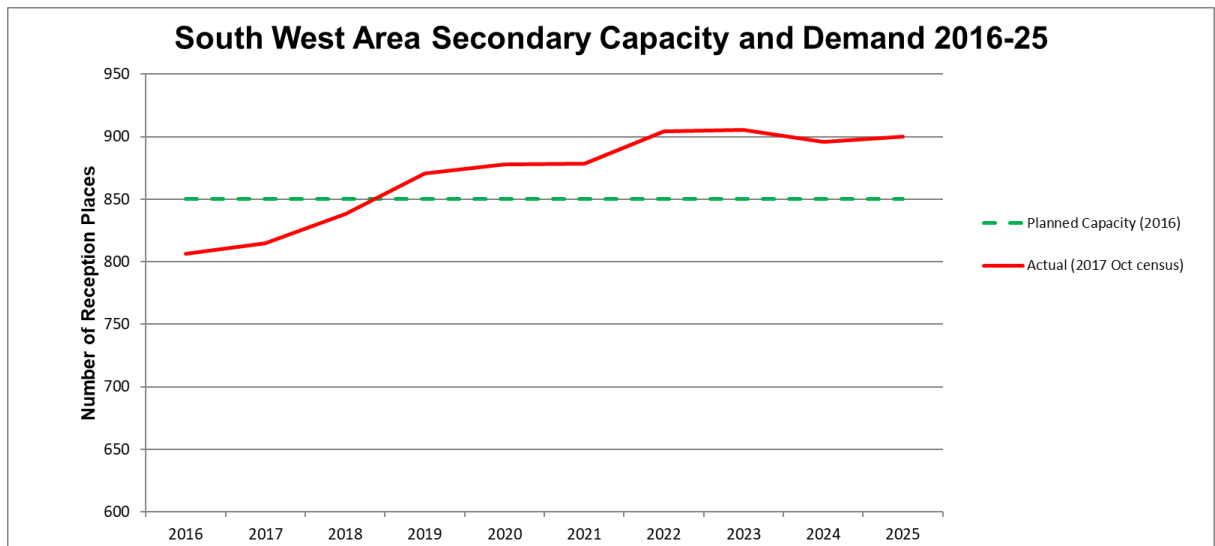
Secondary South East

The South East area has sufficiency of places provided by Heron Hall's planned increase to 8FE. One Degree 3FE secondary phase site location is yet to be confirmed.



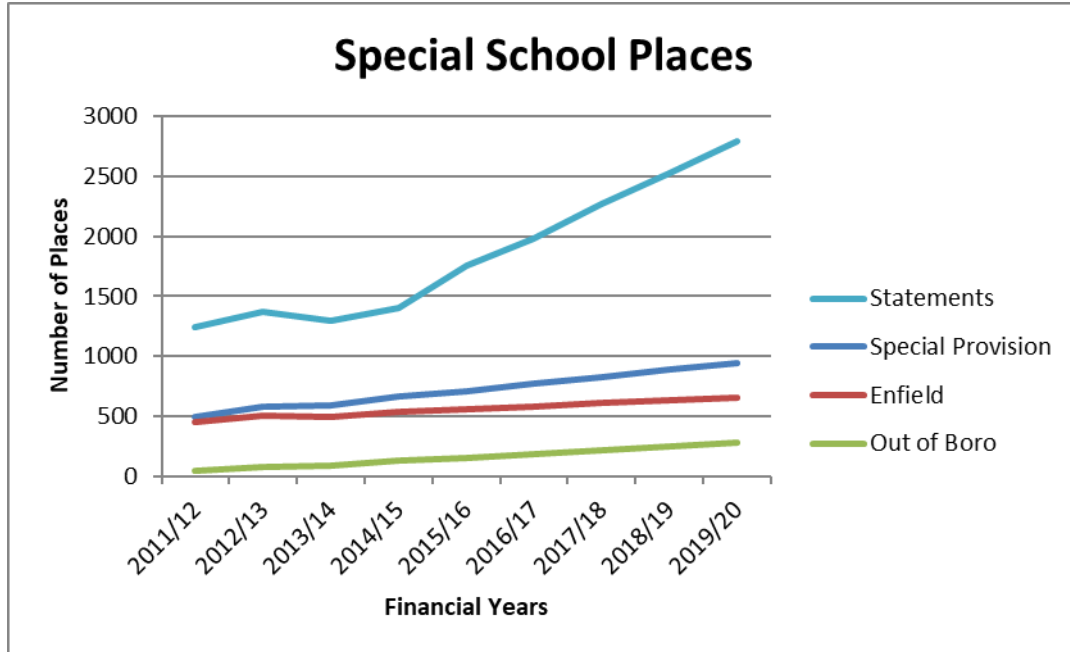
Secondary South West

The South West area trend shows demand outstrips capacity by 3fe by 2018 but surpluses in the other areas will allow for pupils to be offered places providing the Wren Academy is established as planned by the ESFA.



