

# Report of the Overview and Scrutiny Committee (Education)

## Scrutiny of the Education Budget

Adopted by the committee on 3<sup>rd</sup> March 2004

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Parent Governor Representative: Mr M Pollard.

### **NON-VOTING CO-OPTED MEMBERS:**

Teachers' Secondary School Representative: Mr S Davies.

Teachers' Primary School Representative: Ms J Laybourn.

### **PORTFOLIO HOLDER FOR EDUCATION**

Cllr David Ward

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## Acknowledgements

The Chair of the Overview and Scrutiny Committee (Education), Cllr Malcolm Sykes, would like to thank all the individuals and organisations that submitted evidence to this Scrutiny, the members of the Overview and Scrutiny Committee (Education) for their hard work in both holding the hearings and producing the report and all of the officers involved for their invaluable assistance in arranging the hearings and the production of the report.

## Chapter 1 - Introduction

1. This scrutiny has been carried out in accordance with the arrangements detailed in paragraph 2, Part 3E of the Constitution of Bradford Metropolitan District Council (May 2002).
2. The Terms of Reference of the scrutiny were agreed by the Education Overview and Scrutiny Committee at its meeting held on 15 July 2003 and are included in Appendix 1 of this report. In particular, the subject of the scrutiny was agreed as follows:

*The Education budget.*

*In particular the effectiveness of the following processes:*

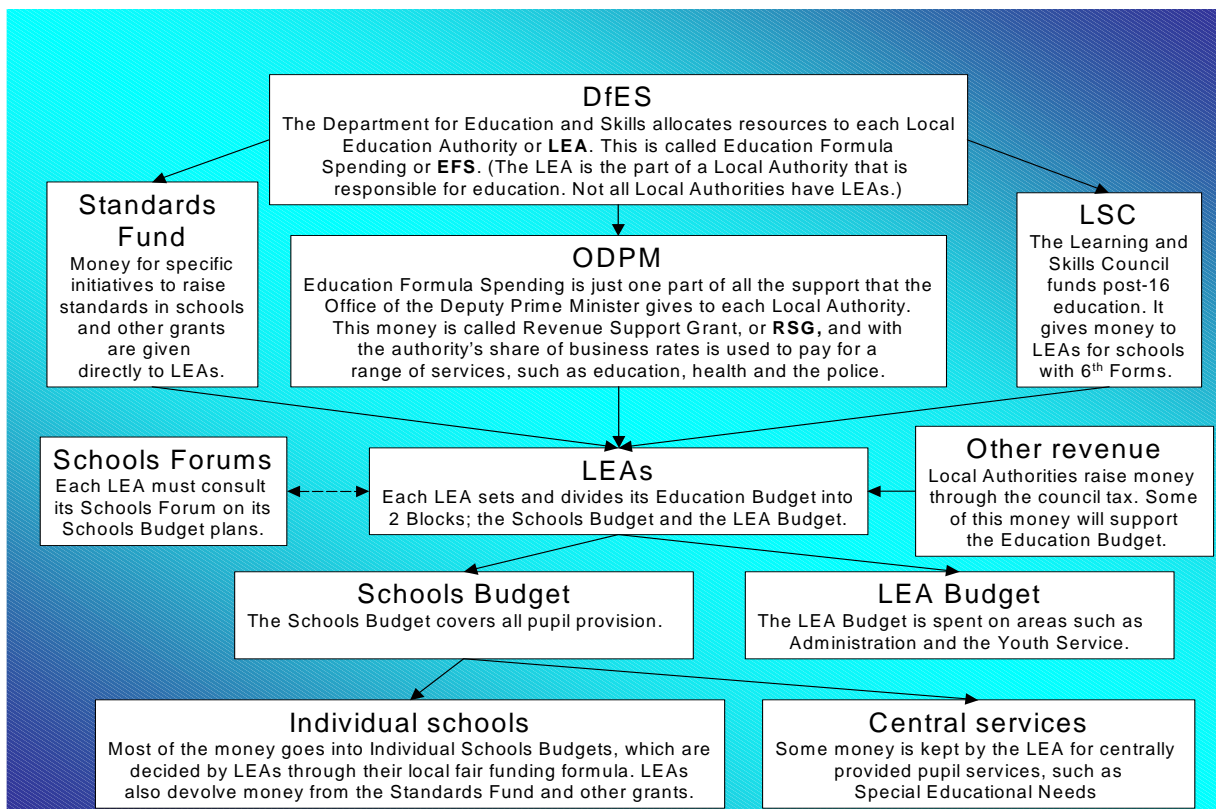
- a. The allocation of funds to and from Bradford Council for education purposes*
- b. The allocation of such funds to schools (including nursery schools) and the LEA*
- c. The determination of the formula for the allocation of funds to individual schools*

