

Bristol Schools Forum

Agenda Tuesday, 30th March, 2021 at 5.00 pm

Virtual Meeting - Zoom Committee Meeting with Public Access via YouTube

	Start	Item	Action	Owner	Paper
1.	17:00	Welcome	A	Chair	
2.	17:05	Forum Standing Business (a) Apologies for Absence (b) Confirmation meeting is quorate (c) Appointment of new members/Resignations: (d) Notification of Vacancies: <ul style="list-style-type: none"> • One Primary Academy Head; • One Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads; • One Secondary Academy Governor; • One Special School Governor. (e) Declarations of Interest	A	Clerk	
3.	17:10	Minutes of the Previous Meeting (a) To confirm as a correct record (b) Matters arising not covered on agenda	A	Chair	3 - 10
4.	17:15	Update by Director of Education and Skills	I	AH	11 - 17
5.	17:30	DSG Budget Monitor 2020-21	I	AA/TY	18 - 20
6.	17:45	Composition	I	AH	21 - 25
7.	18:00	Results of Self Assessment	Di	Chair	26
8.	18:15	Any Other Business Impact of covid-19 on the budget of AP settings			

(*) A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion

Clerk: Corrina Haskins email: corrina.haskins@bristol.gov.uk**Chair:** Christine Townsend (contact via clerk)**FUTURE MEETINGS**

Date	Items
May	DSG Management Plan; ALP Statement of Action
July	

Bristol Schools Forum

Minutes of the meeting held on Wednesday, 13th January, 2021

at 5.00 pm at Virtual Meeting - Zoom Committee Meeting with Public Access via YouTube

Present:

Karen Brown	Maintained Secondary Governor Rep, St Mary Redcliffe & Temple
Melanie Bunce	Maintained Primary Headteacher Rep, St Barnabas
Marian Curran	14 to 19 Citywide Partnership
Rob Davies	Nursery Governor Rep, Speedwell and Little Hayes Nursery Federation
Trish Dodds	Academy Primary Governor Rep, Fishponds Academy
Simon Eakins	Academy Primary Head Rep, Cathedral Primary
Rob Endley	Recognised Teaching Professional Associations (NASUWT)
Simon Holmes	Nursery Head Rep, St Phillips Marsh Nursery
Tracy Jones	Academy Primary Headteacher Rep, Merchants Academy
Sarah Lovell	Academy Secondary Headteacher Rep, Cabot Learning Federation
Garry Maher	Non School Member, Diocese of Clifton Rep
Aileen Morrison	Pupil Referral Unit Rep, St Matthias Park
Steve Mills	Non School Member, UNISON
Sam Packer	Private Voluntary Independent (PVI) Early Years Rep
Ruth Pickersgill	Academy Secondary Governor Rep, City Academy
Chris Pring	Maintained Primary Headteacher Rep, Cabot Primary
Emma Richards	Special School Head, Claremont School
Cedric Sanguignol	Maintained Primary Governor Rep, Bishop Road Primary
Simon Shaw	Maintained Secondary Head Rep, St Mary Redcliffe & Temple
Christine Townsend	Maintained Primary Governor Rep, Whitehall Primary
Wendy Weston	Non School Member, GMB
Stephanie Williams	Academy Primary Head Rep, Bannerman Road Community Academy
David Yorath	Academy Secondary Governor Rep, Cotham School

In attendance from Bristol City Council:

Councillor Anna Keen	Cabinet Member for Education and Skills
Ian Bell	Place Planning Manager
Graham Booth	Finance Manager
Richard Hanks	Head of Service, Education and Skills
Corrina Haskins	Clerk to Schools Forum
Alison Hurley	Director of Education and Skills
Ali Mannering	Trading with Schools Manager
Denise Murray	Director of Finance
Travis Young	Corporate Finance

	Action
1. Welcome	
The Chair welcomed everyone to the meeting.	
2. Forum Standing Business	
a. Apologies for absence	

<p>Apologies for absence were received from: Kate Matheson, Maintained Primary Governor Rep, St Barnabas Primary.</p> <p>b. Quorate The Clerk confirmed the meeting was quorate.</p> <p>c. Resignations There were no resignations to report.</p> <p>d. Appointment of New Members The Clerk advised of the following new members: Tracy Jones, Academy Primary Headteacher Rep, Merchants Academy.</p> <p>e. Notification of Vacancies The Clerk advised of the following Schools Forum Vacancies:</p> <ul style="list-style-type: none"> • One Primary Academy Head; • One Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads; • One Secondary Academy Governor. <p>f. Declarations of Interest There were no declarations of interest.</p>	
<p>3. Minutes of the Previous Meeting</p>	
<p>RESOLVED - that the minutes be confirmed as a correct record</p> <p>Matters Arising</p> <p>1. Early Years and Education Transformation Programme AH confirmed that she had not yet had an opportunity to speak to SH in relation to Early Years and Education Transformation milestones and undertook to provide SH with the information followed by a face to face meeting if he had any further questions.</p> <p>2. Self-Evaluation The Chair reminded members to fill out the self-evaluation form as discussed at the previous meeting.</p>	<p>AH</p> <p>All</p>
<p>4. Report from Director of Education and Skills including update on Education Transformation Programme Milestones</p>	
<p>AH thanked Forum Members for attending in view of the current lockdown and pressures on schools at the current time. She introduced the report and drew attention to the following:</p> <ul style="list-style-type: none"> • There had been a monitoring visit in November from the Department for Education and NHS England and that went well with confirmation that 89% of the milestones had been achieved or partly achieved, and of the 11% that had not been met the reason for delay was Covid related; • One of key messages from the advisors was that there was clear evidence of strengthening partnership working and this was having positive impacts on bringing provision and systems together; 	

