

REPORT OF THE  
**Executive Lead Member for Children's Services**  
PART II

**331. ACCOUNTABILITY IN THE SCHOOL SYSTEM**

1. On 26 September 2012, the Executive Lead Member for Children's Services acknowledged the changes to the Ofsted framework and the implications of these for Hampshire children and young people and for the early years settings, schools and colleges which they attend. He approved the ongoing role of the County Council in improving Hampshire schools and settings and providing local leadership. In particular, he supported the School Improvement Service in proportionate intervention in Hampshire schools when performance is inadequate and in promoting educational excellence in line with the DfE Statutory Guidance (2012). This decision re-iterated the role of the local authority as the "Champion of Children" with an ongoing mandate to represent their interests regardless of the type of educational establishment they attend. The Executive Lead Member acknowledged the complementary role of Ofsted, the Local Authority, families and schools in bringing about system improvement and closing the gap for vulnerable children and young people.

2. The Office for Standards in Education (Ofsted), Children's Services and Skills is one of the largest regulatory and inspection bodies in England. It currently operates as an independent, non-ministerial government body which reports directly to Parliament. It is responsible for inspecting and regulating education and training for learners of all ages and for inspecting and regulating those services which care for children and young people. Inspections undertaken by Ofsted follow a specific framework devised for the particular type of provider and there have been a number of frameworks implemented for the inspection of schools since Ofsted's inception in 1992.

3. The most recent framework for school inspections is outlined in the Education Act 2011 and further changes were proposed by the new Chief Inspector, Sir Michael Wilshaw shortly after this framework came into force. From September 2012 seven additional changes take effect, which, in particular, place more emphasis on teaching quality and replace the "satisfactory" judgement with "requires improvement". Schools judged as "requires improvement" will be subject to monitoring and a full re-inspection within two years and a school can only be judged as "requires improvement" on two consecutive inspections before it is deemed to require "special measures".

4. As "the champion of children, parents and families," the local authority has a duty to ensure the school system works for every family and to challenge every school to do the best for its pupils and its community. The local authority school improvement service supports improvement in a range of ways including; setting expectations, validating judgements, identifying strengths and priorities for improvement and adding rigour to evaluations. In addition it also identifies weakness and underperformance and thereby enables these to be addressed with expediency.

5. The new Ofsted framework takes the quality of a school's curriculum into account when making a judgement on the quality of the leadership and management of the school. This is a demanding area for schools and one which requires insightful and skilful leadership. It is also an important area for the local authority school improvement service in order to fulfil the DfE requirement to support maintained schools in delivering

an appropriate national curriculum and be in a position to provide high quality support and guidance to enable schools to be confident in their strategic thinking and decision making.

6. The government and the local authority are committed to increasing social mobility and to 'closing the gap' in terms of educational outcomes between advantaged and disadvantaged children and children in other vulnerable groups such as those with special educational needs or those who are looked after and those who live in relative poverty. In the new framework inspectors will consider how well the gaps are narrowing between the performance of different groups of children in the school and compared to all children nationally. Inspectors will also consider how effective the school is at overcoming barriers to learning and therefore accelerating the progress children make.

7. Further details can be found at [www.hants.gov.uk/councilmeetings.htm](http://www.hants.gov.uk/councilmeetings.htm) by typing in the relevant reference number:

- Accountability in the School System (search item reference 4140).

### **332. SCHOOL FUNDING REFORM – SCHOOLS AND EARLY YEARS FUNDING FORMULAE 2013/14**

1. On 23 October 2012, the Executive Lead Member for Children's Services approved a funding formula for 2013/14 for primary and secondary schools (including academies) and a Single Early Years Funding Formula.

2. In March 2012 the Department for Education (DfE) published proposals for a new national approach to school revenue funding for implementation in 2013/14. This was followed up by the DfE document "School funding reform: Arrangements for 2013-14", which sets out how the arrangements should work. There are three notional 'blocks' to school funding: Schools, Early Years and High Needs. In order to respond to this, the Executive Lead Member was required to approve a new formula for Hampshire by 31 October 2012.

3. Key changes to the main schools formula included: a restriction of the number of 'factors' that can be applied to the main schools funding formula; Academies funding determined by the local schools formula; a Minimum Funding Guarantee on per pupil budgets for those schools that lose funding under the new arrangements; no protection for whole schools budgets; and bringing the pupil count forward from January to October.

4. On the basis of modelling undertaken by officers, an approach and a set of principles was agreed by Schools Forum in July 2012 and a consultation went out to all 426 primary and 70 secondary maintained schools and academies at the beginning of the autumn term. Several briefings were held during September to assist schools with the consultation including a presentation and question and answer session. These briefings were well attended with 361 (73%) schools having at least 1 attendee. A total of 187 schools responded to the consultation (37.7%). There were 37 replies from secondary schools (52.86%) and 150 replies from primary schools (35.2%).

5. The main change to the Single Early Years Formula is that funding relating to deprivation must be based on the circumstances of the individual children rather than of the setting. It was agreed with the Partnership Advisory Group that the total budget for

deprivation remain unchanged from 2012/2013 to 2013/14. This is the same principle as applied to the main schools funding formula. The new model is not a change in value but a redistribution of funds to target deprived children more effectively. A consultation regarding the changes to deprivation mechanism was sent to all Hampshire approved Early Years Education providers. (650 settings and 248 childminders).

6. The results of the consultation exercises, along with finalised proposals were presented to Schools Forum prior to the decision being taken by the Executive Lead Member for Children's Services and it was with the Forum's support that the formulae were approved.

7. Further details can be found at [www.hants.gov.uk/councilmeetings.htm](http://www.hants.gov.uk/councilmeetings.htm) by typing in the relevant reference number:

- School Funding Reform – Schools and Early Years Funding Formulae 2013/14 (search item reference 4362).

**COUNCILLOR ROY PERRY**  
**Executive Lead Member for Children's Services**

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