

# Moving towards a self-improving system

Monday 24 June 2019



**Making a positive difference** every day to people's lives

# Clr Jayne Francis

Cabinet Member Education, Skills & Culture



# Welcome and introduction

- Education, Skills & Culture
- Current challenges for schools
  - Funding inc SEND
- Birmingham's opportunities
  - Commonwealth Games
  - Child Friendly City
  - Self-improving system

# Dr Tim O'Neill

## Director Education & Skills



**Making a positive difference** every day to people's lives

# Since January...

- Clear vision and priorities
- Leadership and management
- Creating stability
- Relationship building
- Knowing ourselves
- Immediate priorities

# What are we aiming for?

- We ensure the safety, health and well-being of all children across the city.
- Children in Birmingham have the best start in life, through early identification and support (narrowing the gap).
- Children have high aspirations, achieve their potential in all areas of their educational life and develop the skills they need for work and life.
- There is high quality, accessible and inspirational educational provision across the city.
- Children and young people play a leadership role in their city's future.

# A Young City - Journey of the Child

**25%** Under 18  
 Much higher than other core cities and UK (21%)

**50%** Children 0-15 years live in most deprived decile

**212,000 children of school-age**

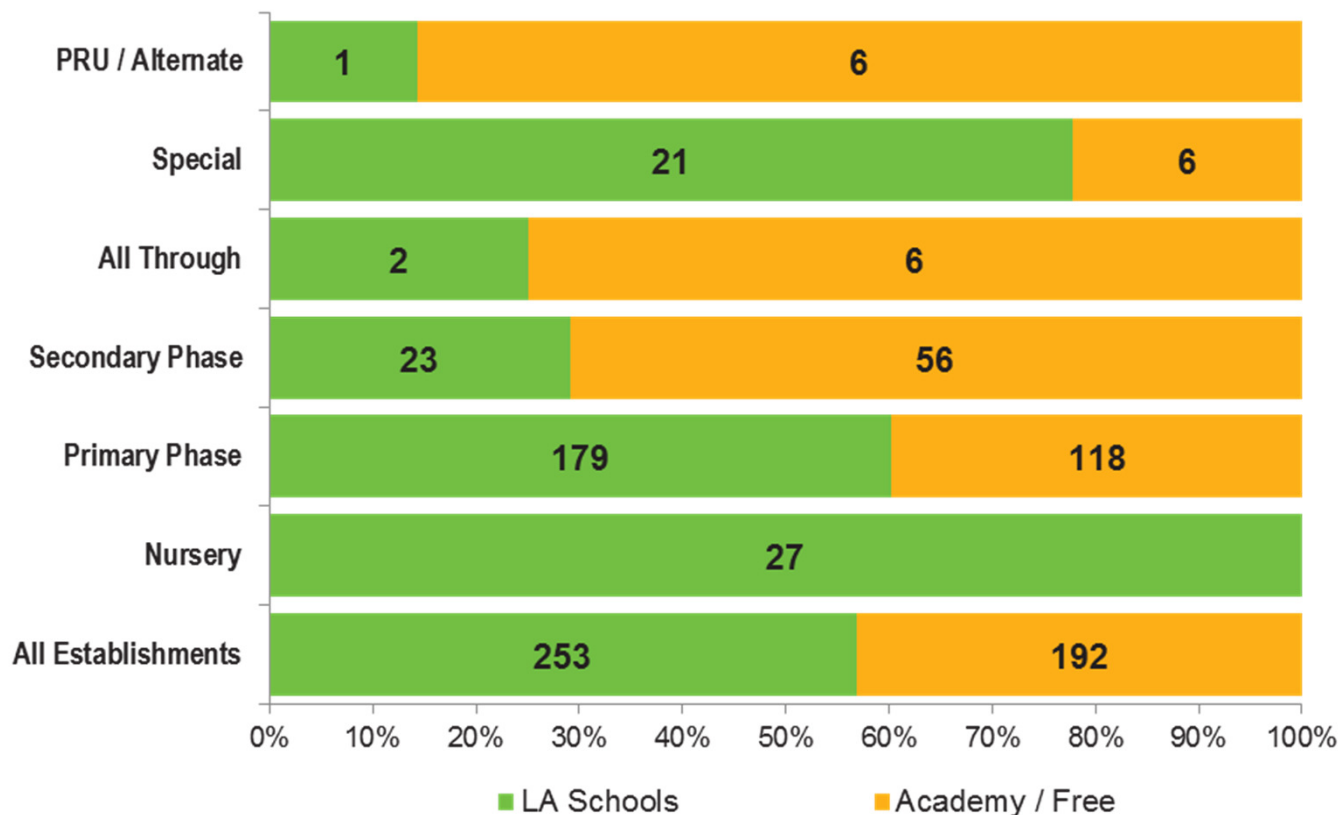
Over **1 in 3** children in poverty (after housing costs)



School Population Overall	BME	*EAL	Free School Meals	SEN
Birmingham	68.9%	41.8%	26.7%	16.8%
Nationally	31.0%	18.5%	14.7%	14.3%

\*EAL = English is additional language (i.e. English is not their first language) School Census Jan 2017, DfE

# Schools in Birmingham – a collaborative approach

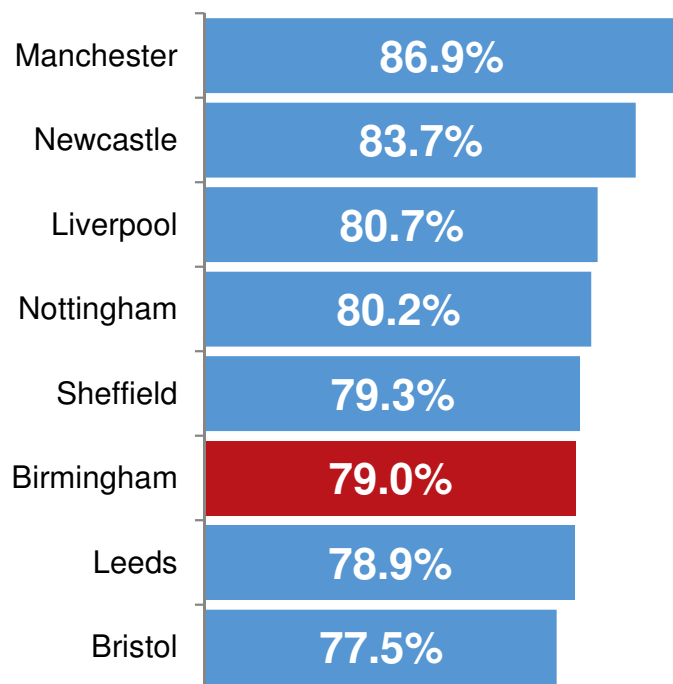


- 39 MATs across Birmingham (and 10 further Single Academy Trusts)

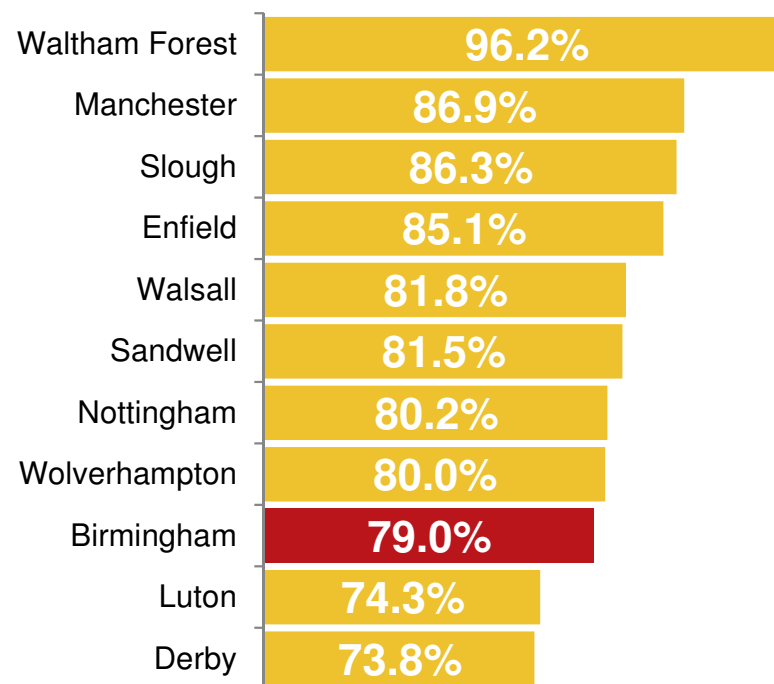


# How are we doing nationally?

Good and Outstanding Schools, Core Cities - December 2018



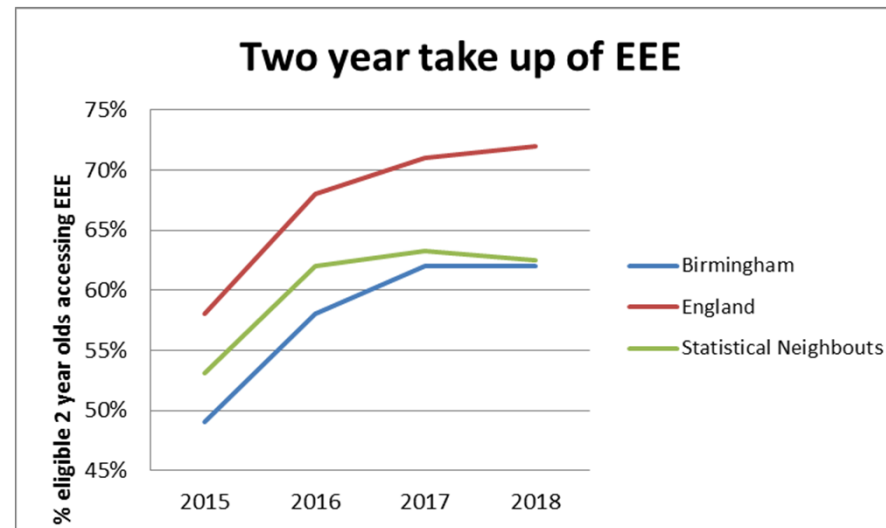
Good and Outstanding Schools, Statistical Neighbours - December 2018



