

MUNICIPAL YEAR 2019/2020 REPORT NO. 17

MEETING TITLE AND DATE:

Education Resources Group – 3 December 2019
Schools Forum – 11 December 2019

REPORT OF:

Director of Education

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Item: 4c

Subject:

**Central Schools Services Block &
De-delegation of Services for
2020/21**

1. EXECUTIVE SUMMARY

- 1.1. This report provides information and planned use of new Central Schools Services block (CSSB) and also details of the de-delegated services to be provided.

2. RECOMMENDATIONS

- 2.1 The Forum is asked to approve the continuation of the services listed in Table 2.
2.2 The maintained Schools Forum members are asked to consider and approve the de-delegated services listed in Table 3.

3 BACKGROUND

- 3.1 In previous years, the Schools Forum has been provided with information on the central services funded from the DSG and, as required under the regulations, the Forum has been asked to either confirm or provide a view on the proposed use.

In their latest guidance, for 2020/21, the DfE have confirmed the arrangements for central services.

- 3.2 For 2020/21, the DfE have confirmed there will no change to the responsibilities for the Central Schools Services block (CSSB) from those in place in previous years. The CSSB brought together funding for:

- the retained duties element of the ESG (for all schools, academies and free schools)
- ongoing central statutory functions, such as admissions (for all maintained schools)
- historic commitments (for all schools, academies and free schools)

The CSSB does not include funding for the Authority's general regulatory duties, which were previously provided for maintained schools through the ESG. These services can continue to be provided in another way, i.e. as de-delegated services.

Appendix A provides a summary of the statutory and regulatory duties.

4 FUNDING TO BE ALLOCATED

- 4.1 The CSSB is made up of two elements: statutory duties and historic commitments. For 2019/20, the two elements will be funded as follows:

i. Statutory Duties:

As the two years, these will continue to be funded based on a national funding formula. The formula uses pupil numbers and numbers of pupils from a deprived background.

ii. Historic Commitments:

The DfE advised in the Summer term that they would not be reducing the funding for historic commitments for 2020/21. However, as part of the confirmation of the indicative

budgets have implemented a 20% reduction in funding and have indicated future reductions in the future.

Table 1 details the actual funding for last three years and indicative funding for 2019/20.

Table 1: Funding for the CSSB

Areas of Funding	Actual 2017/18	Actual 2018/19	Indicative 2019/20	Indicative 2020/21	Variance
	£000s	£000s	£000s	£000s	£000s
Statutory Duties	2,101.8	2,059.0	2,007.1	1,962.8	-45.7
Historical Commitments	912.6	912.6	833.5	730.9	-103.4
Total	3,014.4	2,971.6	2,925.7	2,692.7	-149.1

4.2 Use of CSSB for 2019/20

4.2.1 The statutory duties within the CSSB now funded through the NFF has meant a reduction in the overall funding available to support this function. The reduction is being managed through planned savings identified in 2017/18. The services to be provided are detailed in Table 2.

4.2.2 As stated above, the DfE has implemented a cut to the funding to be made available for historic commitments. An assessment has been carried out and the savings required for 2020/21 have been applied across all the services funded as historic commitments. It is most likely that the DfE will continue to reduce the funding available through historic commitments over the next few years. The DfE has indicated that any additional reductions identified can be transferred to the High Needs block (HNB) or pressures in other areas of the DSG. It is still unclear the full impact of moving funding from CSSB to HNB or any other area, for this reason no further cuts are proposed for 2020/21. The services the Authority is planning to fund from the CSSB are detailed in Table 2.

Table 2: Planned Use of CSSB

Areas of Funding	Actual			Indicative	Var	Comments
	2017/18	2018/19	2019/20	2020/21		
	£000s	£000s	£000s	£000s	£000s	
Education Welfare	385	385	385	385	-	Adjustments have been made to reflect the savings and support required to support statutory functions.
Admissions	624	624	624	624	-	
Appeals	259	229	199	153	-46	
Central Licenses	226	226	226	226	-	
Management & support	518	504	484	484	-	
Place Planning	90	90	90	90	-	
Ongoing Functions	2,102	2,058	2,007	1,962	-46	
Prudential Borrowing	337	267	257	247	-10	The change reflects a reduction in the annual costs of repayment.
Joint Services for Disabled Children	25	25	25	23	-2	A percentage reductions have been applied across all services.
HEART	39	39	39	-	-39	
Out of School Activities	41	41	41	37	-4	
Parenting Support Service	386	386	386	347	-39	
Adolescent Support Service	84	84	84	76	-8	
Historical Commitments	912	842	832	730	-102	

The Forum is asked to confirm their agreement to these services continuing to be funded.