- A lot of progress made to date was in changing systems and processes and the impact of this may not be felt on the ground yet;
- In terms of the £427,000 underspend due to Covid restrictions, consideration was being given to how this would roll forward in the future year;
- In relation to reporting against milestones:
 - SEND First Call: a team was now fully in place and the service was proving a useful tool and portal for communication with families;
 - Citywide Workforce Development Plan; a lot of work was happening in this area and was continuing to be rolled out in a sensible way during lockdown by targeting specific training and work. The plan aimed to bring up standards so the foundation was consistent and equitable across the city;
 - Development of the Local Offer: transparency of information had been part of this; looking at how to reach families and improve communication and there was evidence that engagement is improving;
 - Inconsistency of data had been a challenge through Covid e.g. attendance and strategies such as the Attendance and Belonging Strategy were in place to make sure children were not being lost in the system as a result of Covid;
 - Young People not in education, employment or training (NEETs): this had become a critical issue with Covid and so there was a lot of work to try and get young people secured in positive destinations;
 - Specialist provision:
 - The strategy had been adversely affected by Covid which was unfortunate;
 - the on-site feasibility studies had been completed for 49 schemes and 32 had proceeded to the detailed dialogue stage, which was the most time consuming. There were currently 13 approved schemes which would create an additional 154 places in the city. The process would continue with setting up service level agreements after which dates could be identified for phase 1 and phase 2.

AH responded to questions raised by Forum Members as follows:

- *Additional SEND places is what will make a difference, can you give any indications on figures for September 2021?*

It was hoped that some of the 13 approved schemes could be fast tracked to get them up and running, although it was not possible to give exact figures for September and this information would be reported back at a future meeting as well as publishing on the Local Offer.

- *In terms of the timeline for the new specialist provision, a service level agreement would need to be in place before the capital funding was available and for the provider to make a business case for approval by the Regional Schools Commission and so was there a mechanism for Bristol City Council to expedite the SLAs/move quickly through the RSC process?*

Bristol City Council was working closely with the Regional Schools Commission and AH was invited to present at the Regional Headteachers Board about the strategy, so they understood the needs and urgency;

- *Was there any mechanism to liaise with SENCO in different schools?*

The SENCO networks had been re-established to disseminate information to schools as well as the Inclusion in Education Group and it was important to keep building on this cooperative working.

- *Is there a philosophical framework in place to consider which SEND students are best suited to mainstream and which would be better served elsewhere?*
There were different phases to this, the initial phase was to expand both specialist provision and provision in mainstream settings as well as giving families a choice in their local area. Looking at the long term sufficiency strategy was part of the Written Statement of Action.

RESOLVED that the update be noted.

5. Pupil Places and Sufficiency

IB introduced the report and drew attention to the following:

- Birth rates had fallen in recent years and this had an impact on schools;
- The current pressure for school places was in the secondary system while numbers were dropping in primary provision;
- At the same time there was an increased demand for SEND provision;
- Bristol City Council identified the need for 3 additional secondary schools:
 - Trinity Academy which was now open and would move to full size in September 2021;
 - Oasis Temple Quarter the construction of which had been delayed due to the planning application being called in and so would probably not be open by September 2022;
 - Oasis South Bristol which was scheduled for 2023 but may need to be brought forward to ease pressure;
- In terms of east Bristol and the pressure caused by the delay of Oasis Temple Quarter, Bristol City Council had engaged with Cabot Learning Federation to offer more Y7 places by relocating Post-16 provision;
- In terms of managing down primary numbers, there was a reduced Published Admission Number (PAN) at several schools; although it was important in future planning to be mindful that the population would start to increase again;
- Place planning also considered the large-scale plans for housing in certain areas;
- Priority for SEND places was another consideration;
- There were also 3 primary schools where numbers had been consistently small for a number of years which were proposed for closure, St Pius; St Michael's on the Mount and St George. In the case of St Michael's and St George's there would be a new school built on the current site of St George's and priority would be given to children currently attending the two schools. St Pius was proposed to be a straight closure.
- The rise in secondary numbers would soon start to have an impact on Post-16 places;
- September 2021 would see a pressure on school places in Years 7, 8, 9 and 10 and this would have a knock-on effect on behaviour/attendance;
- There would also be a pressure on the growth fund as a result of the delay to the opening of Oasis Temple Quarter.