*and the impact of the above on schools and the education of children in the District.*

3. Prior to the public hearings, the committee had two briefing sessions in September 2003 to provide members of the committee with detailed information about the education budget process. Following this, four all day public hearings were held in October in City Hall, Bradford, at which invited witnesses presented their evidence to the committee. An “open” public meeting was also arranged for an evening in October at which any members of the public were able to attend to present their views.
4. A press release was arranged at the start of the consultation process to publicise the hearings and to invite comments and views from the public. Letters were sent to all Headteachers and Chairs of School Governing bodies in the District to invite them to submit their views in writing to the committee.
5. Details of all oral and written submitted evidence are in Appendix 2.

## Chapter 2 - Summary of background information

6. The funding of schools is complex. The DfES produces this flow chart that shows the processes involved in the funding of schools.



7. There are some specific differences in Bradford Council with regard to this general flow chart. The OFSTED Inspection of Bradford LEA in September 2002 summarised the significant changes thus:

“Following the previous inspection, education in Bradford has been subject to major structural and organisational change. The process to identify an external provider to deliver the majority of the council’s education services became central to the council’s commitment to make rapid and significant improvement. Following a rigorous and extensive procurement process, the council entered into a ten-year contract, underpinned by a direction from the Secretary of State, with Serco Limited.

Operating as Education Bradford, the contract is for the delivery of services to support school improvement and started in July 2001. The direction also required the establishment of a stakeholder group, the Bradford Education Policy Partnership (EPP), formed as a limited company by guarantee to carry out specific LEA functions. These are: to oversee the development of education in the district on behalf of stakeholders; to develop and review educational policy; and to exercise specific duties and decision-making powers in relation to special educational needs; the Behavioural Support Plan and the school organisation plan. Clear protocols and procedures have been established for the partnership between the council, the EPP and Education Bradford. The EPP makes recommendations to the Executive committee, which determines policy and resources.”

8. Thus Education Bradford has responsibility for the School Budget in that it works with the Financial Strategy Group (FSG) to agree the distribution of the budget to schools. The FSG is, in a sense, a smaller version of the Bradford District Schools Forum and set up the Formula Funding Working Group (FFWG) in late 2002 to conduct a major review of the formula used in Bradford to delegate funding to Primary and Secondary schools (the "Fair Funding Formula".) Like the Schools Forum, the FSG and the FFWG consist of Head teachers from both Primary and Secondary schools and officers from Education Bradford. Any significant changes to the fair Funding Formula have to be approved by the Executive.
9. A recent development (Nov 03) is the establishment of a School Improvement Project Board that will be funded by the DfES. The board will oversee and challenge the schools' recovery programme over a two to three year period. Its aims will include:
  - securing rapid improvements in schools that are in special measures, or that have serious weaknesses, or which would be vulnerable to such a judgment if inspected by Ofsted;
  - focused work on the identified schools causing concern, enabling Education Bradford to ensure high quality and focused school improvement support for all other schools, to continue raising attainment;
  - increasing the effectiveness, impact and coherence of all DfES funding streams aimed at achieving improved attainment, progression and student entitlement.

This initiative obviously adds more complexity to an already complex education funding system.

10. Details of historic spending on Education in Bradford are given in Appendix 3 and details of historic educational attainment are given in Appendix 4. The current (03/04) levels of spending are given in Appendix 5 together with comparisons with statistical neighbours.

**11. Relevant excerpts from the OFSTED Inspection of Bradford LEA, September 2002 are as follows:**

(SECTION 1: THE LEA STRATEGY FOR SCHOOL IMPROVEMENT)

*Funding*

*29. The LEA's Standard Spending Assessment (SSA) for primary and secondary education is above the average for metropolitan districts. Allocations of Standards Fund grant are significantly above the average amount. However, revenue grants from other sources to support the education service have been well below average in recent years, despite the comparatively high levels of deprivation found in local schools. The LEA has only recently established a framework to co-ordinate activity authority-wide in bidding for and deploying grant. Co-ordinating arrangements have similarly only recently been established within the education service. Schools have yet to see any benefit from these developments. Information and support for schools in seeking external funding have been very limited. Consultation with schools on grant application and deployment is good in the case of the Standards Fund, but inconsistent and sometimes unsatisfactory in other respects.*