# A Young City – Early Years

Largest population under five years old of any English local authority, 85,820 children making up 7.6% of the total population

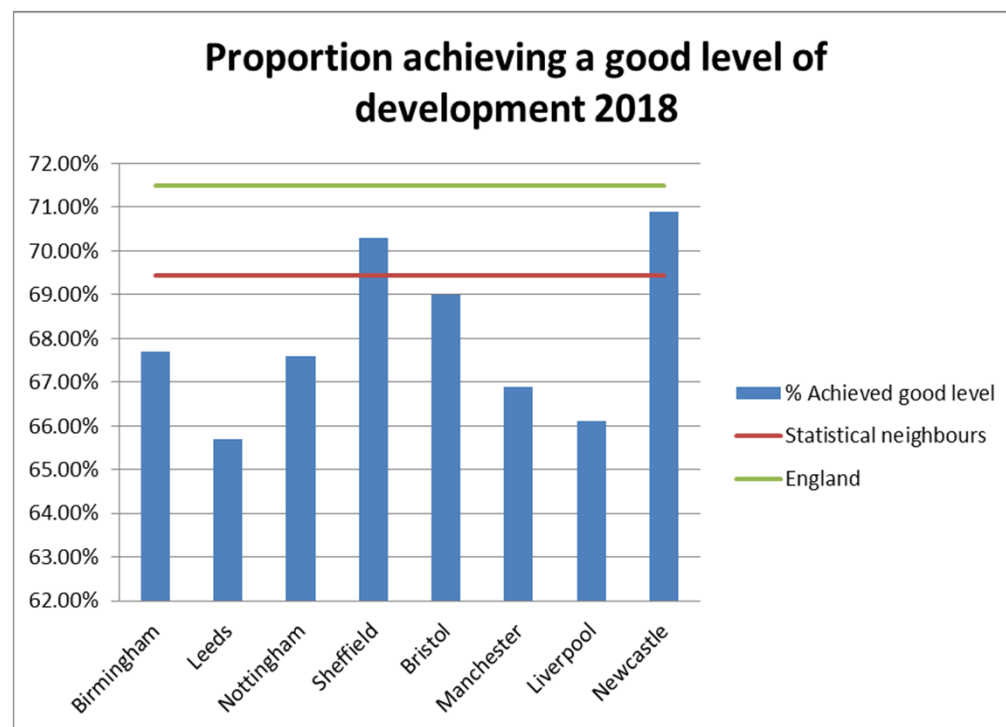
62% (5,519) of eligible 2 year olds took up an entitlement of free early education; 72% in England



# A Young City – Early Years

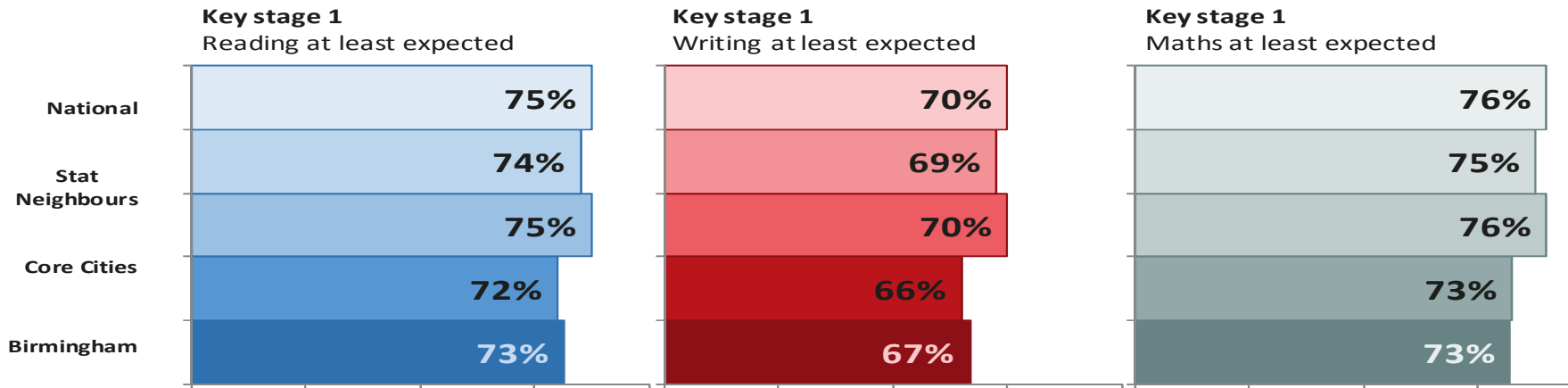
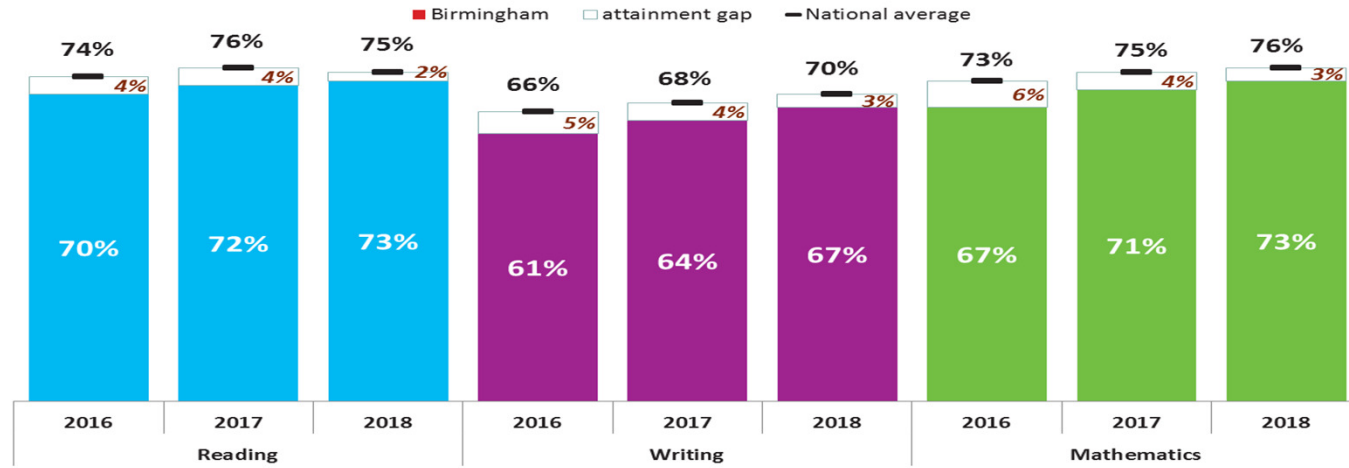
## Three/Four year old take-up

	2015	2016	2017	2018
Leeds	99.0	97.0	97.0	97.0
Sheffield	94.0	96.0	95.0	95.0
Manchester	91.0	92.0	93.0	93.0
Liverpool	96.0	94.0	93.0	93.0
Newcastle	93.0	93.0	94.0	95.0
Nottingham	97.0	93.0	91.0	91.0
Bristol	92.0	92.0	92.0	93.0
Birmingham	94.0	93.0	93.0	92.0
<i>Statistical Neighbours</i>	<i>92.2</i>	<i>91.4</i>	<i>90.5</i>	<i>90.2</i>
<b>England</b>	<b>95.0</b>	<b>95.0</b>	<b>94.0</b>	<b>94.0</b>



# Key stage 1

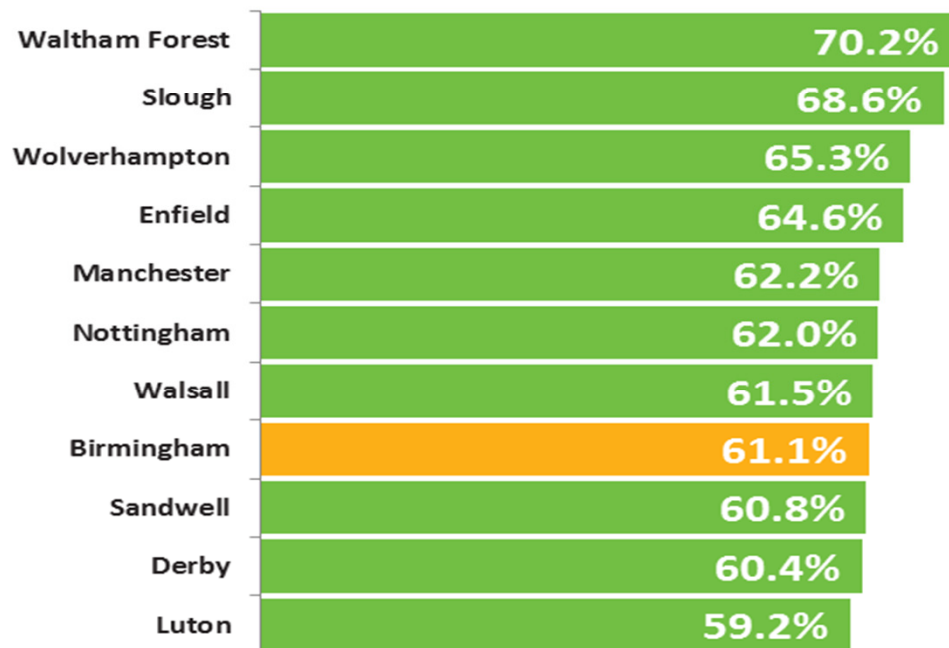
Birmingham Key Stage 1 Percentage of pupils attaining at least the expected level against National 2016 - 2018