IB responded to questions raised by Forum Members as follows:

- *Does the Local Authority have a statutory obligation to provide Post-16 Education?*
The LA does need to ensure sufficiency and that there is a range of provision available as it has a statutory obligation to ensure that young people were either in education, employment or training;
- *Should the falling rolls fund be revisited in view of school numbers reducing in primary schools and the housing developments planned in certain areas which will increase*

demand in the future?

Future developments e.g. Hengrove Park had been taken into consideration in place planning and it was not likely that any of the schools would meet the current criteria for falling rolls fund.

- *Consideration should be given to doing things differently to address the inequalities across the city e.g. allowing smaller class sizes in areas of greater deprivation while the demand for school places was decreasing to allow these children to catch up;*
The projections work considered both birth rates and historical patterns such as child mobility and in some of the more deprived area it was notable that there was often movement where families moved out of the area before children started school.
- *What was the number of pupils attending Bristol schools from out of the city and how did this compare with previous years and was this information considered in place planning?*
This information was taken into account in the projections, and there had been an increase in children attending Bristol schools from outside the city boundary, but there were more children from Bristol attending schools in other local authority areas;
- *Would there be enough places at the new combined school to accommodate pupils from St Michaels and St Georges?*
Yes, there would be more than enough places and the challenge would be to attract more children to give it a sustainable future.

RESOLVED that the report be noted.

6. Dedicated School Grant (DSG) 2021/22

GB introduced the report and drew attention to the following:

- The principles were discussed at the previous meeting and Forum now needed to take a formal decision;
- The final DSG allocations were published on 17th December and were generally in line with expectations, but had been updated to reflect the pupil figures in the October census, with a slight reduction in primary school numbers and increase in secondary school numbers;
- The teachers' pay and pensions grant would now be subsumed into the DSG and there were different rules about how this would apply to the different settings with mainstream schools covered as part of the schools block; special needs settings would receive a separate payment based on pupil numbers and early years settings would receive a separate grant;
- Central Services Block had reduced slightly to claw back historic commitments such as prudential borrowing;
- Schools Block had slightly increased to reflect the increase in government funding;
- Early Years Block had slightly increase to reflect the rate increase for 2 year olds;
- Formal ratification was required for the transfer of movement between blocks as discussed at the previous meeting with 0.5% being transferred from the Schools Block to the High Needs Block but keeping the money separate to fund the second year of the High Needs Transformation programme and the £147k left over in the Central Schools Block being transferred to the High Needs Block as this was no longer needed;
- A decision was also required in relation to the Early Years National Funding Formula (EYNFF);
- There was an update on the EYNFF consultation as 116 responses had now been received and there was a slight changes in percentages with 83% agreed with passing any increase in base rate on to the provider; 90% agreed with keeping the deprivation

supplement at the current rate; 86% agreed with using System Leadership for the quality supplement and 97% with SEN supplement as the higher rate.

- The proposal was to pass on any increase in 3 and 4 year old rate to the provider but there was no increase; and also to pass on any increase in the 2 year old rate which amounted to 8p per child;
- Forum ratification was also required on Central School Services Block proposals.

Forum were asked to raise any comments which would be drawn to the attention of the upcoming Cabinet and Council meetings determining the Council’s Budget and the following comments were raised:

- Concern that Early Years settings remained open during lockdown, but would only be funded for the children attending and this was not financially sustainable as many parents were choosing not to send their children to nursery during lockdown due to concerns about Covid 19. AH confirmed that the funding was ambiguous in relation to Early Years and reassured Forum that the Council was working with the Regional Schools Commission and other Local Authorities to look at how this could be fed back to government as well as getting clarity on the guidance. She confirmed that there was a lot of lobbying nationally and regionally on the issue of how funding based on census figures would work while children were not in school.
- There was a concern that the lack of secondary school places would result in an increase in school appeals which would have a detrimental impact on the budget of schools;
- Bristol City Council was requested to continue lobbying government about schools being able to claim back additional costs which had resulted from the Covid pandemic.

RESOLVED that:

- 1) the 2021/22 funding levels be noted;
- 2) the final transfers between blocks be approved as set out in the report;
- 3) the Early Years National Funding Formula be approved as set out in the report;
- 4) the following feedback be passed on to Cabinet and Council, for consideration in making final decisions on the Schools Budget for 2021/22:
 - Concern that Early Years settings remained open during lockdown, but would only be funded for the children attending and this was not financially sustainable as many parents were choosing not to send their children to nursery during lockdown;
 - The lack of secondary school provision would result in an increase in the number of school appeals and this will have a detrimental impact on schools;
 - Bristol City Council be requested to continue lobbying to enable schools to claim back additional costs resulting from the Covid pandemic;
- 5) the following Central School Services Block allocations be agreed:
 - LA Core Functions £1.069m (as per Appendix 1);
 - School Admissions £0.526m;
 - Schools Forum £0.023m;
 - Combined Services £0.599m (as per Appendix 2).

GB/DM/
Cllr Keen

7. Schools Block 2021/22

CT asked SL to take over as Chair for the remainder of the meeting.