5. DE-DELEGATED SERVICES FOR MAINTAINED SCHOOLS FOR 2019/20

- 5.1 To support general duties provided to maintained schools and were previously funded from the ESG, local authorities can seek approval for money to be de-delegated from maintained schools to continue to provide these services. The approval for de-delegation is required on an annual basis. It should be noted that academies are not included in this process and may buy back these services from the Local Authority from their allocated budget share.
- 5.2 Table 3 lists the services seeking de-delegation services and attached at appendix B is information on the use of the funding by each service:

Table 3: De-delegated Services

Areas of Funding	Sector	Estimate De-delegated Budget	Amount pp / FSM	Further Information
		£	£	
Licenses & Subs – CLEAPPS	Prim & Sec	4,112	0.16	See appendix B
Free School Meals Eligibility	Prim & Sec	21,722	6.4	See appendix B
NQT Recruitment Support & Applicant Tracking System	Prim & Sec	17,593	0.87	To follow
Union Duties	Prim & Sec	74,536	2.90	To follow
School Improvement Service	Primary	207,016	11.94	To follow
Support for Schools in Difficulties	Prim & Sec	110,776	4.31	This Fund has been used to support a school (£35k) and another two schools have indicated that they will be bidding for support. It is suggested that this Fund is supported for 2020/21 because of the impact of changes to the funding arrangements will have on individual schools. If not agreed, then there will be no other funding to support schools.
General Data Protection Regulation	Prim & Sec	79,676	3.1	To follow
Long Service Awards	Prim & Sec	3,855	0.15	For 2019, 25 school staff received a long service award of £200 each. It is likely to be a similar number for the coming year and if it is not agreed, then individual schools will have to bear the cost.

- 5.3 The maintained schools Forum representatives are asked to consider and agree the de-delegate services.

Statutory and regulatory duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Director of children's services and personal staff for director (Sch 2, 15a)</p> <p>Planning for the education service as a whole (Sch 2, 15b)</p> <p>Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</p> <p>Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c)</p> <p>Formulation and review of local authority schools funding formula (Sch 2, 15d)</p> <p>Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)</p> <p>Consultation costs relating to non-staffing issues (Sch 2, 19)</p> <p>Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</p> <p>Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</p> <p>Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</p>	<p>Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 56)</p> <p>Budgeting and accounting functions relating to maintained schools (Sch 2, 73)</p> <p>Functions relating to the financing of maintained schools (Sch 2, 58)</p> <p>Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)</p> <p>Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)</p> <p>Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)</p> <p>Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)</p> <p>Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 61)</p> <p>Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 62)</p> <p>Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 75)</p> <p>HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 63); determination of conditions of service for non-teaching staff (Sch 2, 64); appointment or dismissal of employee functions (Sch 2, 65)</p> <p>Consultation costs relating to staffing (Sch 2, 66)</p> <p>Compliance with duties under Health and Safety at Work Act (Sch 2, 67)</p> <p>Provision of information to or at the request of the Crown relating to schools (Sch 2, 68)</p> <p>School companies (Sch 2, 69)</p> <p>Functions under the Equality Act 2010 (Sch 2, 70)</p> <p>Establish and maintaining computer systems, including data storage (Sch 2, 71)</p> <p>Appointment of governors and payment of governor expenses (Sch 2, 72)</p>

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
Functions in relation to the exclusion of pupils from schools, excluding any provision of	Inspection of attendance registers (Sch 2, 78)

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>Responsibilities regarding the employment of children (Sch 2, 18)</p>	

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a)</p> <p>General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b)</p>	<p>General landlord duties for all maintained schools (Sch 2, 76a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:</p> <ul style="list-style-type: none"> appropriate facilities for pupils and staff (including medical and accommodation) the ability to sustain appropriate loads reasonable weather resistance safe escape routes appropriate acoustic levels lighting, heating and ventilation which meets the required standards adequate water supplies and drainage playing fields of the appropriate standards <p>General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)</p> <p>Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)</p>

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	<p>Clothing grants (Sch 2, 52)</p> <p>Provision of tuition in music, or on other music-related activities (Sch 2, 53)</p> <p>Visual, creative and performing arts (Sch 2, 54)</p> <p>Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 55)</p>

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 77)

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	Monitoring of National Curriculum assessments (Sch 2, 74)

Therapies

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	This is now covered in the high needs section of the regulations and does not require schools forum approval

Other ongoing duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Licences negotiated centrally by the Secretary of State for all publicly funded schools (Sch 2, 8); this does not require schools forum approval</p> <p>Admissions (Sch 2, 9)</p> <p>Places in independent schools for non-SEN pupils (Sch 2, 10)</p> <p>Remission of boarding fees at maintained schools and academies (Sch 2, 11)</p> <p>Servicing of schools forums (Sch 2, 12)</p> <p>Back-pay for equal pay claims (Sch 2, 13)</p> <p>Writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and studio schools, within a reasonable travelling distance (new addition to CSSB, to be included in 2018 to 2019 regulations)¹</p>	No functions

Historic commitments

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Capital expenditure funded from revenue (Sch 2, 1)</p> <p>Prudential borrowing costs (Sch 2, 2(a))</p> <p>Termination of employment costs (Sch 2, 2(b))</p> <p>Contribution to combined budgets (Sch 2, 2(c))</p>	No functions

