

Governors NEWSLETTER

Spring 2011

Children who have been looked after for more than six months will also attract the pupil premium for 2011/12.

Also deprived pupils in non-maintained settings who are publicly funded will attract the premium. This includes Non-Maintained Special Schools, Independent Schools, Hospital Schools, Pupil Referral Units and Not in School.

There is also a premium for children whose parents serve in the armed forces and for 2011/12 this is set at £200.

3. Pupil Numbers

Although, as mentioned earlier, the government has decided to continue to carry on with the 3-year old Universal Provision top-up to 90 of the population, the population figure that they have supplied for next year's calculation (1,878) is significantly lower than the number that was used this year (2,290). So although we gain 66 pupils based on the change from 0.5 to 0.6 fte, we also lose 224 pupils due to the lower population figure being used. The source of the population figure that DfE uses to calculate the adjustment has always been something of a mystery, however given the size of the change from one year to the next a query will be raised with them about the reasons for this.

We are allowing for growth in pupil numbers from Reception to Year 11 of 180 pupils.

The change in weighting from 0.5 to 0.6 of the Early Years pupils (excluding the 3 year old top-up) has led to increased volume of 204 pupils across the maintained and PVI sectors.

Our estimated DSG for 2011/12 is based on pupil numbers of 11,150 which is an increase compared to 2010 of 225 pupils.

4. Estimated DSG Allocation for 2011/12

Based on pupil numbers of 11,150 we estimate that our DSG allocation for 2011/12 will be £78.453m. This compares to the total of 2010/11 grants received which are now rolled into this new DSG of £78.102m. An increase of £351,000 (0.45%).

5. Timetable for schools budget announcements

Pupil Census date (Schools and Early Years (EY))	20th January 2011
Latest submission for cleansed data	28th January 2011
Budget papers for Schools Forum	3rd March 2011 (meeting assumed to be on the 10th of March)
Draft allocations to Schools (School Budget & EY's Budget)	17th March 2011
Final budgets to Schools and EY Providers	28th March 2011
Statutory deadline for Final Budgets	31st March 2011
Schools 2010/11 accounts closed	28th April 2011

Schools submit final balanced budget to RBKC	31st May 2011 (latest statutory deadline)
DfE confirm final pupil numbers and DSG	June 2011

School Summaries

The latest School Summaries, with data from the 2009/2010 academic year, are now available on the Council's website www.rbkc.gov.uk (Education and Learning > Schools > School Governors) (Research Reports). These include the 2009/2010 performance data, attendance and exclusion data, pupil profiles, staff turn-over as well as some financial data. The summaries give details of individual schools and compare them with local and national data.

Central training programme

All sessions take place at the Isaac Newton Centre, 108a Lancaster Road London W11 unless stated otherwise. Please call the Isaac Newton Centre on 020 7598 4844 or email cpdteam@rbkc.gov.uk if you wish to reserve a place on any of the training sessions.

Chairmen of Governors meeting with the Executive Director for Family and Children's Services

A briefing for Chairs of Governors or their representative on local and national developments.
Wednesday 26 January 2011, 6.30 to 8pm
Course number IN112963

Governors New in Post

An induction course for new governors.
Thursday 3 February 2011, 6.30 to 8pm.
Course number IN112962

Child Protection

This course is designed for those governors with responsibility for child protection in their schools, although other governors are welcome to attend. The course will provide an overview of child protection guidance and procedures, explain what is expected of schools and the role of the designated governor, examine the procedures to be followed when allegations are made about staff and look at safer recruitment practice.
Wednesday 16 March 2011, 6.30 to 8pm.
Course number IN112964

Governors Conference

The Annual Governors Conference will be held on Saturday, 2 April 2011, 9.30am to 1pm at the Isaac Newton Centre. The conference programme will look at the implications of the Government White Paper *The Importance of Teaching* and any consequential legislation. Further details of the programme will be announced closer to the date.

Details of all training opportunities may be found in the publication *Continuing Professional Development Programme for September 2010 to July 2011 – School Governors*.

A copy of that publication, this newsletter and previous editions of the newsletter may be found at www.rbkc.gov.uk/educationandlearning/schools/schoolgovernors.aspx

Dear Governor,

2011 is going to be a year of great change for the local authority and for schools. We now know the details of the Local Government Finance Settlement, we have seen the proposals in the Government's White Paper *The Importance of Teaching* and we are making progress in our discussions with our neighbouring boroughs, Westminster and Hammersmith and Fulham, on the sharing of education services.