GB introduced the report and drew attention to the following:

- The final agreement of Forum was needed on the formula;
- The Minimum Funding Guarantee had been set at the lowest level;
- Preserve the lump sum;
- £2m would be allocated to the Growth Fund, as current commitments amounted to £1.5m and it was usual to set the fund higher than known commitments;
- Any spare money would go to Additional Educational Needs and these had been inflated by 8%;
- 16 schools would receive less money in absolute terms and 33 when the Teachers' Pay and Pensions Grant was taken into account, but in all cases the reduction was due to falling numbers of pupils on roll rather than the funding formula.

The following questions/comments were raised:

- *Has the decision to allocate more funding to Additional Educational Needs achieved the aim of addressing deprivation?*

GB/TY confirmed that although some of the Income Deprivation Affecting Children Index (IDACI) figures had gone up and others gone down as a result of a new index, overall more money had been allocated for deprivation.

- *Why did the Education and Skills Funding Agency decide that Pupil Premium would be defined by the October 2020 census rather than the January 2021 census and did Bristol City Council know this was going to happen?*
- *Approaches by Forum Members to the ESFA to explain the decision had not been successful.*

GB confirmed that the Council did not receive any notice about the change and the reasoning was unclear. DM undertook to follow this up by writing to the EFSA and liaising with other schools.

DM

RESOLVED -

- 1) that the proposed arrangements for the 2021/22 mainstream funding formula, including the amount set aside for the Growth Fund be approved; AGREED
- 2) that the following feedback is passed on to Cabinet and Council, for their consideration in making final decisions on the Schools Budget for 2021/22:
 - request for representations to be made to the EFSA to explain the reasoning for the changes to Pupil Premium to be based on the October 2020 census rather than January 2021 census.

8. Dedicated Schools Grant (DSG) Budget Monitor

GB reported that the DSG Budget Monitor for period 8 was similar to the position reported at the previous meeting, but there had been a slight increase in the High Needs Block deficit to £8.5m.

RESOLVED that the in-year 2020/21 position for the overall DSG be noted.

9. Any Other Business

1. Composition

The Chair advised that the report on the Schools Forum composition would be deferred until the next meeting in March.

2. UNISON Letter

The Chair reported that union colleagues had submitted a statement in relation to prioritising education workers for a vaccine against COVID. She advised that this issue was not within the remit of Schools Forum but suggested that CH circulate to members for information if there were no objections and this was agreed.

CH

3. Alternative Provision

A concern was raised about the financial impact on Alternative Provision caused by the drop in referrals due to the Covid pandemic and asked that Bristol City Council continue to review funding arrangements.

The meeting closed at 6.40 pm.

Bristol Schools Forum

Update from Director of Education and Skills

Date of meeting:	30 March 2021
Time of meeting:	5.00 pm
Venue:	Virtual

1. Purpose of report (include if for information/consultation/discussion/ decision)

The purpose of the report is to formally inform Schools Forum that the following reports will not be presented at the meeting (as per the forward plan) and outline the reasons for their postponement:

1. DSG Management Plan (first draft)
2. Review of Alternative Learning Provision

2. Recommendation(s)

The recommendation is that Schools Forum:

- Note the reasons why the reports are being postponed
- Accept the items onto the agenda for May 11, 2021

3. Background

DSG Management Plan (DMP)

The DMP is a key tool in demonstrating compliance with The DSG conditions of grant for 20/ 21 and we are proactively working on the development of the plan which can be endorsed by both the Director of Education, Director of Finance, key stakeholders and Department for Education.

20/21 has been a turbulent year and we need to confidently project future numbers and costs of EHC plans and with insights and forecasts model what is likely to happen to numbers and costs if current trends continue over the next 5 years. Further work is required to fully quantify our activity and costs, disaggregate Covid from Non-Covid related costings and extrapolate the base line trends in the plan. Good progress is being made but we believe that we need full year details for 20/21 to be in a position to finalise the analysis and provide meaningful information. We are aiming to have this first stage completed by end of April for engagement with the Schools Forum at May meeting (the earliest opportunity thereafter).

Alternative Learning Provision – Statement of Action

In developing our action plan in response to the ALP review , further consideration needs to be given to any areas which may result in changes to the provision of frontline services or funding and a period of coproduction and engagement with families, partners in the sector and through a Schools Forum sub-group is required before the plan can be presented to Schools Forum for endorsement. This approach will enable full consideration to be taken of all the potential implications, fulfil the requirements that are set out in the SEND WSoA and the 2018 Judicial Review from where this work derives.

Headline statements from the ALP review were shared at People Scrutiny earlier in March and are attached for information (Appendix 1)

4. Financial Implications

No financial implications arise from postponing these reports until May

5. Glossary of Terms

n/a

People Scrutiny Commission

8th March 2021



Report of: Alison Hurley

Title: Alternative Learning Provision (ALP), including Hospital Education – Key Findings of the 2020 Independent Review

Ward: All

Officer Presenting Report: Alison Hurley

Contact Telephone Number: 0117 9224682

Recommendation;

That the Commission note the report.