Historic Commitments funded from Central Services Schools Block

Joint Service for Disabled Children (JSDC) - Update Nov 2019	
Service Provided	Holiday play schemes, after school clubs and weekend activities. The funding supports the employment of short break and family support workers, relief and sessional staff to deliver these activities out of school hours.
Delivery of service: To whom Numbers	Children and young people aged 5 to 17 years inclusive with lifelong and complex disabilities are eligible for support from the JSDC specialist service. Short break and Family support Services are currently provided to 250 children and young people throughout the year. These children and young people receive direct services from Cheviots. This includes holiday playschemes, after school groups, Saturday and Sunday groups, pre school groups, home care, homesitting, family fundays, stay and play sessions.
For Service: consequences on funding and delivery, if not approved	The JSDC supports over 700 families. Significant numbers of referrals come from the most deprived areas in the borough, thus many families are already experiencing the impact of austerity and the changes to welfare benefits. We currently have 15 children who are LAC with the majority of those supported in foster placements. Foster carers are also supported by this range of short breaks. The lives of disabled children and their families are precarious and stressful. Parents require interventions from a range of professionals and agencies to support them to sustain and maintain family life. Short breaks provide siblings with have time alone with their parents and a break from their young carer responsibilities. Without regular breaks we are likely to have to consider more costly care packages, resulting in support for fewer families.
For Authority: consequences on funding and delivery, if not approved	The LA strategy is to support and enable children and young people to live at home with their families, accessing local schools and community services as necessary. The families supported by the JSDC are amongst the most vulnerable in our community. If we fail to provide the right level of intervention and support there is an increased risk of family breakdown, resulting in poor outcomes for the child and family and costing the LA between £250/300K per year for an out borough 52 week residential placement. Young people subsequently lose their links and networks with local services. Local services do not build up their skills and confidence in supporting young people with challenging care needs and it becomes increasingly difficult to support young people through transition to adult services and to prepare their families for their return to Enfield.

Out of School Activities - Update Nov 2019	
Service Provided	Holiday play schemes, after school clubs and weekend activities
Delivery of service:	<p>Children and young people aged 5 to 17 years inclusive with lifelong disabilities requiring support from specialist service.</p> <p>Service is currently provided to 250 children and young people throughout the year. These children and young people receive direct services from Cheviots.</p>
For Service:	<p>The JSDC supports over 700 families. Significant numbers of referrals come from the most deprived areas in the borough, thus many families are already experiencing the impact of austerity and the changes to welfare benefits. We currently have 15 children who are LAC with the majority supported in foster placements. Foster carers are also supported by this range of short breaks. The lives of disabled children and their families are precarious and stressful. Parents require interventions from a range of professionals and agencies to support them to sustain and maintain family life. Short breaks provide siblings with have time alone with their parents and a break from their young carer responsibilities. Without regular breaks we are likely to have to consider more costly care packages resulting in support for fewer families.</p>
For Authority:	<p>The LA strategy is to support and enable children and young people to live at home with their families, accessing local schools and community services as necessary. The families supported by the JSDC are amongst the most vulnerable in our community. If we fail to provide the right level of intervention and support there is an increased risk of family breakdown, resulting in poor outcomes for the child and family and costing the LA between £250/300K per year for an out borough 52 week residential placement. Young people subsequently lose their links and networks with local services. Local services do not build up their skills and confidence in supporting young people with challenging care needs and it becomes increasingly difficult to support young people through transition to adult services and to prepare their families for their return to Enfield.</p>

Parenting Support Service (PSS) - Update

Service Name:	Work undertaken April 2019 – September 2019
Parent Support Service provides:	<p>The purpose of PSS is to improve life opportunities for all children, young people, families and communities living in Enfield or attending Enfield schools, 0-18 years of age by intervening to raise self-esteem, self-discipline, social and emotional wellbeing within families.</p> <p>The PSS supports families facing various difficulties and challenges, such as concerns in respect of education, attendance, achievement and behaviour. In addition, the PSS offers advice on managing challenging behaviours, improving family relationships and communication.</p> <p>The service supports parents primarily to manage challenging behaviours displayed both in and out of school. The service also bridges the gap between the school and the home environment by joining up interventions, offering support within school and across communities. The service empowers parents and carers to achieve the best outcomes for the children or young people they are raising.</p> <ul style="list-style-type: none"> • A duty screening system for families and professionals offering information and advice, short term intervention to families facing crisis via telephone, surgery consultation appointments in the office following referrals made to the service and signposting to universal services. • The service provides surgeries held twice per week. The surgery facilitators provide solution-focused support and guidance, assisting families to identify realistic resolutions to their family issues, preventing escalation of their situation. The purpose of the surgery is to assist families with identifying realistic resolutions to their family issues by offering effective and tailored support. At the surgery, families are offered one of the following interventions; parenting programme and/or 1-1 direct work, signposting to appropriate services. • Direct contact with schools carrying out visits to meet with professionals and parents, offering advice, consultation and support regarding parenting issues, and assistance with the Early Help process and co-ordination of the Team Around the Family (TAF) meetings. Attendance at the school coffee mornings and at the parent consultation evenings workshops. • Direct work with vulnerable families on a 1 to 1 basis. The allocated parenting support advisor works with the family in their home for approximately 12 weeks, focusing on improving family relationships, along with addressing identified behavioural and issues at home and school. • Behaviour Panels are established in a number of secondary schools to support families with children showing problematic behaviours to prevent permanent exclusions. A senior parent support advisor sits on the panel and meets with children and their parents/carers. Following the panel, a parenting contract and action plan is agreed with the family, which is regularly reviewed. • The provision of parenting programmes, as such as ESCAPE, Strengthening Families, Strengthening Communities and Incredible Years. The programmes provide parents/carers with effective and practical ways to improve children’s behaviours in school, in the family