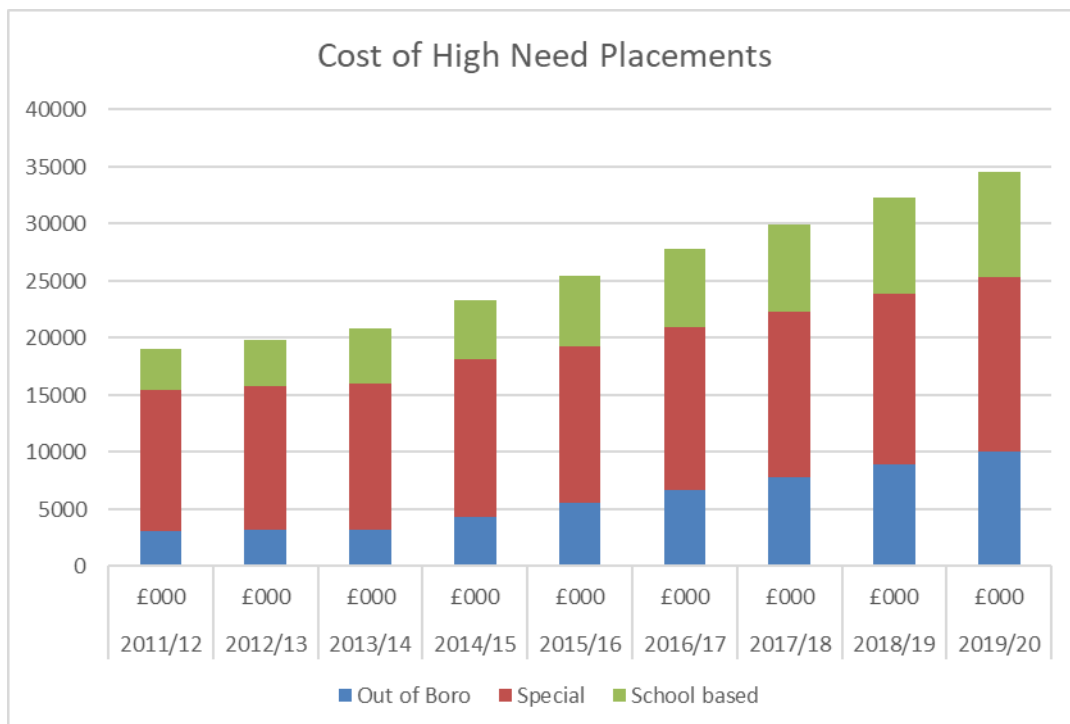
4) Special School Projections

Given the ad-hoc nature of pupils requiring admission to placement with high needs it is difficult to project demand. However, although not completely reliable, it is possible to represent historic growth and extrapolate the trends to show likely future growth.



Special School Costs

In the current climate of financial reductions, the risk to the Council is the growing cost of special school placements. Over the last five years the cost of out of borough placements has increased by £2.5 million alone. If growth in the demand for special school placements continues as depicted the costs would also increase and potentially overtake the High Needs allocations from Central Government.



The High Needs Funding block funding could be better utilised and quality of SEN placement/care improved by increasing the available high needs places in Enfield Mainstream and Special Schools.

Potential return from investment from projects listed in section 3.11 (special school expansions)

Investment to save - estimated savings							
Project	Number of new places	Average cost of in-boro educated PA (£000) *	Average cost of out of boro educated PA (£000) *	Average annual saving (£000)	Average saving over education phase (£000)**	Cost of Project and investment, capital grants (£000)	Comment
West Lea Special School	70	£1,770	£4,259	£2,489	£17,426	£ 4,000	Children from 5 to 18 with complex needs
Swan Centre - West Lea, to create additional places for children with complex needs.	16	£404	£974	£569	£2,845	£ 40	Secondary children with complex needs
Aylands Special School (now Fern House part of ELT multi academy trust)	12	£379	£730	£351	£1,755	£ 8,800	SEMH - All through. 5 Years education phase average as majority of children are secondary
SEMH Free School	70	£2,212	£4,259	£2,047	£10,235		SEMH - Secondary. DfE funded. Mainstream cost based on Aylands as it is the same category
Durants Special school - Minchenden	120	£3,780	£7,301	£3,521	£17,606.40	£ 11,000	ASD Secondary. Cost at the higher per place value
Russet House Springfield. The project creates an additional primary autistic spectrum places and is due to open in September 2018.	20	£588	£1,217	£629	£4,406	£ 1,500	ASD Primary
Russet House Edmonton.	14	£411	£852	£441	£3,083.96	£ 600	ASD Primary
Total	322	£9,544	£19,592	£10,048	£57,357	£ 25,940	
Savings return from investment						£ 31,417	
* Average transport costs In-boro £6.5k and out of boro £10.5k							
** Primary 7 years, secondary 5 years							