The significant issues in the report are:

Overview of Alternative Provision and Hospital Education, including key findings from the 2020 independent review of alternative learning.

The Independent review is much welcomed as the improvements are integral to the wider priorities outlined in the Special Educational Needs and Disabilities (SEND) Written Statement of Action (WSOA), and the Education Transformation Programme (ETP). Plans to deliver these improvements are under development and delivery of actions will start from April 2021. The full report and Action Plan will be presented to Schools Forum on 30th March 2021.

1. Summary

An independent review of Alternative Learning Provision (ALP), including Hospital Education, was undertaken in the Autumn Term 2020. The purpose of the review was to fully understand the strengths and areas for development across this sector, in order to make the necessary improvements to Bristol’s system. The review responded to the following brief:

- To gain a full understanding of how Alternative Learning Provision (ALP) is currently being used in Bristol and enable transparent decision making for future placements and consistency across settings
- To inform the collaborative approach to specialist education to agree what Bristol would like to achieve with ALP and how it will be used in the future
- To inform future ALP recommissioning

2. Context

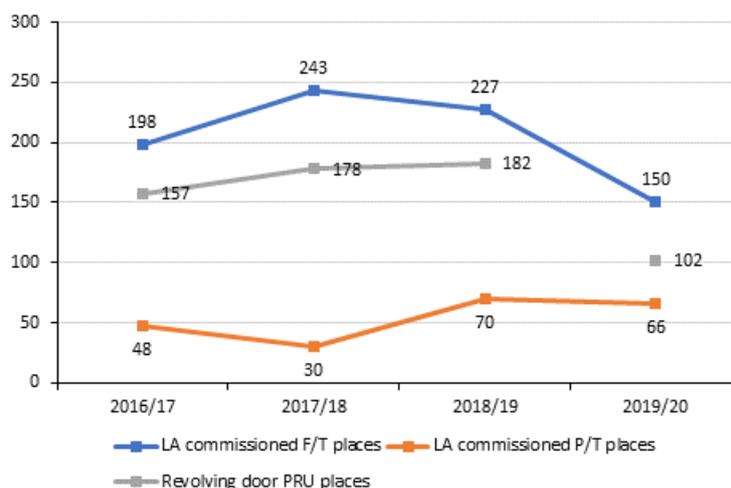
Alternative Learning Provision (ALP)

ALP is education outside of school arranged by local authorities and schools for children in KS1, 2, 3 or 4 who are permanently excluded, at risk of exclusion, or for whom mainstream education is inappropriate. Alternative Learning Provision is for Children and Young People of school age who are unable to attend mainstream or special educational settings because of health, emotional or behavioural reasons. It is something in which the pupil participates as part of their regular timetable away from the site of the school and not led by school staff. Schools can use ALP to prevent exclusions or to re-engage students in their education. Schools remain responsible for the students while they remain on their roll. It includes:

- Pupil referral units
- Hospital education
- Education for children in custody
- Schemes providing full-time or part-time alternative education outside of schools
- Preventative programmes working with individuals or groups of pupils to prevent them from being excluded from school

ALP placements

ALP places 2016/17 - 2019/20



This table shows Bristol’s ALP placements from 2016-2020. Although commissioned full-time places had started to decrease, the significant reduction from 2019-20 is predominantly a COVID-19 related issue. The Bristol Inclusion Panel was paused between March and June 2020 and there have been fewer referrals from schools, due to the reduced attendance.

ALP Review

The independent review has provided a detailed overview of the key areas to address in order to provide a robust strategic direction for the use of alternative learning in Bristol, bring greater parity to funding arrangements and ensure children and young people have appropriately supported routes back into mainstream education.

The full report details 31 recommendations for improvement, which have all been accepted. These are currently being developed into an operational action plan, which will commence in April 2021. The recommendations have been grouped into nine themes for delivery. The themes are:

- Special Educational Needs and Disabilities (SEND)
- Schools
- Data
- Governance
- Finance
- Commissioning
- Information Sharing
- Careers
- The Meriton Provision

ALP and **SEND** refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of SEND pupils with education, health and care (EHC) plans and in the process of having EHC Plans in ALP. High numbers of pupils going to ALP are then assessed with un-met needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.

ALP and **Schools** is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.

ALP and **Data** indicates improvement is necessary in data capture to facilitate accurate planning and reporting.

ALP and **Governance** links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

ALP and **Finance** shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the ‘High Need’ block, different LA Officers are making different placements.

A protocol of SEND and ‘high cost’ placements needs to be agreed.

ALP and **Commissioning** mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.

ALP and **Information Sharing** covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.

ALP and **Careers** will improve careers advice and guidance to young people.

ALP and the **Meriton** is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority.

Many of the recommendations in the report have been identified as having strong links to Bristol Inclusion Panel (BIP) The City’s fortnightly secondary Fair Access and access to ALP (to avoid PEX) placement decision making forum. Delivery of these recommendations will be joined up through the governance of the project.

Working groups have been formed to develop delivery plans for each of the recommendations within the report. These delivery plans will be published at Schools Forum in March 2021. Delivery of actions not yet in progress will commence in April 2021.