All three of these developments will mean a new relationship between schools and the local authority in which schools, whether they seek academy status or not, will become more autonomous and develop a new relationship with the local authority. Stronger partnerships will be made between schools to maximise the use of resources and share best practice, and governing bodies may have to take decisions which they have never had to take before, particularly around new models of school leadership. The recruitment and retention of head teachers remains a concern and this too may impel greater collaboration between schools.

Elsewhere in this newsletter you will find articles about the White Paper and the Local Government Finance Settlement. So far as tri-borough working is concerned, we are, with our colleagues in Westminster and Hammersmith and Fulham, looking at what services schools most value, how we can develop a trading function to provide those services and be confident that the quality will be high enough that schools will be prepared to buy in to them. We also have to ensure that we protect the most vulnerable pupils, and that we continue to meet our statutory duties.

We recently sent out a questionnaire to all the head teachers in the three boroughs asking them for their views on the services we offer, or might offer, and the results of that are now being examined. We will share those results

with schools and plan to have a structure in place in the new financial year which offers services to schools across the three boroughs which will support them in the areas where they most need support.

On 10 March we will, in collaboration with Westminster, Hammersmith and Fulham, the two diocesan authorities and the National College for School Leadership, be presenting a workshop for school governors on how schools can work in collaboration to institute new models of school leadership. There will be examples of existing, successful partnerships.

On 2 April we will be hosting our annual RBKC governors' conference. We will be looking at the implications of the Government White Paper, and any consequential legislation, and we will be able to tell you more about the new structures I referred to earlier. I hope each governing body will have at least one representative at these events. Details of booking can be found in this newsletter.

It is going to be a challenging year but I believe that, working together, we will continue to achieve the high standards and provide the high quality education opportunities for our children and young people that has always been our highest priority.

Rebecca Matthews

Director for Schools Quality and Standards



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

White Paper

In November 2010 the government published an education White Paper, *The Importance of Teaching*, which sets out a radical reform programme for the schools system. The full paper can be found at the following link:

www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper

The main points include:

Teaching and leadership

- To raise the quality of new entrants to the teaching profession, by ceasing to provide funding for initial teacher training for those graduates who do not have at least a 2:2 degree; expanding Teach First; offering financial incentives to attract more of the very best graduates in shortage subjects into teaching; and enabling more talented career changers to become teachers.
- Reform initial teacher training, to increase the proportion of time trainees spend in the classroom, focusing on core teaching skills, especially in teaching reading and mathematics and in managing behaviour.
- Develop a national network of Teaching Schools on the model of teaching hospitals to lead the training and professional development of teachers and head teachers, and increase the number of National and Local Leaders of Education.

Behaviour

- Increase the authority of teachers to discipline pupils by strengthening their powers to search pupils, issue same day detentions and use reasonable force where necessary.
- Strengthen headteachers' authority to maintain discipline beyond the school gates, improve exclusion processes and empower head teachers to take a strong stand against bullying, especially racist, homophobic and other prejudice-based bullying.
- Change the current system of independent appeals panels for exclusions, so that they take less time and head teachers no longer have to worry that a pupil will be reinstated when the young person concerned has committed a serious offence.
- Trial a new approach to exclusions where schools have new responsibilities for the ongoing education and care of excluded children.
- Improve the quality of alternative provision, encouraging new providers to set up alternative provision Free Schools.
- Protect teachers from malicious allegations – speeding up investigations and legislating to grant teachers anonymity when accused by pupils.
- Focus Ofsted inspection more strongly on behaviour and safety,

including bullying, as one of four key areas of inspections.