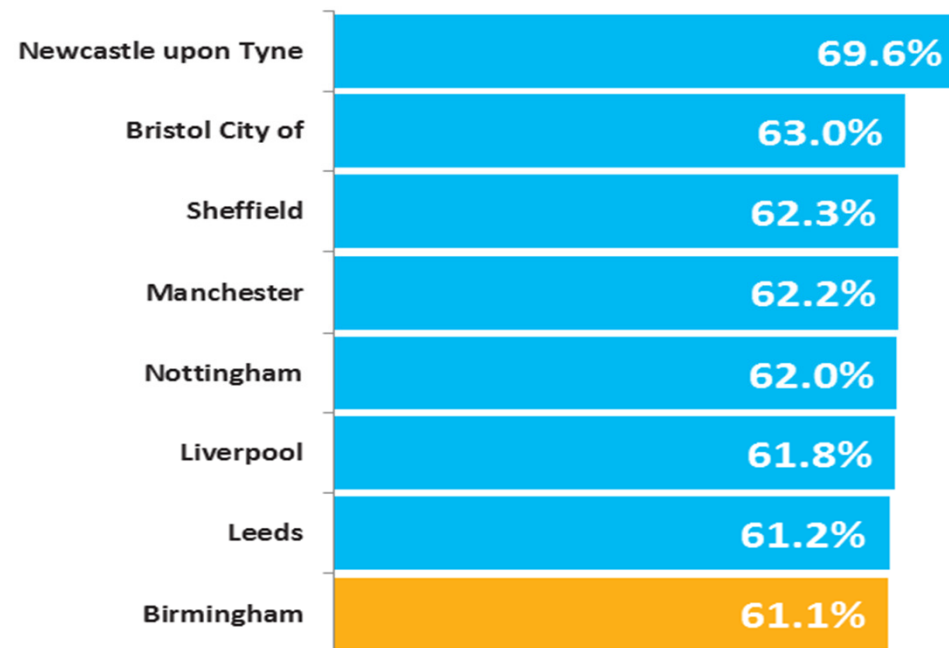
## Key stage 2

### Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths

#### Birmingham and Statistical Neighbours



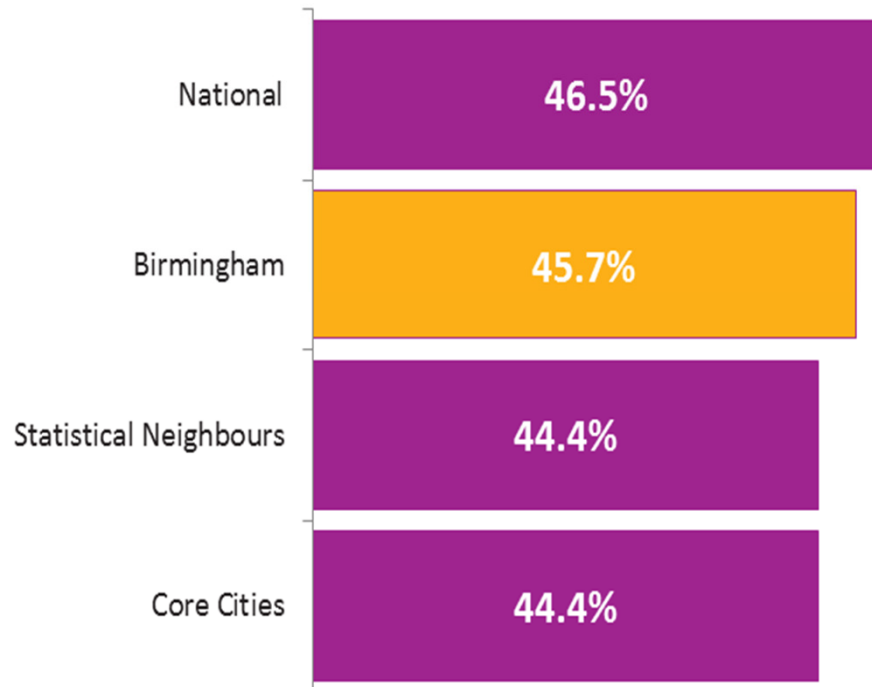
#### Core Cities



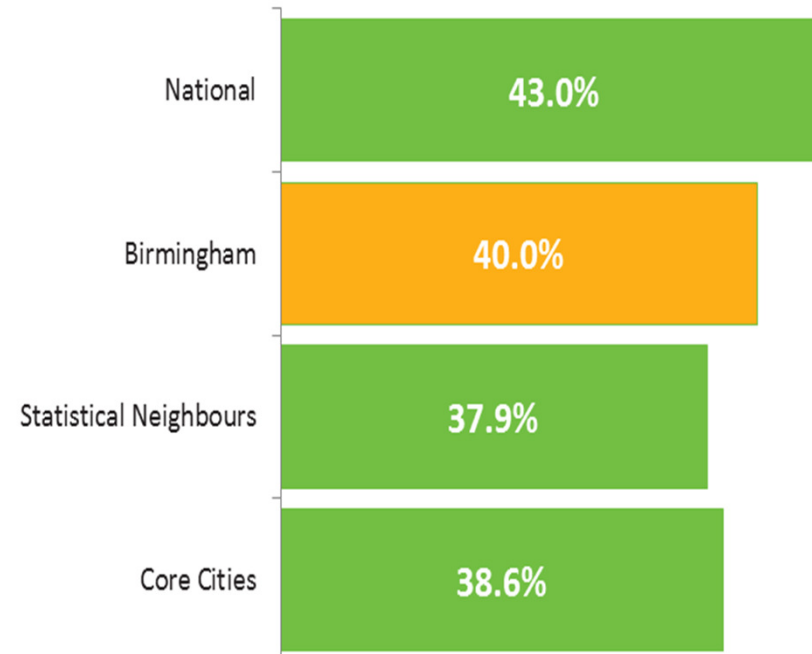
Birmingham is ranked 8th out of 11 when comparing against statistical neighbours and last out of the 8 core cities.

# Key stage 4

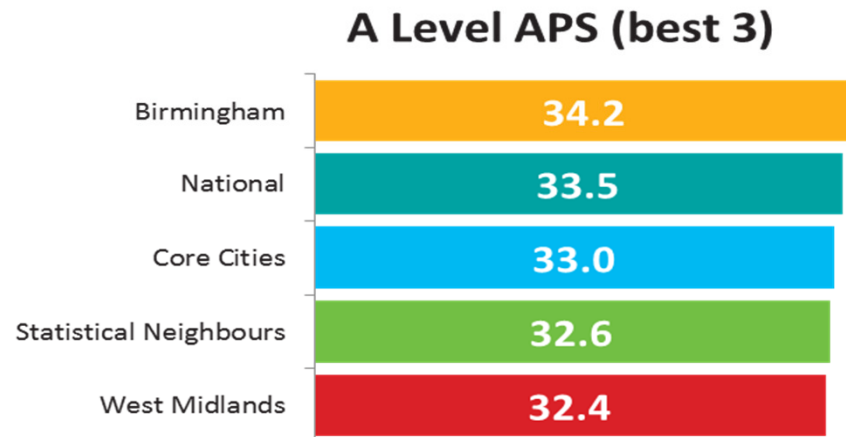
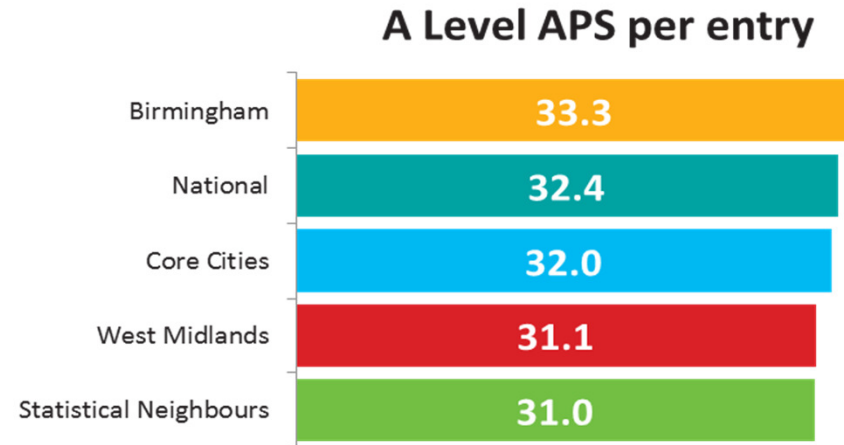
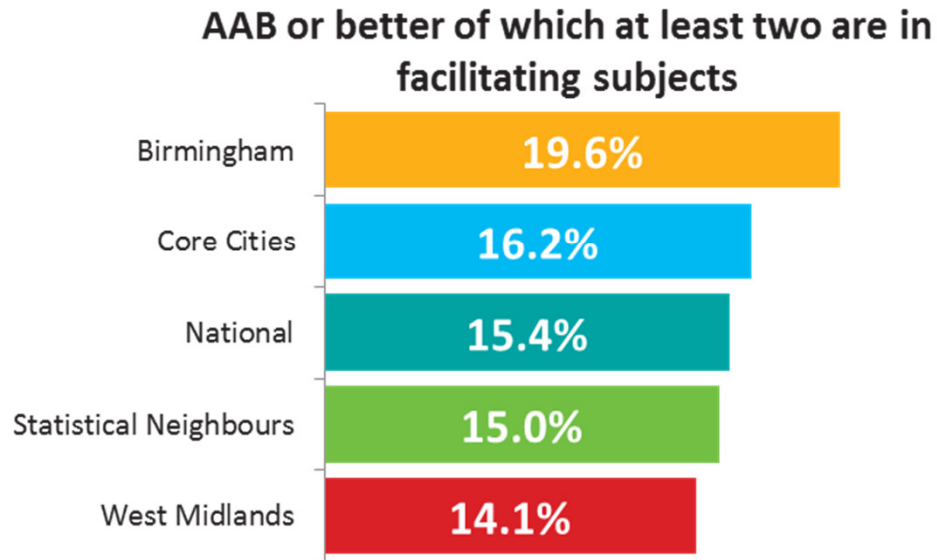
Attainment 8 average for Birmingham against other LA groups and National - 2018