The ALP action plan will be a project within phase two of the Education Transformation Programme (ETP). The Programme Board will be accountable for timely delivery of milestones within the project. This will also enable the Board to ensure opportunities between the wider programme, Directorate, BIP and Written Statement of Action are exploited.

Bristol Hospital Education Service (BHES)

Bristol Hospital Education Service (BHES) is a Local Authority Maintained Pupil Referral Unit. BHES makes education provision for children who are too ill to attend school. This is done in line with statutory guidance from the DfE. The service is highly individualised and based on the wide range of health needs experienced by children living in Bristol and in some instances children from other local authorities. Broadly, the BHES makes education provision in one of four ways for children at:

Further and specific information about all forms of provision can be found on the [BHES website](#). The school makes full and part-time alternative education provision for children who are too ill to attend their main school.

BHES provides education for pupil in Years 7 to 11. Some pupils begin with one-to-one tuition and then progress to attending classes. Many pupils join late in their secondary education and remain at the centre until they leave at the end of Year 11. Some pupils attend one of two hospital settings. Pupils in the Bristol Royal Hospital for Children are often there for just a few days.

Teachers liaise with the pupils’ school to provide appropriate teaching and learning. Pupils in The Riverside are there for longer periods because of the nature of their illness. Pupils in the two hospital

settings receive one-to-one tuition and/or attend group sessions aimed at minimising the disruption to education caused by admission to hospital.

The Meriton

Prior to 2017, The Meriton was a registered PRU which supported young women between the ages of 13-19 to gain an education other than at school. Alongside the educational courses offered, the Meriton provided advice and guidance with housing, benefits, job and college applications.

It had teaching and support staff as well as learning mentors, sexual health support and advice, links with health and social care and a 0-3 years nursery provision on site. The Meriton was transferred under the management of the BHES provision and re-organised in 2017 due to falling number on roll. The service review plan was drawn up as a consequence of significant changes in the needs of school students in Bristol. Specifically, the significant reduction in pre-16 young parents due to the pregnancy prevention strategies implemented in schools, increased inclusive practice by education providers and also budgetary constraints due to changes in funding streams available to meet the costs of providing the service to post 16 students at The Meriton.

These factors led to the review of the service provision and staffing structure. As a consequence, The Meriton was de-registered as a PRU and staff redeployed. The plan agreed to leave an allocation of 1.6 full time learning mentors with 0.2 management within the BHES.

The present service is mainly a post-16 support service, with a different funding stream coming from ESFA. It does not appear to be appropriately aligned with the remit of the BHES. The work links more directly to that of Children's Centres and community services. It is not an ALP provider service and while the Head of BHES has efficiently managed the service to the best delivery, this is a situation that needs to be resolved.

3. Policy

The activity within this report links strongly to the Corporate Strategy 2018-23.

Improve educational outcomes and reduce educational inequality, whilst ensuring there are enough school places to meet demand and a transparent admissions process.

Bristol Schools Forum **Dedicated Schools Grant (DSG) Budget Monitor 2020/21 P9**

Date of meeting:	30 March 2021
Time of meeting:	5.00 pm
Venue:	Virtual meeting

1 Purpose of report

- 1.1 This report provides information of the forecast financial position for the DSG overall as at Period 9 (to end December 2020).

2 Recommendation

2.1 Schools Forum is invited to:

- a) note the in-year 2020/21 position for the overall DSG.**
- b) note potential risks to the forecasts for: High Needs and Early Years**

3 Background

- 3.1 At its January 2021 meeting, the Schools Forum was presented with a budget monitor reporting the forecast position as at end of Period 8 (end of November). At this point the forecast overall carry forward position was a deficit of £11.447m.
- 3.2 This report updates Schools Forum on the position at the end of Period 9 (end of December) 2020/21.

4 Budget monitoring 2020/21

- 4.1 The previously reported position in January 2021 was an in-year forecast deficit of £8.556m on the Dedicated Schools Grant budget at the end of Period 8.
- 4.2 This position has moved adversely by £0.037m giving a forecast in-year deficit of £8.593m. Added to the brought forward balance gives a forecast carry forward deficit of £11.484m. The main area for concern continues to be the High Needs block which is forecasting an in-year overspend of £8.159m. The Period 9 position is set out in **Table 1**.

Table 1: Forecast position on overall DSG for 2020/21 at Period 9 (December 2020)

<i>All figures £'000</i>	<i>b/f</i>	<i>DSG Funding 2020/21</i>	<i>Forecast Outturn Period 09 2020/21</i>	<i>In-year variance</i>	<i>Forecast Carry-forward Period 09 2020/21</i>	<i>Forecast Carry-forward Period 08 2020/21</i>	<i>Movement Period 08 to Period 09</i>
Schools Block	(174)	272,492	272,492	0	(174)	(174)	0
De-delegation	(464)	0	0	0	(464)	(464)	0
Schools Central Block		2,386	2,386	0	0	0	0
Early Years	20	37,119	37,553	434	454	380	74
High Needs Block	3,509	62,511	70,670	8,159	11,668	11,705	(37)
Funding		(374,508)	(374,508)	0	0	0	0
Total	2,892	0	8,593	8,593	11,484	11,447	37