Curriculum, assessment and qualifications

- Review the National Curriculum, with the aim of reducing prescription, while refocusing on the core subject knowledge that every child and young person should gain at each stage of their education.
- Ensure that there is support available to every school for the teaching of systematic synthetic phonics.
- Ensure that there is proper assessment of pupils at each vital transitional stage of their education: at age 6, a simple test of pupils' ability to decode words; at 11, as pupils complete primary education; and at 16 as pupils complete compulsory schooling.
- Introduce the English Baccalaureate to encourage schools to offer a broad set of academic subjects to age 16.
- Hold an independent review of key stage two testing.
- Give the independent regulator, Ofqual, the task of making sure that exam standards in this country match the highest standards overseas.
- Reform vocational education following Professor Alison Wolf's review.
- Maintain the previous government's initiative to raise to 17 by 2013 and then 18 by 2015 the age to which all young people will be expected to participate in education or training

The new school system

- Increase freedom and autonomy for all schools by removing unnecessary duties and burdens.
- Restore for all Academies the freedoms they originally had.
- Ensure that the lowest performing schools, attaining poorly and in an Ofsted category or not improving, are considered for conversion to become Academies to effect educational transformation.
- Opening up the Academies programme to all schools.
- Ensure that there is support for schools increasingly to collaborate through Academy chains and multi-school trusts and federations.
- Support teachers and parents to set up new Free Schools especially in areas of deprivation.
- Give local authorities a strong strategic role as champions for parents, families and vulnerable pupils.

Accountability for student performance

- Put far more information into the public domain, so that it is possible to understand a school's performance more fully than now.

- Place information on expenditure, including the amount allocated per pupil, online.
- Reform performance tables to include the English Baccalaureate.
- Institute new measures to show how well deprived pupils do and how young people do when they leave school.
- Reform Ofsted inspection, so that inspectors spend more time in the classroom and focus on key issues of educational effectiveness.
- Establish a new 'floor standard' for primary and secondary schools, which sets an escalating minimum expectation for attainment.
- Make it easier for schools to adopt models of governance which work for them including smaller, more focused governing bodies.

School improvement

- End the requirement for every school to have a local authority school improvement partner (SIP) and the current centralised target-setting process.
- Increase the number of National and Local Leaders of Education and develop Teaching Schools.
- Publish 'families of schools' data for every part of the country, setting out in detail how similar schools in a region perform, so that schools can identify from whom it is possible to learn.
- Make sure that schools have access to evidence of best practice, high-quality materials and improvement services which they can choose to use.
- Free local authorities to provide whatever forms of improvement support they choose.
- Ensure that schools below the floor standard receive support, and ensure that those which are seriously failing, or unable to improve their results, are transformed through conversion to Academy status.
- Encourage local authorities and schools to bring forward applications to the new Education Endowment Fund for funding for innovative projects to raise the attainment of deprived children in underperforming schools.
- Establish a new collaboration incentive, which financially rewards schools which effectively support weaker schools and demonstrably improve their performance.

School Funding

- Target more resources on the most deprived pupils over the next four years, through a new Pupil Premium.
- Consult on introducing a new national funding formula based on

the needs of pupils, to work alongside the Pupil Premium.

- Increase the transparency of the current funding system by showing both how much money schools receive and what they spend their funds on.
- End the disparity in funding for 16–18 year-olds, so that schools and colleges are funded at the same levels as one another.
- Take forward the conclusions of the review of capital spending.

Local Government Financial Settlement

1. Grants

Families and Children's Services (FCS) receives a number of grants from central government and in particular the Department for Education (DfE).

From 2011/12 the number of direct grants is reduced to 3.

- Dedicated Schools Grant (DSG)
- Early Intervention Grant (EIG)
- Pupil Premium

Existing grants have thus either:

- Transferred into the DSG;
- Transferred into Early Intervention Grant (EIG);
- Ended; or
- Transferred into the LA's General Formula Grant.
- There are still also a couple of cases where we still do not know with certainty what the level of funding in 2011/12 is going to be.

There had been significant concern that changes would be made to the way in which 3 year olds are counted in the DSG calculation, where these are topped-up to 90% of the population level. In fact this part of the calculation has remained unchanged although there are changes to the underlying population figure that is used in the calculation (more detail given below).

Where grants have gone into the DSG, the Schools Forum is considering on a case by case basis whether the funding should be delegated to schools or whether centrally retained expenditure budgets should be retained.

2. Pupil Premium

The Government has announced the introduction of a new grant known as the Pupil Premium (that will go to schools via the LA) from April 2011.

The indicator used to reflect deprivation for 2011/11 will be eligibility for free school meals (FSM). Coverage may be extended in future years to include pupils who have previously been known to be eligible for FSM.

The pupil premium will be £430 (in 2011/12) for every deprived child in maintained schools and Academies.