(APPENDIX: RECOMMENDATIONS)

*In order to target resources more fully to needs:*

- *ensure that the forthcoming review of the funding formula examines school spending needs in proper detail, both in absolute and comparative terms, and is set clearly within the context of an overall budget strategy for the education service, particularly in respect of support for special educational needs; and*
- *ensure that published budgets for individual activities reflect more accurately the pattern of expenditure.*

**12. Relevant excerpts from Bradford's Corporate Assessment, December 2002 are as follows:**

*(Summary and Scoping of Corporate Assessment judgements)*

*8. Although significant steps have been taken to address the adverse findings of the 2000 OFSTED inspection, actions and investments are too recent to have yet had an impact on the full range of educational achievement. The council has developed a track record for managing change in a very short time. Many of the key building blocks are now in place for raising the level of achievement throughout education.*

*(What is the Council trying to achieve?)  
(Ambition)*

*21. Education, community cohesion and the local economy are well-established local priorities. Education is the top priority for improvement. Considerable resources and corporate energy continue to be invested to make improvements in educational attainment. The council is ambitious in its plans for community cohesion and the plan itself is comprehensive, setting out a broad change agenda. Changing the perception and image of Bradford is an agreed priority. The imaginative and high profile efforts to become the 2008 European Capital of Culture is bringing a focus to this priority. (Update – bid was unsuccessful.)*

*(Focus)*

*26. The local education authority (LEA) functions were outsourced to a private contractor at the same time as a major schools reorganisation was undertaken. The corporate focus on two challenging education change management projects over the last 18 months have ensured they were completed within the set timescale. Within the same time frame the council has progressed the housing stock transfer, which will be completed shortly. (Update – Successfully completed April 2003)*

*(Prioritisation)*

*35. The council has focused resources in priority areas. Over the last three years there has been significant investment in education totalling £11 million, with further commitments to allocate at least four million pounds per year over the next three years, over and above inflation. Other growth areas for the 2002/2003 budget map back to improvement priorities; the most substantial was £1.28 million to support the Capital of Culture bid. Some lower priority areas, such as highways, have had budgets decreased, although the corporate plan approved in July 2002 was not in place to drive the 2002/2003 budget setting process.*

38. *There is a good balance between local and national priorities. Education, community safety and community cohesion are all national priorities which feature strongly in the council's local priorities. However, rural communities believe there is an uneven distribution of resources in favour of urban areas and that priority themes neglect the rural agenda. The council is trying to balance these perceptions.*

(How has the council set about delivering its priorities?)  
(Capacity)

45. *The council has successfully used strategic partnerships to build capacity and deliver priorities. Examples include the procurement of the education contract with SERCO QAA (Education Bradford), delivery of the school reorganisation and building programme with Bovis and the creation of the specialist mental health and learning disabilities care trust. A highways scheme is planned to be delivered through partnering. The education contract in particular has increased capacity and SERCO have attracted some very experienced staff to Bradford.*

(What has the council achieved/not achieved to date?)  
(Achievement)

56. *In terms of achievement, weaknesses outweigh strengths. For example, education is the council's highest priority for improvement, and significant steps have been taken to address the adverse findings of the 2000 education inspection. However, investments and changes are too recent to have had a substantial impact on educational attainment, which is the key indicator of improvement. Best value performance indicators between 2000/1 and 2001/2 show improved performance against 24 of the key indicators, with deteriorating performance in 25 instances.*

57. *Educational attainment in 2001/2002 shows improvement against most key indicators such as pupils achieving KS2 maths and English at level 4 or better, and pupils achieving 5 or more GCSEs at grades A-C. However, improvement is still not enough to meet targets set within the external contract and those in the Education Development Plan. The council's performance at this early stage in the contract remains considerably below the national average. Provisional primary school results for 2002 show Bradford's aggregate score as the most improved major authority nationally. Unauthorised absence went up in 2001/02 as did the number of schools in special measures. However, there has been a positive inspection of the youth service. (Update – There was an Adult Learning Inspectorate inspection in 2003.)*

(Investment)

65. *A clear illustration of this is the investment in education. The council made a significant investment in a large schools' reorganisation programme involving 130 projects and a budget of £186 million, which was nearly completed to projected timescales and budgets. The council's education function has been outsourced to Education Bradford (SERCO QAA) and stringent targets for educational attainment have been set. There has been an investment of £11 million of extra funding in schools over the last three years, with a commitment to a further £12 million over the next three years. In addition, the council has established an Education Policy Partnership with an independent chair to ensure that all key players are engaged in raising educational attainment. (Update – Council has decided to replace the special schools in a new build programme.)*



(In the light of what the council has learned to date, what does it plan to do next?)