- 4.3 The forecast on Schools Block, De-delegation and Central Services Block remains the same as reported in January 2021 (period 8).
- 4.4 The main areas of slight movement in period 9 are Early Years and High Need Blocks.
- 4.5 **Early Years (EY) Block (£0.434m forecast overspend).** The main area of pressure is in EY SEND where forecast overspend is £0.424m, an increase of £0.073m from period 8.
- 4.6 There are significant risks to the expected income from this block which will arise mainly from lower January 2021 census numbers. The 2020/21 EY Block income would normally be based on 5/12ths of the January 2020 census and 7/12ths of the January 2021 census.
- 4.7 Due to Covid-19, it is anticipated that January 2021 census count will be significantly lower than comparative period. The current proposal is to use a hybrid of January 2021 census and 2021 Summer term count to fund the 2021 Spring term allocations.¹ We currently don't have the final figures for January 2021 census but indication is that this is significantly lower than January 2020 figures. The 2021 Spring term allocation will only be known for certain after confirmation of Summer term count. The school forum will be updated once the final allocation is known.

¹ <https://www.gov.uk/government/publications/early-years-funding-spring-2021-and-financial-year-2021-to-2022>

- 4.8 **High Needs Block (£8.159m forecast overspend).** The High Needs block is forecasting a significant in-year overspend of £8.159m. This is slight reduction from the forecast in period 8. As reported in previous months, top-up funding continues to be a major area of budget pressure.
- 4.9 There are significant risks to the forecast in this block due to a number of reasons.
- 4.10 At the time of this forecast the final results of the November panel was not known and therefore an estimate of additional £0.15m was included in this forecast. The full impact of this as well as other panel meetings happening later in the financial year may add further pressure to this budget.
- 4.11 Another pressure area may be import/export adjustment which may affect final allocation in this block.
- 4.12 Following agreement of Forum, the amount transferred from the Schools Block in 2020/21 is being used to contribute towards the Education Transformation Programme. We are currently forecasting that this funding of £1.3m will be fully spent in 2020/21. The transformation programme is yielding result through increased assessment and issuance of EHCP. This in turn is driving demand for SEND places and provision. Some these cost pressures will become better known during the remainder of the year, and may impact on the final outturn position.
- 4.13 Alongside increased support through improved assessments, there are pressures associated with the pandemic that add uncertainty to the forecast position, such as the duration of any further restrictions and the degree to which the pandemic is driving the incidence of referrals for support.
- 4.14 **Funding (Nil Variance).** £374.508m is the latest DSG amount notified by the ESFA, this includes the first adjustments for the High Needs Import/Export and a slight adjustment in Early Years reflecting the final year-end actual position. As earlier explained, the final funding figure will change once further adjustments to High Needs and Early Years blocks are known. This will happen after year-end so an estimate of the change may have to be included in the final accounts.

Bristol Schools Forum

Forum Composition

Date of meeting:	30 March 2021
Time of meeting:	5.00 pm
Venue:	Virtual

1. Purpose of report

To consider the composition of the Schools Forum.

2. Recommendation

That the Forum notes the attached Composition.

3. Background

The Constitution and Composition (membership) is reviewed and agreed on an annual basis.

The membership of the Forum is a matter for the City Council. The proposed changes size and representation is outlined in Appendix 1. The proposal outlines the following changes:

- Reduce the overall size of Schools Forum from 33 to 26
- Increase representation from Alternative Learning Provision
- Decrease representation from Primary and Secondary schools
- Re-balance Primary and Secondary maintained and academy representation in line with changing pupil numbers

It should also be noted that Forum meetings are open, so other people can attend and, with the agreement of the Chair, make representations.

4. Financial Implications

None.

5. Glossary of Terms

None.

Appendix 1

BRISTOL SCHOOLS FORUM

CONSTITUTION – Proposal

MEMBERSHIP OF THE BRISTOL SCHOOLS FORUM

MEMBERSHIP

1. The Local Authority is responsible for setting up the Bristol Schools Forum, determining the numbers of members comprising of the Schools Group, Non-Schools Group, Academies Group and Observers, as laid out in the *Schools Forums (England) Regulations 2012*, and in accordance with the *Schools Forums: Operational and Good Practice Guidance*, issued May 2020.
2. Regulations specify that each school forum shall contain schools members, non-schools members and academies members. At least two thirds of the members must be schools or academies members, i.e. school senior leadership team members or governors. The remaining membership will come from non-school organisations, which have a direct interest in the business of the schools forum.
3. Schools members must be elected to the Forum by the members of the relevant group, or sub-group, in the authority's area.
 - a. The groups are:
 1. representatives of nursery schools, where there are any such schools in the authority's area;
 2. representatives of primary schools other than nursery schools;
 3. representatives of secondary schools;
 4. representatives of special schools, where there are any such schools in the authority's area; and
 5. representatives of pupil referral units, where there are any such schools in the authority's area.
4. Academies members must be elected to the schools forum by the proprietors of the academies in the authority's area.
5. The local authority (LA) must appoint non-schools members to the Forum comprising:
 - (a) one or more persons to represent the local authority 14-19 partnership; and
 - (b) one or more persons to represent early years providers.