	home while out in the community.
Service Structure	The funding employs: A Service Manager, Deputy Team Manager, Social Worker, 4 Senior Support Workers and 2 Support Workers.
Delivery of service: To Whom / Numbers	<p>In 2018/19 the Parent Support Service received 450 referrals into the service</p> <p>This report will focus on the referrals received in the service from April 2019 to September 2019. During that period the service have received a total of 362 referrals</p> <p>All 362 referrals received into the Parent Support Service were offered 1:1 direct family work which included the majority of the families attending a parenting programme if required.</p> <p>Contacts with schools: 275 contacts were made with schools by designated senior parent support advisor. This included supporting schools with Team Around the Family Meetings (TAF), providing workshops, signposting, parenting programmes, consultation, offering specialist advice and information, meeting with individual parents and children/young people as and when required. Supporting children known to school behaviour panels, attending advice and information sessions, open evenings and coffee mornings, professional's meetings and school conferences such as the SENCO.</p> <p>Behaviour Panels: There has been a total of 11 behaviour panels held within secondary schools. 54 parents were offered consultation during the panels, enabling young people to remain in mainstream education.</p> <p>Parenting Programmes: The following programmes were delivered across the borough: ESCAPE, and Strengthening Families, Strengthening Communities. 68 parents attended parenting programmes during the 4 courses held. The impact of the parenting programmes has been significant which has overall improved confidence with addressing their children's challenging behaviours.</p>
For Authority: consequences on funding and delivery, if not approved	<p>If the Service is not continued to be delivered, then it is likely it will lead to:</p> <ul style="list-style-type: none"> • An increase in non-school attendance and poor attainment within education. • Increase in the number of children and young people being excluded. • The demand for Education Welfare Service would rise • Further demand for pastoral support within schools including learning mentors and school counsellors. • Increase in anti-social and offending behaviour amongst children and young people in school and increase the risk of other pupils being lured into criminal lifestyle (Gangs, County lines and exploitative behaviours) • Increase in the number of family breakdowns, which could lead to a number of children and young people becoming homeless and potentially being at risk of being placed in care. • Significant increased pressure on the third sector and Statutory Services • Increased parental conflict within the family home environment which may impact on children's emotional wellbeing and welfare.

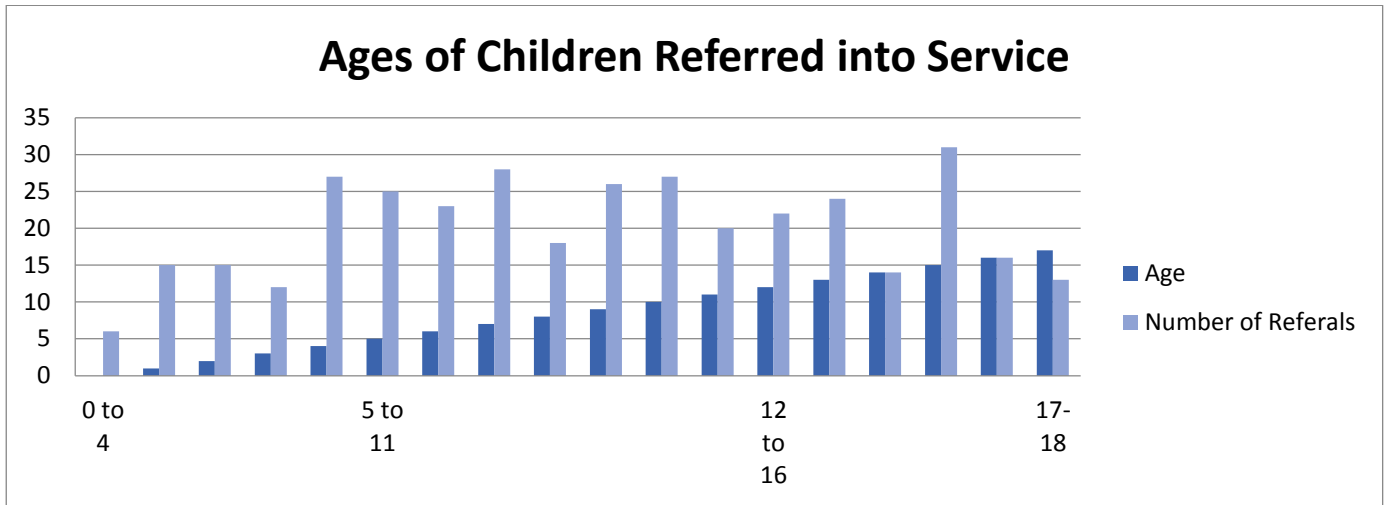
Referral rates from April 2018 to March 2019