Strong pass (9-5) in English & Maths for Birmingham against other LA groups and National - 2018



# 16 - 18 Study A Level outcomes for Birmingham and LA Groups 2018





# Data that enables Localism and Provision

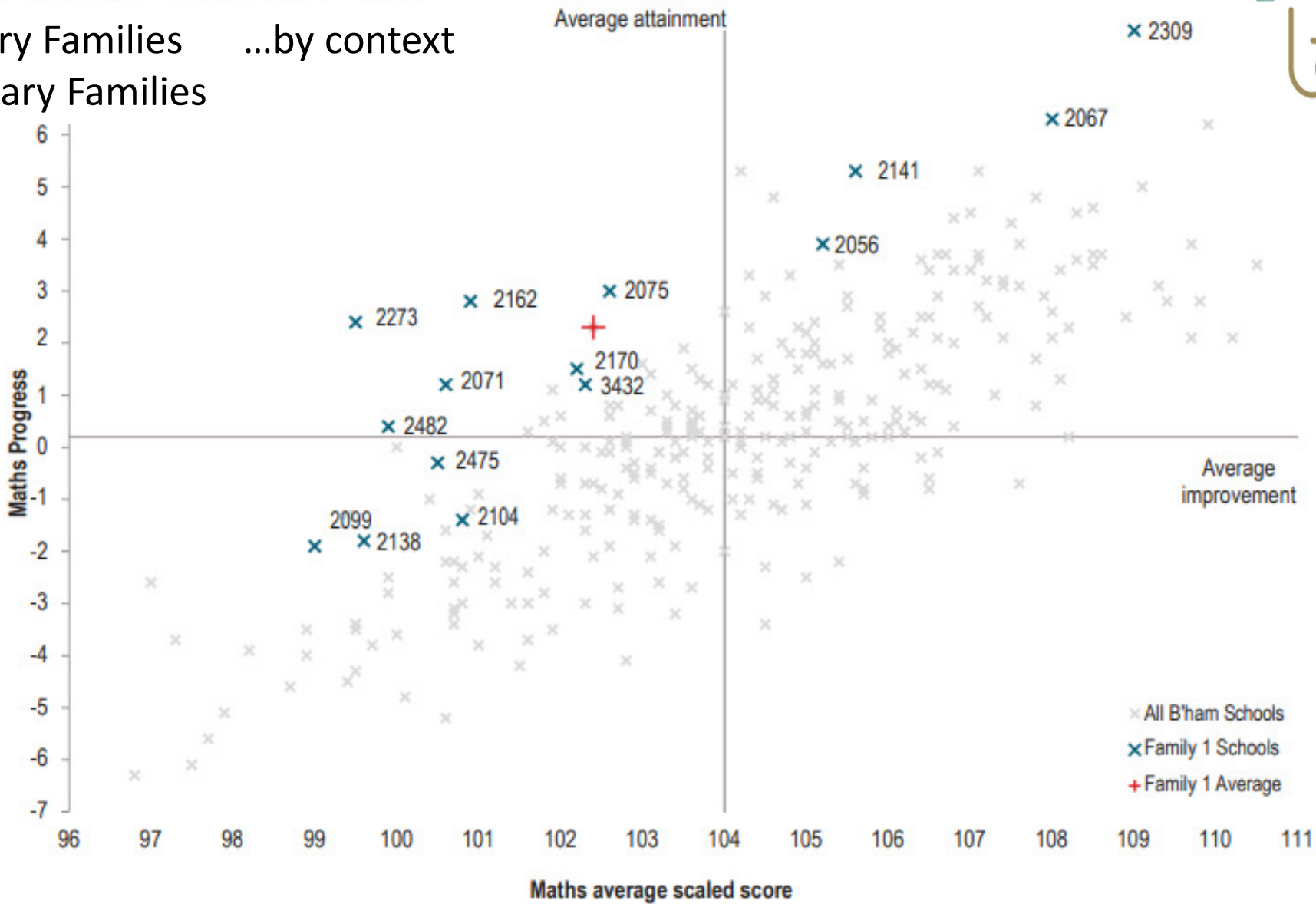
Tim Boyes

CEO Birmingham Education Partnership



PERFORMANCE MAP KEY STAGE 2 - MATHS

18 Primary Families ...by context  
8 Secondary Families



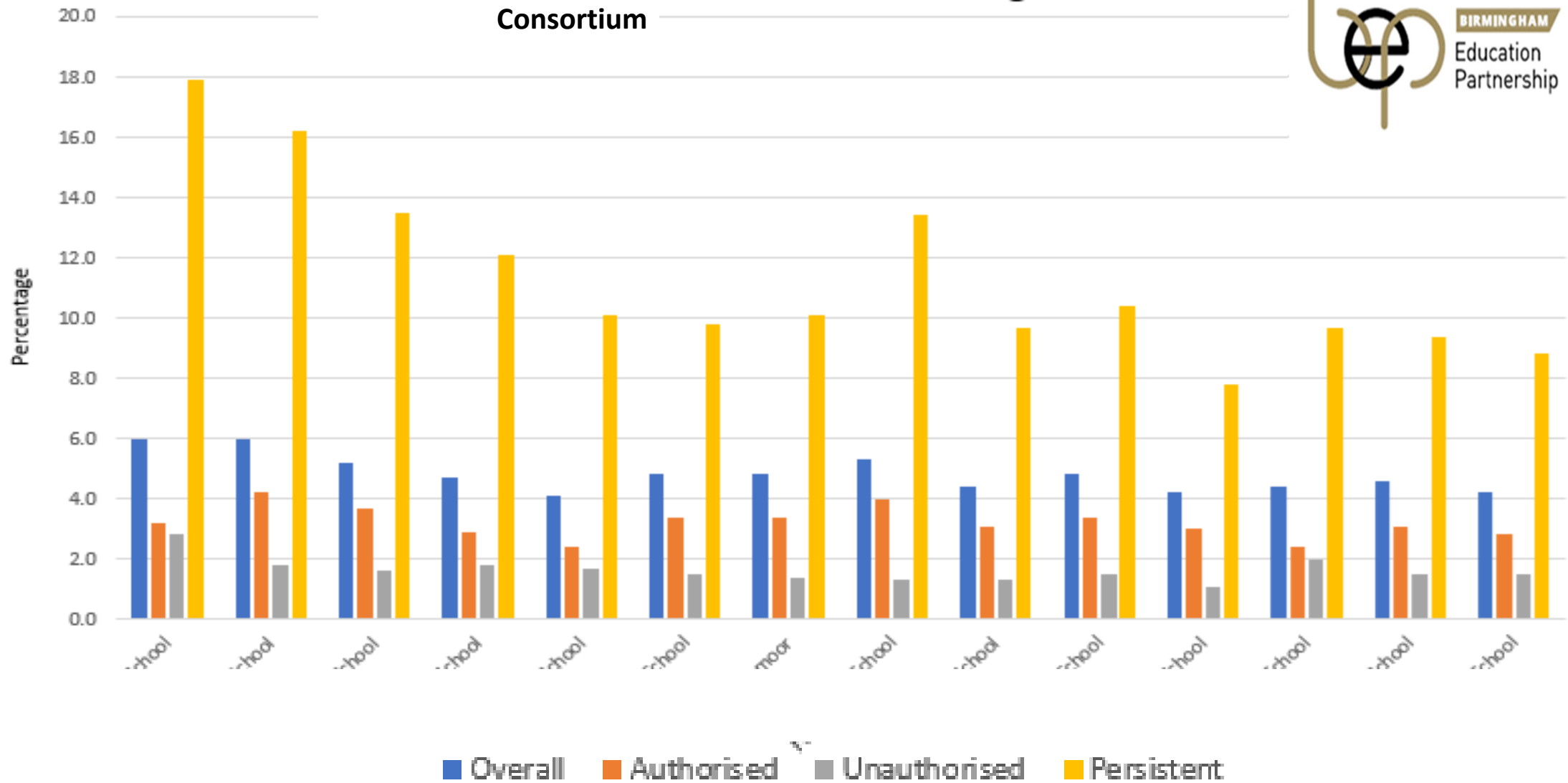
# Inclusion Data by Family

- Attendance
- Persistent Absenteeism
- % Fixed term exclusions
- % Permanent Exclusions
- SEND support progress
- EHC progress
- EHC refusals