(Learning)

*74. There are more strengths than weaknesses in the council's ability to learn. The very critical OFSTED report in May 2000 and the disturbances in the summer of 2001 presented the council with big challenges in the priority areas of education and social cohesion. It is self-aware and has been through major learning exercises on education and social cohesion. However, there is no formal mechanism in place for capturing and disseminating good practice, although there are examples of learning from and evaluation of individual projects.*

(Future Plans)

*84. The council does well in planning remedial action in response to known problems. Among many strategies and plans, the council is focusing over the next three years on:*

- *Education: securing pupil attainment gains and a PFI bid for school improvement;*

## Chapter 3 - Summary of evidence presented

13. It is important to note that the committee arrived at its findings and conclusions from consideration of **all** of the oral and written evidence submitted. The summaries given in this chapter are simply to give an indication of the main issues raised and do not attempt to cover all of the evidence presented.

### 14. Summary of key comments and issues raised from Primary Schools

- School has moved in one year from a surplus budget of £30,000 to a deficit budget of £54,000.
- Have reduced spending on books, there is no furniture budget and have made cuts to teaching assistants.
- Re-modelling the workforce is a very important Government Initiative and concerns about how it will be funded.
- Do not get any support from Excellence in Cities.
- From 2003/04 budget, school faced with making severe cuts to staffing and other areas. This affected teaching assistants, spend on books, repairs and maintenance and furniture budget).
- Problems are due to under funding of schools.
- Do not have resources to deliver intervention strategies.
- Classroom level of resourcing is unacceptably low.
- Unable to provide a satisfactory level of non-contact time for teaching staff.
- Deputy Head has class responsibility, thus not enough time to attend to her management duties.
- The biggest issue is the call on School funding.
- Should be a lot more sharing of information between Schools.
- School balance is finely balanced for 2003/04 and has been able to maintain current staffing levels.
- Staffing costs amount to majority of budget.
- Has gained earmarked funding through Education Action Zone.
- Funding SEN is a major concern.
- Funding cut back on statemented children, though the level of needs has increased in the school.
- Do not have falling roles but have a percentage of special needs children and feel that some part of the formula should reflect this.
- Method of devolving funds to schools is very complex, making it difficult to understand and plan with any effectiveness.
- Were told that budgets would at least cover the increase in cost this year. This has not happened.
- This year by very prudent budgeting and cutting staff, the school has managed to keep its rise on costs down.
- The budget for the school for the year ending 31-03-04 shows an excess of expenditure, which cannot be maintained.
- The Government's assurance that no school will receive less per pupil in 2004/2005 than in 2003/2004 is of little comfort.
- Governing body would like the spend per head to be as large as possible and certainly higher than at present.
- Would like to see the total budget divided as fully and fairly as possible.
- Would like the level of funding increased for schools with large numbers of pupils on free school meals, children living in rented accommodation and perhaps with a further weighting for boys.

- There is not enough standards fund information given to the school early enough for the school to plan its expenditure effectively.
- The funding system is not flexible enough to support small schools with fluctuating pupil numbers.
- There is no recognition in the funding formula of the increased costs of running a small primary school in a much larger building with fluctuating pupil numbers.
- The school was incorrectly designated as a 1.5 primary and is now currently being re-designed to 1 form entry that has brought staffing reductions and further financial difficulty.
- Governors are satisfied with the method of allocating resources to schools.
- Concern regarding the proposed regeneration of the Ravenscliffe Estate and hope that when demolition commences, that a formula for funding schools will be flexible enough to allow for some transitional support for schools such as ours.
- The school has suffered from serious lack of funding.
- When the Woodside area was regenerated, the school suffered a severe reduction in pupil numbers. The Local Education Authority did not react to the regeneration issue and subsequently provided the school with inaccurate pupil numbers.