Year	Age Group	Number of Referrals
2018	0 to 4	65
	5 to 11	233
	12 to 16	137
	17 to 18	15
Total of referrals in 2018		450

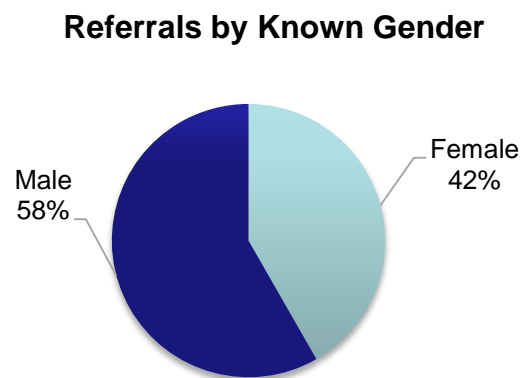
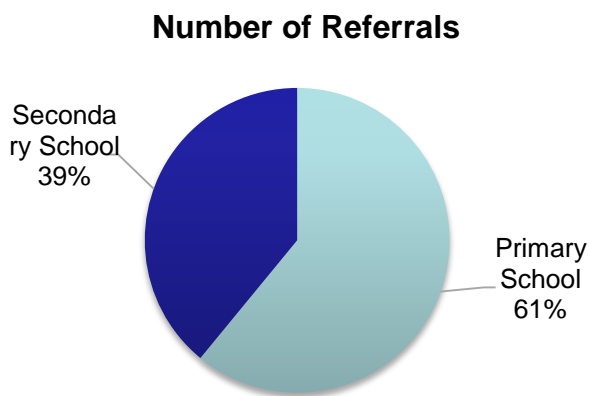
Referral rates from April 2019 to Sept 2019

Year	Age Group	Number of Referrals
2019	0 to 4	75
	5 to 11	167
	12 to 16	107
	17 to 18	13
Total of referrals in 2019		362

Ages of Children Referred into Service



Referrals from Primary and Secondary schools



Adolescent Support	
Brief description of the service:	<p>The family and adolescent support work undertaken in FAST supports young people who have experienced family breakdown which has resulted in the young person becoming homeless or on the edge of care. Support is given to homeless or vulnerably housed young people aged 16 to 17 by seeking to reunite them with their families, thus enabling them to return to, or remain in, the family home. For young vulnerable people aged 16 /17 who are faced with homelessness, the FAST provides a range of alternative solutions including supported housing (if young people are not able to stay within the family home following assessment and intervention) and mediation amongst others, to minimise the need for temporary accommodation or looked after status for these young people.</p> <p>The FAST also works intensively with young people aged 11 to 17, and their families, by offering intensive support to prevent them from entering the care system.</p>
Specific aims & objectives:	<ul style="list-style-type: none"> • Keeping children and young people within their families where possible • Providing accommodation where young people cannot stay within their families. • Maintaining good links and relationships between young people and their families so that young people are not isolated from their communities.
Funding	Total: £84K Contribution towards the cost of the staff in the team and commissioning of mediation support for young people,
Evaluation of Achievement of Outcomes – success and impact - 2014/15	<p>I did not start to manage FAST until Feb 2018 so I only have the figures for 2017 and 2018:</p> <p>2017: Since 01-04-17, the FAST has worked with a total of 91 young people at risk of homelessness or entering the care system, and their families. Of these young people, 56 young people were successfully supported to remain at living at home. Of the remaining young people who were provided with support to live outside of the family home (either as a result of parents refusing to accepts young people at home, or due to safeguarding concerns), 4 become Looked After Children, and the remaining 31 were assisted to access supported accommodation and to engage with services to enable them to follow a pathway through housing to independent living (where re-unification back to the family home has not been possible).</p> <p>2018: From January 2018 until February 2019, FAST has worked with a total of 107 young people at risk of homelessness or entering the care system, and their families. Of these young people 21 became Looked After Children, 68 were supported to live at home and 18 were assisted to access supported accommodation and to engage with services to enable them to follow a pathway through housing to independent living.</p>
Expected Education Outcomes – 2015/16	<p>Specific education outcomes are not measured but if the service is cut there would likely be an increase in the number of young people who end up in the care system and their educational outcomes will be affected. Research informs that young people in care do less well than those young people who remain within their family home. The consequences for the service would be a reduced capacity to work with young people on the edge of care. Therefore, the numbers of young people being supported to remain safely within the family home would reduce, as would the level of service provided to vulnerable young people and families, who are referred to FAST. This will mean that the outcomes for young people on the edge of care are likely to become worse – more young people will experience family breakdown (without resolution) and will be in need of local authority care and supported housing. A consequence of this will be an increase in levels of crime and anti-social behaviour, greater number of exclusions and poorer school attendance. Therefore, there will be fewer life opportunities for vulnerable young people and their pathways into education, training and employment will be reduced.</p>
Any other comments	The mediation and intensive support for families provided by FAST, has enabled the majority of young people referred to the service to successfully remain at home.