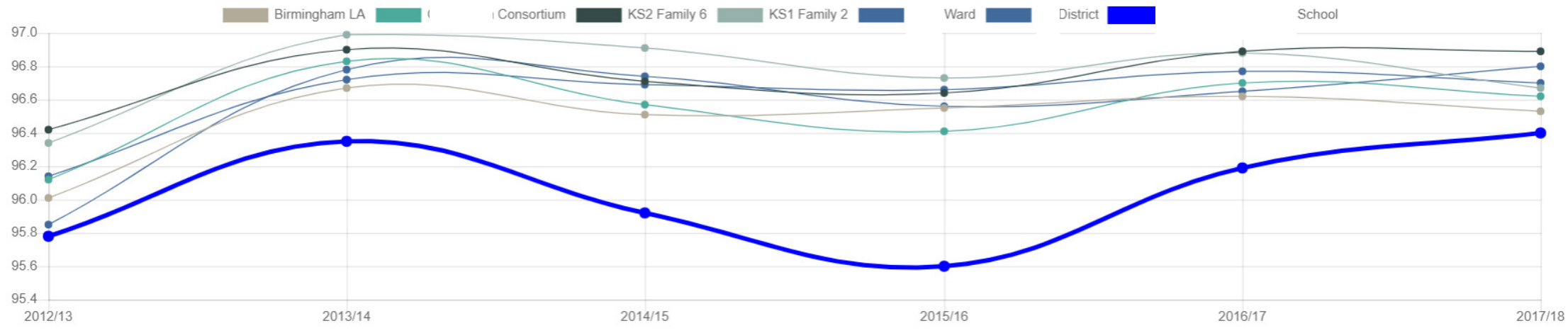


## - 3 Year absence averages

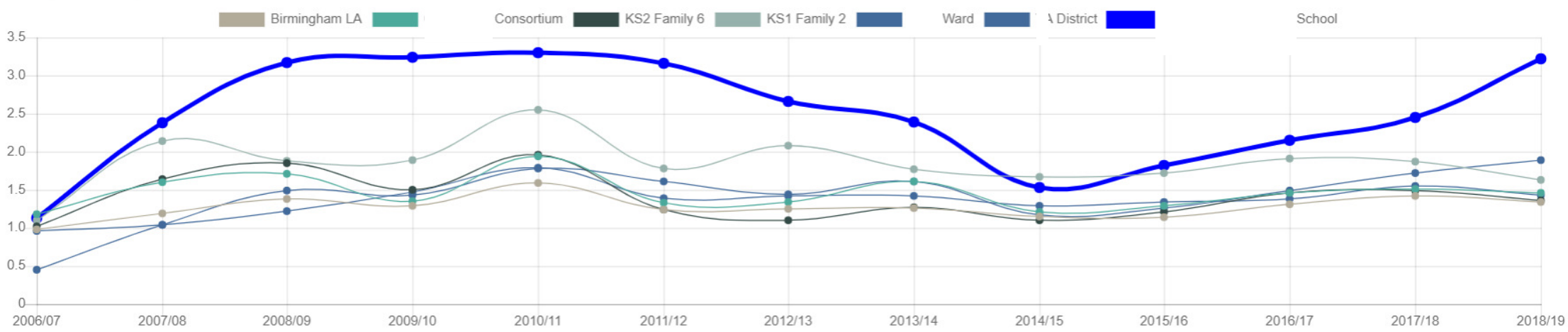
Consortium



Year by Year Comparison - Overall Attendance



Year by Year Comparison - Autumn Term Unauthorised Absence



# The power of live data – a secondary pilot

- Off role benchmarking
- It will produce averages (Family, consortium, LA).....quickly
- Average attendance at Eid
- Immediate subject level comparison
- Workload – a reporting tool should remove the need for schools to run detailed half termly attendance/exclusion analysis reducing workload. It could also be used as a checking exercise to prepare data for Census.
- Pulling pupil characteristic summaries – schools can use this tool for school improvement. Which pupil groups have the lowest attendance, PA, or highest exclusions.

And what we can see elsewhere with Learn Sheffield....

## ...creating the right spaces in the right places

Primary demand now decreasing, Secondary still rising. How effectively manage capacity