#### 15. Summary of key comments and issues raised from Secondary Schools

- The school is just financially safe.
- Getting youngsters in who are achieving better levels at key stage 2 SATS tests in Maths, English and Science, but are lacking in areas of personal development. Need for Primary and Secondary schools to work together and stop this from happening.
- National grants such as Excellence in Cities can be used more creatively.
- Has been massive fluctuation in the student population. In 2000 had 1,450 students and now have 1,054 students. Against background of funding which is pupil led, the school has been in some difficulty.
- Suffer from students coming in at different times of the year and leaving.
- The school has a deficit budget.
- Standards funding has fallen by £200,000 and also lost Pupil Retention Grant for the school, which was £63,000.
- Only area of Standards Funding that has worked is that related to Key Stage 3.
- As result of re-organisation school is in deficit budget.
- During set up, promises were made, then not kept, spending plans approved then changed to detriment of the school.
- One of the most effective groups that exists is the Finance Strategy Group.
- Both Primary and Secondary Schools are below their statistical neighbour levels.
- There are inflated costs involved in recruiting staff.
- There is concern amongst Secondary School Heads about the Schools for the Future programme.

#### 16. Summary of key comments and issues raised from Special Schools

- Amount of money allocated to meet needs of pupils in special schools is insufficient.
- Poor condition of accommodation.
- Inappropriate levels of staffing and resources.

- There are inconsistencies in the balance between the funding of mainstream schools and the funding of special schools and between the funding of different special schools, within the special school sector.
- There is a perception that Secondary Heads are kept more up to date with financial and funding developments. Hence, feel left out of “the loop”.
- There are difficulties benchmarking the special school budgets against statistical neighbours, as the descriptions of pupil populations in special schools across the country vary so much.
- Looking at statistical neighbours is extremely difficult because what one LEA includes in its Special Needs Budget might be different to another.
- Have some schools with a large under spend and some with a very considerable overspend.
- The funding mechanism needs to address need and the number of children in the school.
- At the present moment, there is no review of the SEN formula.
- The pot for SEN is not big enough.
- Decision made by Bradford Education not to replace a post in the Autism Service. This has resulted in more strain, where there is already a waiting list of 70 people.
- Many of the Special Schools have inadequate buildings.
- It is very difficult at the moment to recruit teachers for Special Schools.
- In relation to the special schools banding system, there isn't currently a band to address the needs of children who are extremely challenging. Hence, there is no funding mechanism to address the needs of these very complex children.
- There are some children who have high levels of special educational need, but have never had any additional funding from Bradford Education at all.
- Special Schools will be going into deficit in future as the overall pot is not big enough.
- Funding for Special Schools is not adequate enough.
- The funding of special educational needs in mainstream schools is also not enough.
- There is not enough provision to meet the needs of the post-16 group.
- Has been some instances where information coming from Education Bradford has not been as full as it could have been.

#### Summary of key issues raised by Officers in Bradford Council

##### 17. Steve Morris – Finance Director

- In unique position as viewing Education alongside everything else that the Council has to do.
- There is massive disparity between schools in deficit and those schools surplus.
- Formula should be based on an educational understanding of what a school needs to have.

#### 18. Phil Green – Education Director

- 5 years ago the position regarding the funding of schools was that there was a very significant shortfall in the amount of money that schools were receiving compared to, say, statistical neighbours.
- Now the Council has made a very great effort to address the Education funding issue and is continuing to do that.
- What really raises achievement is the daily skilful interaction between teachers and other adults, children and young people.

#### 19. Mark Carriline – Assistant Chief Executive (Education, Community and Social Care)

- When budgets are set, I hear that some schools are in significant financial difficulty.
- There are fewer schools in the District that are feeling significantly better off this financial year than the last financial year.
- A concern about what is happening in individual schools relating to surpluses and deficits.
- Secondary Schools cannot have deficits of half a million pounds and Primary schools cannot be allowed to have £400,000 in the bank. It is not sustainable.

#### Summary of key issues raised by Officers in Education Bradford

#### 20. Darren Turnpenny – Finance Director (Education Bradford)

- There are too many funding streams, which is particularly hard for schools to make sense of and to manage.
- Historically secondary Schools in Bradford have been less funded than Primary Schools and we are spending less than our statistical neighbours.
- It is an educational principle that in relation to the progress of young people, the earlier you are able to intervene and make a difference for the future of young people, the better.
- The level of school surpluses in Bradford is higher than is healthy for an Authority of this size.