The above table is based on the worked example below:

Three providers	No of pupils	NET COST for full year	Average Cost pa
		(actual for 2017-18)	
Kestrel House	21	£786,217	£37,439
Leaways School	30	£1,437,508	£47,917
Treehouse School	9	£591,087	£65,676
Grand Total	60	£2,814,811	£151,032
Average cost		£938,271	£50,344

Worked example

Requirement during 2017/18, a need to place 16 students			
West Lea agreed to manage the Special provision at the Swan; otherwise these students would have been placed at Leaways.			
West Lea @ Swan	16	£400,000	£25,000
If at Leaways	16	£766,671	£47,917
Net Saving		-£366,671	-£22,917

Kestrel House - 5 to 16 years - we have tended to place primary pupils here

Leaways - 7 to 18 years - mainly placed secondary pupils

Treehouse - 3 - 19 years - a mix age range placed

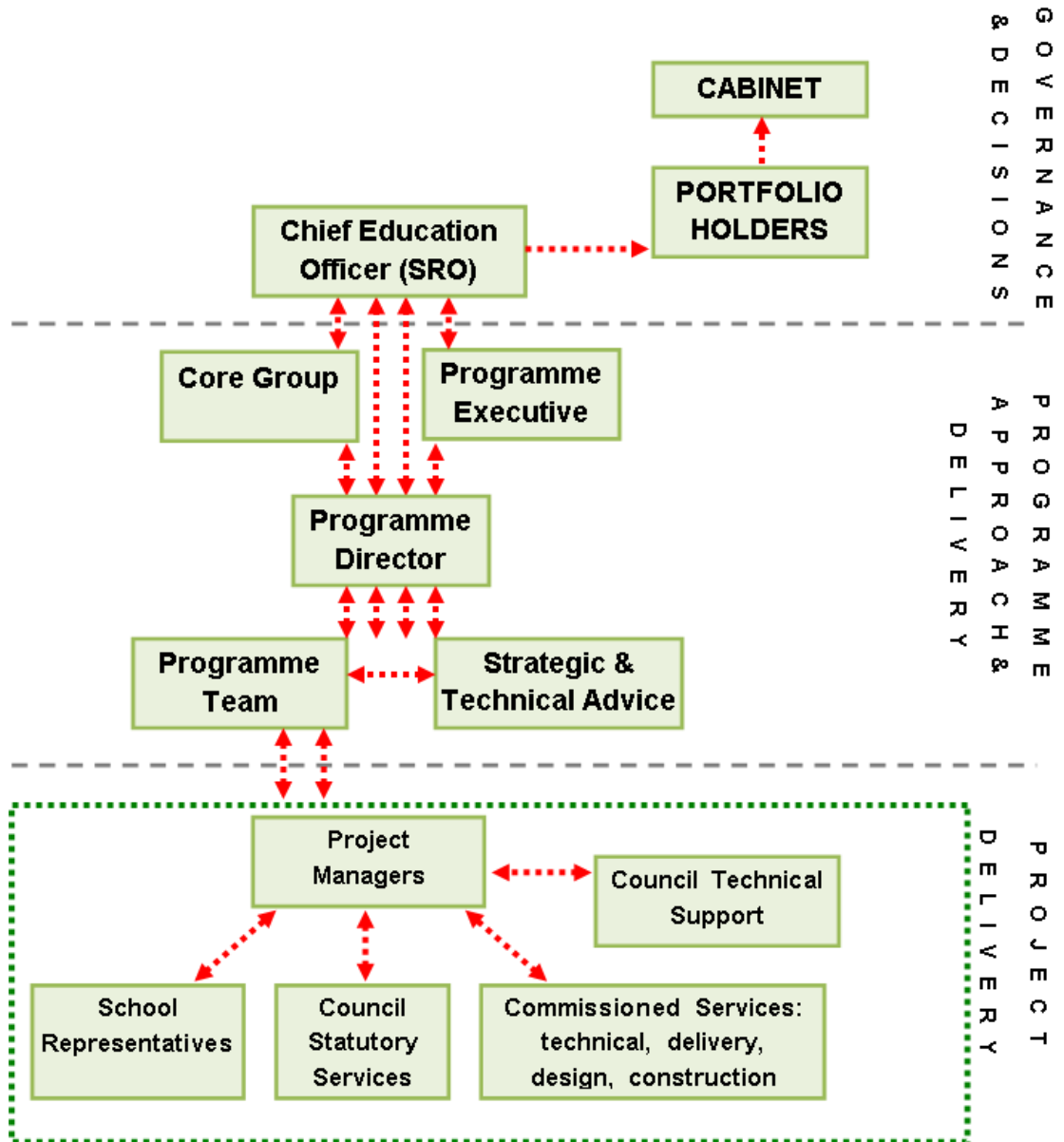
The provision at the Swan is for secondary aged pupils