A growing and welcoming city – being ready for future growth



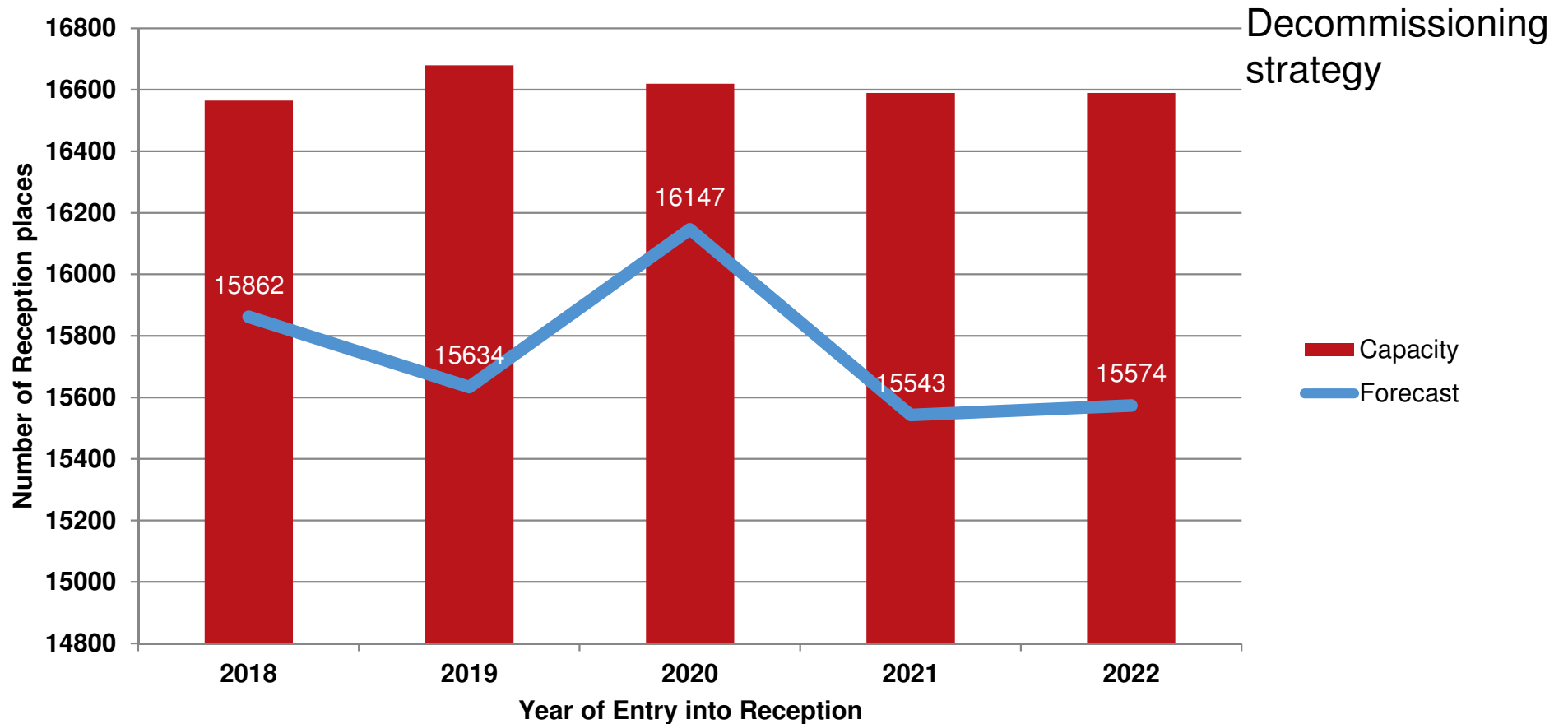
Birmingham Smithfields - 2000 homes



Commonwealth Games - up to 3000 homes

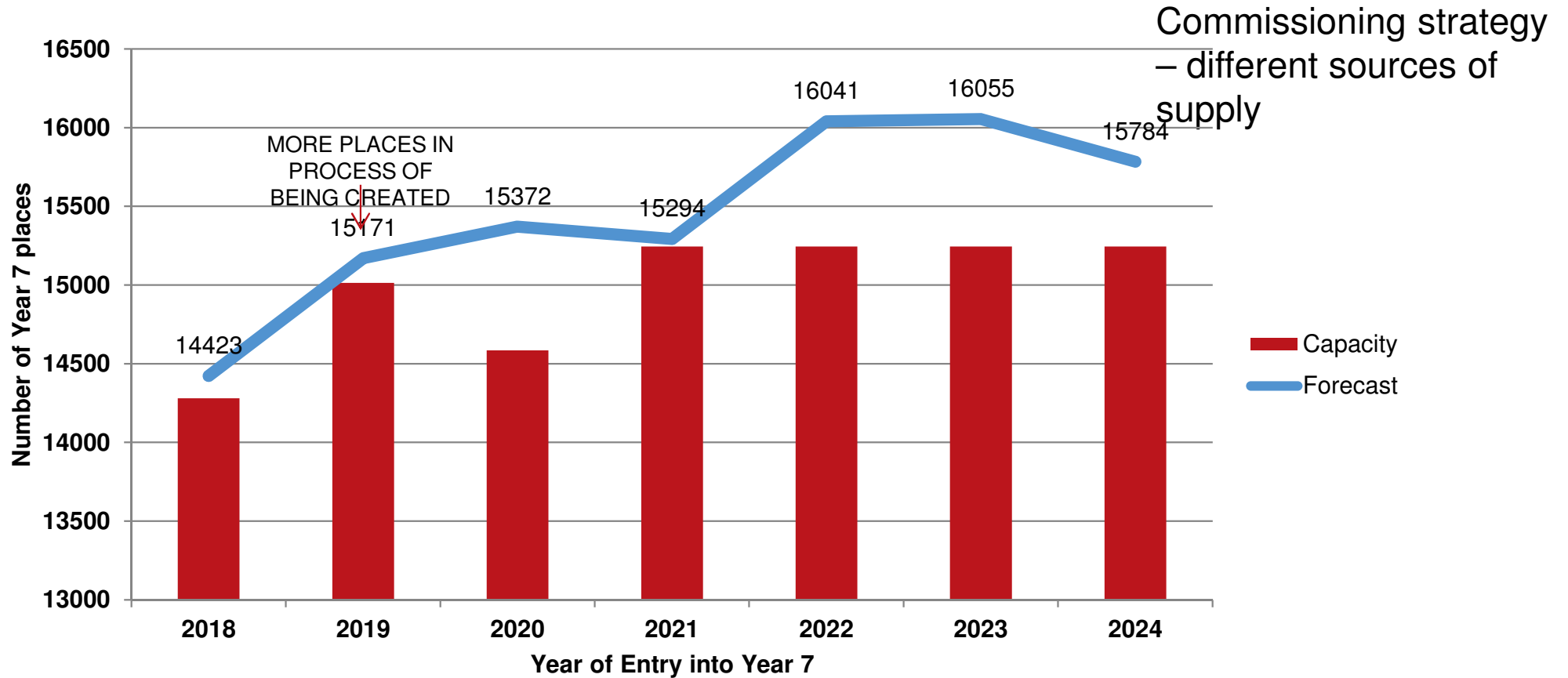
Plus 6,000 homes at Langley and new industrial park at Peddimore, Sutton Coldfield

# Changing supply of primary places





# Changing supply of secondary places





## DRAFT: Birmingham Education Plan 2019 - 2022

### **One Shared Vision**

**Birmingham becomes the best Core City for education; with a Child-Friendly City approach and a self-improving, sector-led system; which places the child and young person at the centre of all we do; with strong can-do partnerships, narrowing the current educational gaps in performance and raising academic and skill levels across the city.**



### **Outcomes**

1. We ensure the safety, health and well-being of all children across the city.
2. Children in Birmingham have the best start in life, through early identification and support (narrowing the gap).
3. Children have high aspirations, achieve their potential in all areas of their educational life and develop the skills they need for work and life.
4. There is high quality, accessible and inspirational educational provision across the city.
5. Children and young people play a leadership role in the city's future.



### **Priorities**

1. Improve achievement and attainment for all children and young people in Birmingham.
2. Help young people into adulthood, to develop life skills, be ready for work and lead fulfilling lives.
3. Increase the number of children and young people participating and engaging in learning.
4. Have high quality, sustainable SEND provision that is responsive to need.
5. Ensure there is appropriate, high quality provision across the city in all communities from Early Years through to Post 16.

### **How we'll do it**

- Work with all Education providers to reduce exclusions.
- Create more apprenticeship opportunities in the city.
- Develop an inclusive, self-improving system to deliver the best education possible, and ensuring that no school is isolated.
- Support schools to further improve results, and narrow the attainment gap between our most vulnerable children and the rest.
- Ensure children with SEND make better progress, and are educated as close to their homes and local communities as possible.
- Work with young people, schools, colleges and employers to develop industry-led and effective careers advice.
- Develop and deliver a preventive approach to support young people at risk of becoming Not in Education Employment or Training (NEET).
- Support our children and young people to actively shape our services, with a demonstrable impact on model of delivery.

### **How we'll know we've made a difference**

We will compare our performance against core cities\*, statistical neighbours and the National Average.

- More 2 year olds accessing flexible free entitlement to early education.
- More pupils achieving a good level of development at the end of the EYFS.
- More pupils reaching the expected standard at the end of Key Stage 2.
- Increased Progress 8 score for Birmingham at the end of Key Stage 4.
- Higher average Progress 8 score of Birmingham pupils.
- Reduction in the number of NEETS and Not Knowns.
- Greater number of students achieving a level 3 qualification at age 19.
- Increasing the number of residents under the age of 24 qualified to Level 4.
- Reduction in the number of SEND children educated outside of the city.
- Better Progress 8 score for children with SEND.
- Increasing attainment of children with SEND at Key Stage 4.
- Reduction in the number of fixed term exclusions and children who are 'off-rolled' or subject to multiple managed move.
- Increase in the number of children attending Good or Outstanding provision.
- Increase in school attendance.
- Appropriate destinations for all young people with special educational needs and/or a disability when they leave school.



\*Core Cities – Birmingham, Manchester, Liverpool, Leeds, Nottingham, Cardiff, Glasgow, Bristol, Sheffield and Newcastle

# Table Exercise

If we are seeking for the Birmingham Education System to have a 'best in class' sector led improvement model....across your tables,

- comment on the draft 'plan on the page'. Does it reflection the correct priorities and actions? What else should be considered?
- what do you feel would be the 3-5 fundamental critical success factors/ key ingredients and why?

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# U The Pedagogy of Equality

# B

Professor Deborah Youdell, University of Birmingham, UK  
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[d.youdell@bham.ac.uk](mailto:d.youdell@bham.ac.uk)

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# Aims of the talk

- ▶ Explore what it might look and feel like doing equalities work in schools every day
- ▶ Advocate approaching the teaching of equalities as fundamentally pedagogic and relational
- ▶ Offer some practical ideas for ways of doing this.

# Changing the question

## Equality Act 2010 – Protected Characteristics

- ▶ Age
- ▶ Disability
- ▶ Gender reassignment
- ▶ Pregnancy and maternity
- ▶ Race (including ethnic or national origins, colour or nationality)
- ▶ Religion or belief (this includes lack of belief)
- ▶ Sex
- ▶ Sexual orientation

## Equality Act 2010 – Public Duty

- ▶ Eliminate unlawful discrimination
- ▶ Advance equality of opportunities
- ▶ Foster good relations between people who share a protected characteristic and people who do not share it ... involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

From: What should the curriculum be?

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# To: pedagogy and relationships

- ▶ What sorts of relationships in school and with communities does a commitment to equalities infer?
- ▶ How can we do equalities in our school relationships?
- ▶ What forms of pedagogy does this suggest?
- ▶ What sorts of institutional practices and schooling system does this suggest?
- ▶ What sorts of curriculum might we offer?

# Pluralism and equality

## Liberal Pluralism

- ▶ Individual freedom, autonomy and liberty *and* pluralist recognition of the diversity of humans and human values
- ▶ But - the values and ways of life to which one group adhere may be in tension or direct opposition to the values and ways of life of another group.

## Agonistic Pluralism

- ▶ The values of different groups of humans don't necessarily align
- ▶ We can't step outside of context and put values, needs and claims into some sort of objective hierarchy
- ▶ Non-equivalence and non-reducible
- ▶ Open dialogue in which agonism is aired, debated and ways forward are found as an integral part of social and civic life.



# 'Thick' Democracy

- ▶ Equalities not as just something we teach, but something that we do as part of democratic practices in our every day lives.
- ▶ Starting from children and their lives and experiences, the things that they value and that matter to them, their attachments, and their communities.
- ▶ An important role for educators becomes recognising our own positions and being an ally and scribe to disadvantaged and excluded groups.
- ▶ Understanding reflexively our own values and



# Attachments, belonging, empathy

- ▶ Anna Hickey-Moody, RMIT, Melbourne, Interfaith Childhoods UK-Australia arts based research  
<https://www.facebook.com/interfaithchildhoods/@faihartchild>
- ▶ 'No Outsiders: researching approaches to sexuality and gender equalities in primary schools' ESRC research project 2006-2009



# Relationships and recognition

- ▶ Judith Butler – the politics of identity and the circumstances in which some people get to be recognised as good and desirable citizens while others' humanity becomes precarious.
- ▶ 'Giving an account of oneself'
- ▶ 'Letting the Other live'

# Difference and Friendship

- ▶ Mixed neighbourhoods and mixed schools.
- ▶ Carol Vincent – despite neighbourhoods and schools being mixed, friendships, especially amongst parents, are often not.
- ▶ Children do have friends from different backgrounds, but not best friends.
- ▶ Social class appears to be even more of a barrier to mixed friendship than race or ethnicity.