HEART: Virtual School	
Planned Spend	Team Manager & Head VS 0.5, PEP Co-ordinator LAC Teacher 0.5, Education Caseworker 1.0, Education Psychologist 0.5, Participation Officer 0.6, Consultant Psychiatrist 0.4, Clinical Psychologist 1.0,
Service Provided	<ul style="list-style-type: none"> • Increase academic outcomes, ensure all young people make progress beyond their starting point • Close the gap for LAC attainment and progress • increases attendance • decrease exclusion • no NEET • ensure all students are at a good or outstanding school • reach the KPI for SDQ, initial health assessment, annual health assessment • give all young people priority access to mental health services • ensure placement stability and improve their health and well-being • improve the consistency and quality of PEPs • increase the engagement of our children with schemes designed to increase literacy and numeracy and prepare them for exams and increase their life chances • to ensure that 2019/20 DfE conditions for LAC PPG are implemented • to support Enfield schools with LAC ensuring that in line with Ofsted their provision for LAC is outstanding • to ensure all Designated Teachers have training and support in improving the outcomes of LAC as well as social worker • provide consultations, detailed assessments and interventions for those who are SEN and those with EHCP • to quality assure the education provision a LAC is receiving in a variety of settings though monitoring visits
Delivery service:	Enfield LAC Currently 400 children
For Service:	<p>The expected educational outcomes will not be achieved:</p> <ul style="list-style-type: none"> • To maintain GCSE success rates above national average • Close the gap for LAC in attainment and progress • Early years, KS1, KS2 to be in line with the national average for attainment progress • To maintain our school attendance rate above 94% • To reduce days lost to exclusion to below 136 for all LAC. • To ensure that 90% or more of our LAC are in "good" or "outstanding" schools • To improve the engagement of our LAC with projects and interventions designed to support their educational achievements and aspirations • To further develop CAMHS interventions e.g. to prevent foster placement breakdowns and meet the mental health needs of care leavers • ensure all DTs attend training in line with DfE statutory guidance for LAC • All LAC have e-safety training. • PEPs are completed in date and targets are challenging, of a high quality & SMART. <p>This year 32% achieved Grade 4+ in English and Maths. (National average 2017-18 was 17.8%.)</p> <p>Looking at the eligible cohort KS2 data, 11 students could have been anticipated to achieve 5 Grades 4-9 including English and maths which would have been 37.9%. Of the eligible cohort of 29 students, 15 achieved 5 Grades 1-9 (51.7%) and 17 students achieved 1 Grades 1-9 GCSE (59%). Within the eligible cohort 7 students were unaccompanied asylum seekers, 4 were at special schools, 11 students had EHCPs and one of these obtained a 5+ in English and maths. 11 students were out-borough and 18 were in-borough. In the whole cohort of 39 students 14 were targeted to achieve 5 Grades 4-9 including English and maths, however 9 achieved this (23%).</p> <p>The overall Attainment 8 score was 20.9 and the Progress 8 was -0.54.</p>
For Authority	We would not be able to deliver this statutory service and would not be able to deliver the education and mental health service this vulnerable group need.

Services funded through De-delegation

Service:	CLEAPSS: Subscription and Licenses (Consortium of Local Education Authority Provision for Science Services)
Service Provided	<p>There are two parts to the central licenses. These are:</p> <p>(a) Licenses negotiated by the DfE on behalf of schools, academies and free schools. The licenses covered by the national agreement include:</p> <ul style="list-style-type: none"> • Copyright Licensing Agency (CLA); • Education Recording Agency (ERA); • Filmbank Distributors Ltd. (for the PVSL); • Motion Picture Licensing Company (MPLC); • Newspaper Licensing Authority (NLA); • Schools Printed Music Licence (SPML); • Christian Copyright Licensing International (CCLI) (new); • Mechanical Copyright Protection Society (MCPS) (new); • Performing Rights Society (PRS) (new); and • Phonographic Performance Limited (PPL) (new). <p>The arrangements for the purchase of these licenses are managed by the DfE and then cost charged against each local authorities DSG. They do not form part of the de-delegation arrangements.</p> <p>(b) CLEAPSS (Consortium of Local Education Authority Provision for Science Services) license is purchased by the Local Authority at a discounted rate on behalf of maintained schools. The Local Authority arrangements are available for academies and free schools to purchase as a traded service.</p> <p>CLEAPSS provides general support for practical work with information, advice and training about laboratory design and practice, technicians and their jobs, equipment, materials, living organisms and especially health and safety. It offers more limited support and advice within technology, art and design and sometimes other practical subject.</p> <p>There is a requirement for schools with radioactive sources to have a trained Radiation Protection Officer to test and recommend how the affected sources should be disposed under the Environment Permitting and health and safety regulations.</p>
Service Delivery:	<p>To maintained schools as a de-delegated service and academies, free schools and colleges as a traded service.</p> <p>The aim is to provide schools with the latest advice and guidance in delivering the science curriculum and managing the arrangements for radioactive sources on site.</p>
If not approved	<p>Schools won't continue to receive the license at a preferential rate but will still be required to purchase the provision to support delivery of the science curriculum and legal requirements in relation to radioactive sources on site.</p>