The LA may appoint additional non-schools members to the Forum to represent the interests of other bodies.

Prior to making any such appointment the LA must consider whether the following bodies should be represented:

- the Diocesan Board of Education for any diocese any part of which is situated in the authority's area;
- the Bishop of any Roman Catholic Diocese any part of which is situated in the authority's area;
- where there are any schools or academies within the authority's area that are designated under section 69(3) of the School Standards and Framework Act 1998 as

having a religious character (other than Church of England or Roman Catholic schools), the appropriate faith group in respect of any such school or Academy.

6. Having taken 2020 pupil numbers into account, the Local Authority has determined that the Bristol Schools Forum membership shall comprise:

Phase	Pupils	Proposed membership entitlement		Pupils per member	Changes
		Headteacher/SLT (10)	Governors (10)		
PRU (ALP)		1	1		Additional role included due to increase focus on SEND and Alternative Provision
Nursery/early years		1	1		No change
Special – Maintained		1			The two posts are now split to ensure maintained and academy representation
Special – Academies		1			
Primary Total	35,869	9		3,985	Reduction in primary posts by 5 roles
of which: in LA maintained schools:	16,180	2	2	4,045	
in Academies	19,689	5		3,938	
Secondary Total	19,947	5		3,989	Reduction in secondary posts by 3 roles
of which: in LA maintained schools:	2,490	1		2,490	
in Academies	17,457	2	2	4,364	
Total		20			Overall reduction of 7 posts

Organisation (Non-School)	Number of members	Changes
Church of England Diocesan Board	1	
Roman Catholic Diocesan Board	1	
Post 16 Providers	1	
PVI Early Years	1	
Trade Union – Teaching	1	Split the 2 union roles into teaching and non-teaching to increase education workforce representation
Trade Union – Non-Teaching	1	
Total	6	

PROCEDURE FOR DETERMINATION OF MEMBERS

- The following processes will apply to the constituent groups in determining membership of the Forum, in accordance with, *the Schools Forums: Operational and Good Practice Guidance, issued May 2020*.

HEADTEACHER MEMBERS OF THE SCHOOLS GROUP

- Representatives will be sought by the Clerk from all Heads in each phase as necessary. If there are more candidates than vacancies, the LA will provide all Heads with ballot papers and copies of the expressions of interest of candidates to be returned in the timeline set out on the ballot paper.

GOVERNOR MEMBERS OF THE SCHOOLS GROUP

- Self-nominations and pro-forma expressions of interest will be sought from all governors of LA maintained schools in each phase as necessary. If there are more candidates than vacancies, the LA will provide Chairs of Governors of the relevant schools a ballot paper and copies of the expressions of interest of candidates. Chairs of Governors will be responsible for returning completed ballot papers on behalf of their Governing Body in the timeline set out on the ballot paper.
- Nominations and expressions of interest for the Academy Governor places will be sought from all Academy Governing Bodies. In the case of there being more than one nominee, the Clerk shall make arrangements for a ballot as set out in paragraph 10 above for LA Maintained schools.

NON SCHOOLS GROUP AND OBSERVERS

- The appropriate bodies named in the Non-Schools' Group and list of observers shall nominate representatives to the clerk for appointment to the Forum. A Non Schools

Group representative may nominate a substitute who has to be approved by the appropriate body.

ADDITIONAL CRITERIA

12. The Executive member and officers employed by the LA who have a role in the strategic resource management of the authority may not be Members of the Forum.
13. In all cases a person who holds multiple offices/positions which results in them being eligible for membership of one or more groups (e.g. a governor at a primary school and a secondary school) can only be appointed to represent one of those groups.

Bristol Schools Forum **Feedback from Self-Assessment**

Date of meeting:	Tuesday 30 March 2021
Time of meeting:	5pm
Venue:	Zoom

1. Purpose of report

1.1 To feedback the results of the Bristol Schools Forum Self-Assessment.

2. Recommendation

2.1 That a sub-group of members meet to review the constitution and induction pack and report back any recommendations to Schools Forum for approval.

3. Background

3.1 At the meeting of 24th November 2020, the Chair of the Schools Forum asked members to fill in the Department for Education Self-Assessment Checklist to evaluate the work of the Forum and identify any areas for improvement.

3.2 Nine replies were received (36% of current members).

3.3 Replies were positive in relation to arrangements for the meetings, including quality and availability of agenda papers and minutes; timings and accessibility; and the chairing of the meeting.

3.4 The responses highlighted a few areas where greater knowledge was required:

- induction arrangements for new members;
- knowledge of the Government Operational and Good Practice Guide;
- how members represent their group and provide feedback after meetings;
- voting arrangements.

3.5 It is recommended that a sub-group of members look at how these areas can be developed through amendments to the constitution and induction pack.

4. Financial Implications

4.1 There are no financial implications.