# Pedagogic relations of care

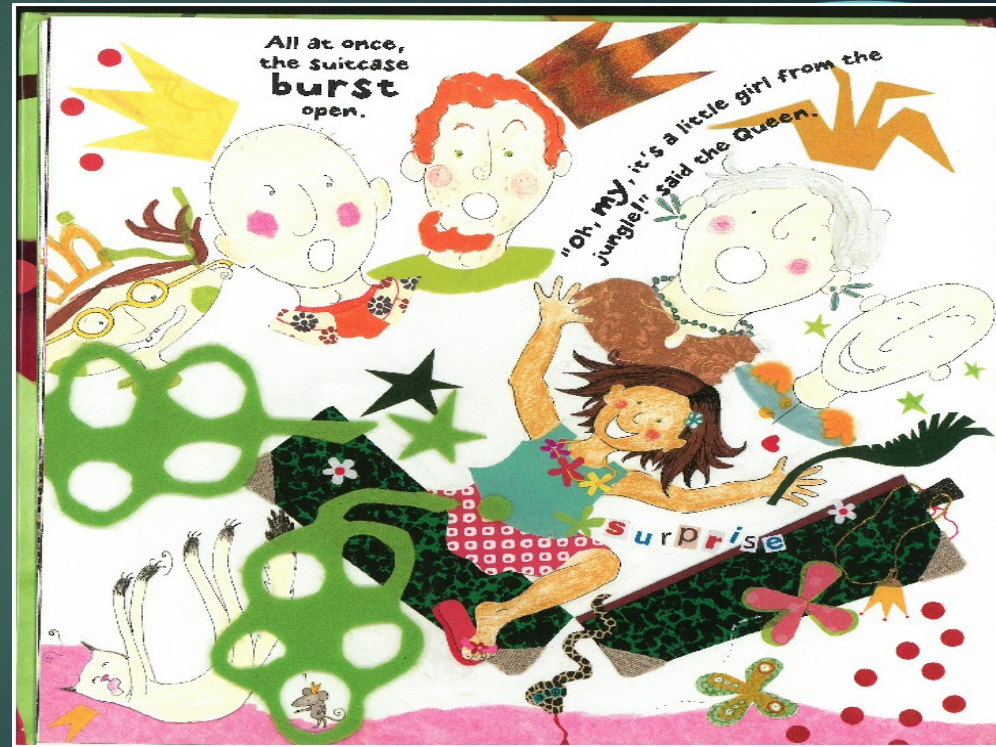
- ▶ Tamara Bibby – thinking about how the child is ‘held in mind’ in the classroom as they encounter the difficult feelings that come with learning.



# Critical Literacies

When we make decisions about curriculum materials we need to ask:

- ▶ What range of positions are offered?
- ▶ What identities are recognised and refused?
- ▶ Are teachers, children and parents equipped to engage critically and tease out the meanings, values, identities and agonisms that might be embedded?



# What this means for you

- ▶ Invite children and communities to give their own accounts of themselves and what matters to them
- ▶ Provide opportunities for mixing, sharing and collaborating – grow belonging
- ▶ Acknowledge the agonisms inherent in pluralism and allow these to be explored but not resolved through a ‘win’ and a ‘loss’
- ▶ Ensure children, parents and educators are ‘held in mind’ in these encounters
- ▶ Develop and use critical literacies
- ▶ Model relationships of mutual respect and care
- ▶ Develop and encourage empathy – let the Other live
- ▶ Ask children and communities what the school can do for them

# Razia Butt, Resilience Adviser



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# Birmingham: A Child Friendly City

- UNICEF's Child Friendly Cities & Communities works with councils to put children's rights into practice.
- The programme aims to create cities and communities in the UK where all children – whether they are living in care, using a children's centre, or simply visiting their local library – have a meaningful say in, and truly benefit from, the local decisions, services and spaces that shape their lives.





# Break and Networking



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# Moving Towards a Self-Improving System

Birmingham City Council, Education and Skills  
Conference, 24 June 2019

Lorna Fitzjohn HMI, Regional Director, Ofsted



# An improving picture



## Children not in good schools



- **20,603** primary aged children
- **15,611** secondary aged children

## Some challenges

- Children's services
- Local area SEND
- Geography
- Stuck schools
- Governance
- The Equality duty
- Attendance
- Exclusion

# Stuck schools



# Equality duty



- All schools are bound by the public sector equality duty to pay due regard to the protected characteristics. This should be done in a sensitive and age-appropriate way.
- The Secretary of State has been very clear that parents do not have a veto over the content of the curriculum, and it is up to head teachers to decide.
- It's important that we teach children to look beyond difference and celebrate the things we all have in common such as the universal values of democracy, liberty and the rule of law. These values promote trust, and create a space in which different beliefs, lifestyles and cultures can exist freely and in harmony.



# 'A force for improvement through intelligent, responsible and focused inspection and regulation'

Ofsted strategy 2017–22

## The new framework

- The **curriculum** at the heart of inspection.
- No need to produce progress and attainment **data** 'for Ofsted', helping reduce unnecessary workload.
- **All** pupils should have access to a high-quality education.





# Development



# New inspection judgements



**Overall effectiveness**



**Quality of education**



**Personal development**



**Behaviour and attitudes**



**Leadership and management**

# Quality of education judgement

The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, educationally focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.





# What will be included in the deep dives?



## Birmingham primary school May 2019

- *'The wider curriculum is very impressive. Leaders strive to ensure that pupils receive rich, varied and meaningful learning experiences across all subjects. Leaders considered the needs of the community very carefully when designing the curriculum. As a result, pupils show a very high level of interest in their learning in all subjects. The curriculum is wide-ranging, practical and it excites pupils.'*
- *'They have planned the curriculum to ensure that pupils' knowledge and skills in all subjects are developed progressively from one year to the next.'*

## Another Birmingham primary school 2019



- *'The curriculum is broad and balanced. Provision for physical education, drama, music and technology are exceptionally strong.'*
- *'Teachers have good subject knowledge and use this to plan effective sequences of learning. Teachers ensure that pupils have opportunities to deepen their understanding and develop their knowledge effectively over time.'*
- *'Pupils appreciate that everyone is different and value this richness in their own school community and beyond. Those talking with the inspectors regularly reinforced the viewpoint that everyone is equal and should be respected for their different views, appearance or culture.'*





## Moving to a self-improving system

- It's about:
  - ✓ Teachers, schools, systems
  - ✓ Professional skills and expertise
  - ✓ Right support and challenge, right time, right place
  - ✓ Working together to share good practice
  - ✓ Inspection that focuses on the right things – the curriculum
  - ✓ Being proud to teach in Birmingham



## Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<https://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](http://www.twitter.com/ofstednews)



# School Led Improvement - An Overview



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## **School Led Improvement - An Overview**

- 1. Peer Reviews:** Emma Tyler – Greet Primary School;
- 2. Financial Management:** Debbie James – Swanshurst School and Schools Forum;
- 3. Resource Bases:** Paula Weaver – Allens Croft;
- 4. Governor Support and Reciprocal arrangements:** Karen Davies, Governor Great Barr Primary Academy

# Emma Tyler, Co-Headteacher, Greet Primary School & Teaching School

- **4 form-entry – Sparkhill**
  - **918 pupils**
  - **31 languages**
  - **80% EAL**
  - **32% FSM**
  - **16% SEND (0.8% EHC)**
  - **Create Partnership Multi-Academy Trust**

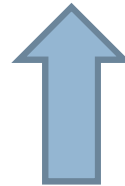
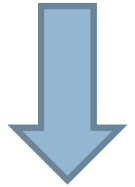
# Intent

- School led self-improvement
- Partnership & collaboration
- CfBT/EDT partnership
- Peer Review model
  - not episodic
  - improving not proving
  - aligned with Ofsted and beyond
  - culture of enquiry, learning & growth
- Peer Learning

# Review Continuum

External Reviews PP/Safeguarding/Governance/T&L/Subject

Ofsted – type  
Review



Peer Review



# Implementation

- Self-evaluation tool
  - Our Impact – attainment, progress, learning
  - Looking forward – leadership, governance, culture, ethos
  - Looking inward – quality of teaching
  - Looking outward – engagement with community, partnerships
- Pre – review meeting – HT/Lead Reviewer
- Review
- Workshop

# Impact - Greet

- SIP/Appraisal
- Significant changes to:
  - School organisation
  - Curriculum change
  - Teaching & Learning
- Model used for in-school leadership development
- Workshop tools influence Staff/Leadership meetings
- Network of support
- Joint practice development
- Review of progress made

## Impact – Other schools

“Never before have I experienced having highly experienced and skilled professionals come to do nothing other than help me make my school better.”

“The reviews have been robust and have supported headteachers by validating their own self-evaluations as well as facilitating improvement where necessary.”

“The review process has enabled staff at many different levels to develop – HTs/DHTs/AHTs/Subject leads.”

## Impact – Other schools

“Although the Lead Reviewer had to deliver some difficult messages, the support that was offered from all the schools has proven to be invaluable.”

“The BEP Peer Review programme has provided us with a school improvement model that has a clear focus on improving provision for our students without the high stake concerns attached to inspection.”