Mainstream special costs per place		
Aylands	£25,101	
Durants	£22,919	Likely this will increase to £25k
Oaktree	£19,496	
Russet House	£22,875	
Waverley	£25,478	
West Lea	£18,781	

Average annual transport per place	Cost per placement	Accumulated cost	
	£000	£000	
Out of boro	10.5	£	3,381
In boro	6.5	£	2,093
Total difference		£	1,288

Appendix B Programme and Project Structure

- 1.1 The programme structure established for the programme needs to be amended to take account of the retirement of the Director of Schools and Children's Services and the subsequent interim arrangements in place until the wider senior restructure is delivered.



- 1.2 The Assistant Director Education post will take on the Senior Responsible Officer role for the programme and delegated authority decision-making responsibilities alongside the Executive Director of Finance, Resources and Customer Services.
- 1.3 To maintain a balance between technical and educationalist input at the Programme Executive the Assistant Director for Special Projects will be invited to the meetings.
- 1.4 Programme and project ways of working will continue to be reviewed to ensure operations align with corporate approaches, emerging delivery options and industry standards of practice. This will be explored further as a prelude to restructure changes that will affect staff involved in both the delivery and management of Council assets. The current programme

arrangements, programme and project level guidance documents will be updated as required and agreed through an operational decision in line with established delegated authority or through any reports in relation to Enfield 2018 re-structures. Currently the programme arrangements set out:

- The governance structure and strategic decision-making protocols;
- Delivery governance, structures and key delivery roles;
- A consistent approach to delivery activity for phase two projects that is aligned to industry standards, corporate ways of working and corporate systems;
- Information requirements to support decision-making and consistent reporting; and
- Mechanisms to manage the flow of accessible accurate information for each project and the programme overall to internal and external stakeholders.

MUNICIPAL YEAR 2017/2018 – REPORT NO. 4**MEETING TITLE AND DATE:**

Schools Forum – 9 May 2018

REPORT OF:

Executive Director of Children's Services

Contact officer: Sangeeta Brown

E-mail: sangeeta.brown@enfield.gov.uk**Recommendation**

To note the workplan.

Agenda – Part: 1	Item: 7
Subject: Schools Forum: Workplan	
Wards: All	

<u>Meetings</u>		<u>Officer</u>
May 2018	Healthy Pupil Capital Fund Schools Financial Support Fund Strategy and delivery of school places	AD SB KR
July 2018	Schools Budget – Outturn (2017/18) Schools Balances – Update (2017/18) School Funding Review (2018/19) Schools Budget: 2018/19 – Monitoring School Funding Arrangements (2019/20)	LM SB SB SB SB
October 2018	Schools Budget: 2018/19 – Monitoring School Funding Arrangements (2019/20) Schools Balances – Update (2019/20) Central Services Budgets Annual Audit – Update	SB SB LM JC SB
December 2017	Schools Budget: 2018/19: Update, Inc. De-delegation School Funding Arrangements (2018/19)	LM SB
January 2018	Local Authority Funding Schools Budget: 2018/19 – Monitoring Schools Budget: 2019/20: Update Scheme for Financing - Revisions	JC LM LM SB
March 2018	Schools Budget: 2019/20: Update High Needs Places	LM SB
May 2019	Single Item Agenda	
July 2019	Schools Budget – Outturn (2018/19) School Funding Review (2019/20) Funding Arrangements (2020/21)	LM SB SB

Dates of Meetings

Date	Time	Venue	Comment
11 July 2018	5:30 - 7:30 PM	Chace Community	
03 October 2018	5:30 - 7:30 PM		
12 December 2018	5:30 - 7:30 PM		
16 January 2019	5:30 - 7:30 PM		
06 March 2019	5:30 - 7:30 PM		
15 May 2019	5:30 - 7:30 PM		Provisional
July 2019	5:30 - 7:30 PM		

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