Service:	Free School Meal Eligibility
Provision:	<ul style="list-style-type: none"> • Provision of application forms to check entitlement to Free School Meals, Universal Infant Free School Meals and Early Years Pupil Premium • Checking service to establish whether family eligible for FSM/ UIFSM/ EYPP • Outcome of process communicated to parents and schools. • Regular checks to determine whether entitlement still valid.
Amount De-delegated for 2019/20	1FTE Scale 6 post 1FTE Business Support Officer, Scale 5
Amount required for 202/21	1FTE Scale 6 post 1FTE Business Support Officer, Scale 5
Service Delivery To whom Numbers	See attached - over 7,000 applications processed from beginning of this calendar year to date.
If not approved	Schools will need to coordinate their own checks to determine eligibility for free school meals and pupil premium
Other implications	Possibility of children not receiving a free meal and impact on school's budget in relation to pupil premium.

UIFSM & FSM Forms Processed			
2018	Eligible	Not Eligible	Cancelled
January	138	82	302
February	97	112	442
March	167	62	66
April	95	113	
May	98	126	
June	104	137	
July	56	264	
August	0	87	
September	793	124	
October	435	422	
November	146	167	
December	147	112	
UIFSM Forms for Year		2830	
	2276	4638	810

UIFSM & FSM Forms Processed		
2019	Eligible	Not Eligible
January	168	193
February	94	113
March	126	129
April	92	115
May	103	83
June	147	192
July	75	265
August	0	50
September	575	140
October	331	339
November (Up to 22.11.19)	367	106
December		
UIFSM Forms for Year		2371
	2078	4096

Cancellations stopped April 2018 after
Universal Credit Roll-out

EYPP Forms 2018	
No. Eligible	496
No. NOT Eligible	1144
Incomplete Forms	277
	1917

EYPP Forms 2019	
No. Eligible	389
No. NOT Eligible	786
Incomplete Forms	85
	1260

	Union Duties
Service Provided	<p>The service provides an effective route for statutory and collective consultation and bargaining, a framework and structure for non-maintained schools to manage industrial relations and access to branch official from recognised unions, it includes:</p> <p><u>Consultation, negotiation and representation, for trade union members on matters connected with terms and conditions, including:</u></p> <ul style="list-style-type: none"> • pay • hours of work • holidays and holiday pay • sick pay arrangements • pensions • equality and diversity • notice periods • the working environment • job evaluation • local agreements (e.g. Teaching Assistant /Nursery Nurse agreements) • Health and Safety <p><u>Attendance and representation at meetings with and on behalf of union members in relation to: -</u></p> <ul style="list-style-type: none"> • grievances • disciplinary • attendance management • restructuring and/or redundancy • pay & grading appeals • TUPE transfers • Health and Safety • and any other industrial relations issues where school-based employees have a statutory right to representation. • members at management meetings on matters of local and joint interest, i.e. policy changes <p><u>Benefits:</u></p> <ul style="list-style-type: none"> • provides access to an effective route for statutory and collective consultation and bargaining • access to branch officials from NUT, NASUWT, UNISON and GMB unions • access to a framework and structure for academies to manage industrial relations • promotes and maintains partnership working, best practice and consistency • facilitates early resolution and reduces risk of disputes and Employment Tribunal claims • eliminates and reduces the need to for schools to establish, agree and co-ordinate release arrangements and paid time off for duties and training • eliminates or reduces cover and supply costs and resource implications • reduces the disruption to lessons and children’s education caused by releasing school-based reps for meetings • reduces the demands on local or workplace representatives. <p>Costs have been able to be reduced this year due to the number of schools committing to purchase the traded service and the number of pupils this covers.</p> <p>ACAS provides for “paid time off to carry out union duties”. The aim is that by buying into facilities time the officers who do this are a) more knowledgeable, b) more available and c) do not call on the local rep to request such time off (which they are entitled to).</p> <p>Compared with other London Boroughs of the 5 Boroughs who responded, we were the most cost-effective. This could be attributed to the years of investment to maintain good relationships with the Trade Unions, so it is a credit to the schools and headteachers over the years that keeps the cost as low as it is.</p>
Service	All maintained schools

Delivery:	
If not approved	Schools would be offered a traded service to buyback.
Other implications	Management of the traded service, increased invoicing (since all except 2 non-maintained schools in Enfield currently subscribe to the traded service, and the expectation would be that schools would want to continue to have quick access to the trade unions to resolve disputes)