# Where next?

*‘The value of peer review is not the review itself (although Ofsted will want to see that it isn’t just a cosy chat) but what is learnt as a result; the actions taken and the impact of those actions’*

*Sean Harford – Ofsted’s National Director  
of Education*



# Contact Us

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Claire Crawley

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**Swanshurst**  
School

# School Budgets



# As chair of schools' forum

- Our work has focused on ensuring as much money as possible goes directly to schools, whilst sustaining enough resources at the centre for the LA to fulfil it's statutory duties.
- BCC implemented the national Funding Formula (NFF) in 2018/19, with one exception, lump sum allocations to schools, that remained at the previous level of £150,000,
- Following consultation, BCC fully implemented the NFF in 19/20.
- The Minimum Funding Guarantee (MFG) for schools is in place, and local authorities have the flexibility to set a local MFG between minus 1.5% and plus 0.5% per pupil.
- We deal with competing pressures from the separate education sectors; schools, early years and high needs



# As chair of schools' forum

- **In the last year the number of schools in deficit has increased by 16 to 53 (21% of the total number of LA maintained schools) and the cumulative value of deficits has increased by £1.621m to £12.574m.**
- **The agreed actions are:**
  - Identify a Schools Forum representative to sit on the Schools Finance Governance Board,
  - Receive quarterly reports on the position of individual school budgets and the progress of actions being taken to address school deficits,
  - Develop a Birmingham 'clawback' policy of individual surplus school balances, in order to maximise the designated School Budget across the City,
  - Complete the DfE's Schools Forum self-assessment toolkit, to determine aspects of good practice and areas for further development,
  - Develop a good practice guide and build capacity, within a self-improving system, to support schools who are facing financial pressures.



# As chair of schools' forum

- **And what about schools with surplus budgets?**
- **Since 2014/15 the trend on net school balances (excluding academies) has been:**
  - 2014/15 £55.795m
  - 2015/16 £57.921m
  - 2016/17 £52.841m
  - 2017/18 £49.118m
  - 2018/19 £47.365m
- **For schools in surplus above the recommended levels, the reported figures do not factor in any legitimate commitments and plans the schools have (or not) that will be a further call on the balances.**
- **The intention therefore, as last year, is for audit to conduct a review of a sample of schools with high surplus balances and seek satisfactory explanations from the schools concerned before deciding whether any clawback is warranted.**
- **Schools have been reminded of the requirement to complete the Surplus Balance Analysis proforma and present to their Governing body meeting as soon as possible.**



# As a headteacher - How do you ensure effective management of your budget?

- **Fortunate – large school, considerable economies of scale, no empty places, high levels of deprivation (and therefore PP funding)**
- **Budget Forecasts - forecasting of budgets is crucial – best and worst case scenarios**
- **National Funding Formula allows for easier forecasting of funding levels based on pupil numbers and school circumstances**
- **Pupil Premium – amount per pupil has not changed for a few years so we can anticipate that will continue and forecast and plan how to use this to support T&L.**
- **More difficult to forecast the ongoing implications of pay awards and pension increases and whether these will be supported by grants ( will the Teachers Pay Grant and the Teachers Pension Grant continue?)**



# How do you ensure effective management of your budget?

- Use (**and understand**) the resource management tools available to assess “efficiency” in use of resources –

## Documents



**School resource management self-assessment tool: checklist and dashboard**

MS Excel Spreadsheet, 144KB

This file may not be suitable for users of assistive technology. [Request an accessible format.](#)



Department for Education

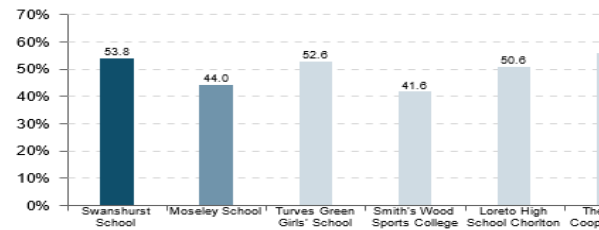


Education & Skills Funding Agency

## Benchmarking Report Card

Issued in summer 2018

### Teaching staff (% of total expenditure)



## FINANCIAL BENCHMARKING 2017/2018

### Staff total



### Teaching Staff



### Supply Staff



A. Information about your school			
School name:	Swanshurst School		
Phase:	Region:	Number of pupils:	Percentage of pupils eligible for FSM:
Secondary with sixth form	West Midlands	1808	27.6%
B. Your spending as a percentage of total expenditure		Your school	Rating against thresholds
Spend on teaching staff as a percentage of total expenditure	Guidance	61.3%	Highest 20% of similar schools
Spend on supply staff as a percentage of total expenditure	Guidance	1.9%	Middle 20% of similar schools
Spend on education support staff as a percentage of total expenditure	Guidance	7.8%	Broadly in line with similar schools
Spend on administrative and clerical staff as a percentage of total expenditure	Guidance	6.4%	Broadly in line with similar schools
Spend on other staff costs as a percentage of total expenditure	Guidance	0.3%	Broadly in line with similar schools
Spend on premises (including staff costs) as a percentage of total expenditure	Guidance	8.1%	Broadly in line with similar schools
Spend on teaching resources as a percentage of total expenditure	Guidance	5.1%	Broadly in line with similar schools
Spend on energy as a percentage of total expenditure	Guidance	1.6%	Highest 20% of similar schools
Other spending as a percentage of total expenditure (balancing line)	Guidance	7.5%	N/A
C. Reserves / balances as a percentage of total income			
In-year balance as a percentage of total income	Guidance	0.0%	Low risk
Revenue reserve as a percentage of total income	Guidance	19.5%	Low risk
D. School characteristics			
Average teacher cost (£)	Guidance	£53,345	Middle 20% of similar schools
Senior leaders as a percentage of workforce	Guidance	6.0%	Broadly in line with similar schools
Pupil to teacher ratio	Guidance	14.9	Extraordinary in line with similar schools
Pupil to adult ratio	Guidance	9.0	Middle 20% of similar schools
Teacher contact ratio (less than 1.0)	Guidance	0.68	Much lower than recommended
Predicted percentage pupil number change in 3-5 years	Guidance	1.7%	Low risk
Average class size	Guidance	28.0	Highest 10% of similar schools
E. Outcomes			
Ofsted rating	Guidance	Outstanding	Outstanding
Progress 8 score	Guidance	0.31	Average or above average

# How do you ensure effective management of your budget?

- **Manage staffing levels –**
  - What is your curriculum model
  - Teacher/ pupil ratios/contact time
  - support staff levels -TTO/Banked hours/Full time
  - Monitor incremental drift
  - Cover costs
- **Bid for grants where possible to drive capital improvements: eg. Dual Funding Initiative, SALIX**
- **Understand your Finance and Governance Reports (BCC) — they help to tell a story/reflect priorities in your spending plans/SIP**
- **Look at savings from working closely with others (who?) - better procurement, shared appointments and good practice ideas**
- **Involve your governors with the detail – they need to understand it too!**



# From the ASCL blog this week

**When I was elected General Secretary, back in February 2017, I was given some advice from former treasury and education minister, David Laws.**

**“If you want to cut through on the funding issue, keep making political noise,”**

**Geoff Barton ASCL President**



# ALLENS CROFT PRIMARY SCHOOL

RESOURCE BASE

Cognition & Learning – Autistic Spectrum – Physical Disability

Meeting need  
is not optional.

Our Children

Our Problems

Our Solutions

2011 – One Form Entry  
New Leadership Team  
established  
Key Priority  
Behaviour Management

2012  
Intervention Group  
Mornings – 1 TA  
5 children

2014 – Two Form Entry  
Access Group created  
Mornings - 2 TAs  
6 children

January 2016  
Resource Base opened  
12 place  
Cognition & Learning  
1 Teacher – 3 TAs

April 2019  
Resource Base extended  
20 place  
C&L – AS – PD  
2 Teachers – 4 TAs

April 2020  
Resource Base extended  
30 place  
KEY 3 Resource Base?  
Specialist Provision?



# Current access and type of need

- Named Provision - 13

- Y6 - 2 CL

- Y5 - 2 CL - 1 AS

- Y4 - 3 CL - 1 AS

- Y3 - 3 CL - 1 AS

- Mainstream - 3

- Y6 - 1 CL - 1 EAL

- Y4 - 1 SEMH

- Named Provision - 5

- Y1 - 1 CL - 1 AS

- YR - 2 CL - 1 AS

- Mainstream - 6

- Y2 - 1 PD

- Y1 - 1 CL - 2 AS

- Y1 - 1 AS - CoP Calthorpe

- Y1 - 1 AS - CoP Mayfield

Demographics

Provision

Partnership

Pathways

Locality

EHCPS

If we're not part of the solution,  
we're part of the problem.



# Karen Davies, Governor at Great Barr Primary Academy

## Eight elements of effective governance

NGA has identified eight elements which research and practice tell us are essential for good governance. These apply to whatever type of school you govern. These eight elements are needed to transform the team of diverse people with a range of skills, experience and knowledge into a highly effective governing board.

- 1 the right people around the table
- 2 understanding their role and responsibilities
- 3 good chairing
- 4 professional clerking
- 5 good relationships based on trust
- 6 knowing the school – the data, the staff, the parents, the children, the community
- 7 committed to asking challenging questions
- 8 confident to have courageous conversations in the interests of children and young people

# Discussion and feedback



**Making a positive difference** every day to people's lives



# Closing comments and next steps



**Making a positive difference** every day to people's lives