Service	Newly Qualified Teacher Recruitment and Applicant Tracking System
Service Provided	<p>The De-delegation funding enables staff release time, administrative time and management of appropriate contracts for:</p> <ul style="list-style-type: none"> • Attendance at various University 'Teacher recruitment fairs' across London, where LB Enfield schools are represented and promoted to trainees in their final year of study for B.A. Education degrees, School Direct and PGCE courses • The development of promotional literature about Enfield and the NQT pool for distribution to Universities nationally. • Development of the schools vacancy website and applicant tracking system (www.enfieldschools.co.uk) upon which many school vacancies are advertised, and through which applicants can source information about the NQT Pool, the Supply Pool, and general information about working in Enfield. • The Applicant Tracking system will allow for applicant's details to be retained, schools to have access to 'talent pools' and for prospective teachers to have details of vacancies sent direct to their inbox rather than waiting for them to look at our website. Schools will have the ability to increase the functionality to support a reduction in their administration, 'blind' shortlisting and easier response to candidates and referees, hopefully to be available from mid-Nov 2018
Delivery of service:	All maintained schools
If not approved	Applicant tracking system and advertising website stopped. Fairs not attended, and no promotional literature provided.
Other implications	Enfield not promoted as a place to teach or be employed in schools.

School and Early Years Improvement Service – Primary SIA Programme

Provision	Core School Improvement offer to Primary Schools
Service Delivery	<p>The Service:</p> <ul style="list-style-type: none"> • Acts as a supportive and challenging partner to headteachers • Provides school reviews for all maintained primary schools as follows: <ul style="list-style-type: none"> ✓ Rapid Recovery Reviews (RRR) undertaken half termly or termly with schools which have been judged by Ofsted to require improvement or inadequate. ✓ School Self-supported Reviews (SSR) undertaken with schools who are either in or approaching the Ofsted 'window for inspection' in preparation for that inspection. ✓ Aspect Reviews (AR) undertaken with schools who are outside the Ofsted 'window for inspection' working on an identified area for and wish to explore how far they are progressing in this area through an external lens. <p>These reviews may also include a supportive peer headteacher as part of the process.</p> <ul style="list-style-type: none"> • Reports to governors on the outcomes of reviews and areas of strength and development • Identifies the most appropriate and effective strategies to secure sustainable improvement • Supports in the evaluation of school's SEF and SDP • Support Headteachers performance management in line with the current legislation. • Provides additional support for schools which Ofsted has graded either requiring improvement or inadequate to ensure that all children have access to at least a good standard of education. • Provides additional support for schools in the Ofsted 'window for inspection', including support for governors • Provides additional support for schools causing concern or schools which are at risk of becoming a school causing concern • Provides regular information and good practice sharing through briefings including Headteachers termly briefings, Ofsted Club, Getting to Good Club and network meetings • Provides access to local and national projects including the 'Enfield Hooked by Books Project' (Birth to 6 reading project), MIDAS (inference reading project for Primary), Science Ninjas (primary science project CLEAPSS and Kings College) • Brokers bespoke support including working with: <ul style="list-style-type: none"> ✓ teaching schools ✓ NLEs and ELE ✓ NLGs and LLGs ✓ school to school support ✓ access to partnerships with external institutions such as universities and other research bodies • Brokers bespoke CPD packages • Delivers bespoke CPD sessions for leaders, governors and teaching staff <p>All maintained primary schools access the offer through the de-delegated funding.</p>
If not approved	<p>If the service is not funded:</p> <ul style="list-style-type: none"> • It would only be able to provide a much-reduced level of support offered on a buyback basis. This would not provide the depth of support currently offered and would not be as proactive or responsive to need as the current service. • It would lead to further redundancies which would make it difficult to meet our obligations to schools or further develop our service offer- • It would mean that we were unable to support schools before they are categorised by Ofsted or become a school causing concern or those schools already deemed by Ofsted to require improvement or who are inadequate

**Other
implications**

- The joint working between the Council and schools ensures compliance in meeting statutory responsibilities and if funding was withdrawn, there is a significant reputational risk to the Council, schools and the service.
- This could lead to more forced academisation that could have been prevented if support provided by the service had been available
- Insufficient capacity to apply for additional funding to support schools to meet their statutory obligations.

Service:	Data Protection
Service Delivery To whom Numbers	<p>The ICT Service provides a Data Protection Service to the council.</p> <p>In addition, for maintained schools (between 50 and 60) it provides the same service for a single cost of £80,000. This is the same service as provided in 2019/20, which provides Data Protection advice,</p> <p>Schools that are not maintained, need to buy services through the Traded Services portal.</p> <p>The service to be offered is to support schools to fulfil the statutory DPO role as required by the GDPR and this will include:</p> <ul style="list-style-type: none"> • act as conduit to Information Commissioner and Public; • ensure that training is made available and that awareness is raised; • inform, advise and issue recommendations on Data Privacy; • monitoring compliance
If not approved	Non-compliance with Data Protection, reputational and financial penalties for failing to comply.
Other implications	<p>Failure to comply with Data Protection regulations, impacts on services provided and received from others.</p> <p>For example, if a supplier of ICT services did not comply with Data Protection, Enfield would stop using the supplier and vice versa, if Enfield did not comply, they would stop providing the service to us putting business at risk.</p>