#### 21. Alan Jarvis – Education Bradford (Finance)

- Aim is to make the future formula rates as robust and comprehensive as possible.
- In terms of Education funding have narrowed the gap against our statistical neighbours, but not greatly. In terms of transparency, have laid all the information about Education funding in front of the Finance Strategy Group and Heads.
- Education finance is not a simple science.
- Complications in understanding the Education budget arise from trying to make sure that children have equal opportunities for education and the different streams of money that are coming in.

#### Summary of key issues raised by the Political Groups

## 22. Conservative Group - Cllr Dale Smith – Education Spokesperson

- The need to have a model so people can understand why schools are in deficit and surplus.
- Highlighted the need for Governing Bodies and the Governors to act responsibly, in terms of finance and performance management.
- Money should actually be put into classrooms and not held back as surpluses.
- Need to have a 3-year rolling program. This is necessary for success in terms of financial management of schools.
- Need to work more co-operatively with schools.
- Judgement is that things have improved over the last 5 years in terms of educational attainment in Bradford.

## 23. Labour Group - Councillor Phillip Thornton – Education Spokesperson

- Continues to be the top priority for the party.
- Investment in education is seen as crucial to raising standards.
- Much more remains to be done in driving up standards which remain low compared to the rest of the Country.
- Bradford has benefited from increases in Government support and have seen smaller class sizes and improved results.
- Education funding is difficult to understand, particularly about accountability.
- Are arguments for and against ring fencing, but recognise that children and schools need to receive such support.
- Remain committed to securing additional revenue where possible.
- In the long term, will be raising spending on Secondary education to the level of our statistical neighbours.
- There is a clear need to protect Nursery and Primary funding.
- Secondary Schools also need to make a step change and it would be only right and fair to identify additional resources here.
- Need to have proper consultation with Heads and Governors in terms of level of funding.
- If funding Schools purely on numbers, then smaller schools will suffer. This needs to be built into any formula.
- Education is under funded.

## 23. Liberal Democrat Group - Cllr David Ward – Education Portfolio Holder

- Vision is to have the very best Schools.
- Still need to continue with Schools as a number 1 priority.
- Need to search for ways of ensuring money gets to where it is most needed.
- Want all Schools to improve, but have an obligation to make sure that those who are really least able to achieve the full potential of their own pupils are disproportionately favoured.
- Think that there is a lack of faith, in LEA's by the Government.
- The structural problems in Schools still need to be addressed.
- Also think that we need to identify schools that are struggling because they've not got enough money, as opposed to Schools that are struggling because they're actually not managing their budgets well.
- Need to work in partnership.
- Belief that there is still a lack of belief in Bradford and need to carry on convincing the rest of the Council that we have not got enough money.

## 24. Green Group - Cllr David Ford – Education Spokesperson

- All students need basic skills of literacy and numeracy.
- There is currently far too much emphasis on testing.
- Teachers have to work longer hours than ever and this impacts on the effectiveness of the budget as the support for out of school activities.
- Concern about backlog of repairs to Schools buildings.
- LGA identified key issues that were impacting badly on the current funding regime, namely, insufficient funding and late identification of cost pressures; distribution charges; inadequate communication between the DfES, Local Authorities and Schools.
- Schools should be given greater flexibility to allocate their budget between staff, buildings and resources and the SSA regime should be revaluated to allow this.
- Further use of Learning mentors in schools to help indirectly improve educational attainment in key stages one and two in Maths and English.

## **Summary of key issues raised from the Trade Unions**

### 25. Trade Unions, (ATL, GMB, NASUWT, NUT, PAT and UNISON).

- Do not have any meaningful involvement in the Budget-making process.
- Told that Bradford was spending up to SSA and later told that it was not.
- The role of the Finance Strategy Group needs to be further examined, as it does not adequately represent all stakeholders.
- The manner in which Education Bradford was allocated money this year was a problem.
- The handling of school budget deficit is a concern. They can get very big, (approaching £1 million in some cases), before being tackled.
- There needs to be a commitment to fund schools for the workload/workforce reform and remodelling.
- Concerns about where the funding will come from for re-modelling the School workforce.
  - Feel that SEN is vastly under funded.
- Have difficulty from getting information from Council Officers. At times the information is misleading.
- There is no open and transparency as far as the unions are concerned with the budget.
- Schools are losing money and going into deficit and we do not know what is going on.
- Number of Schools in deficit and will probably have to reduce further the members of their staff. This is not a good position to be in.
- A lot of the Standards Funds have disappeared and that has hit smaller Schools harder than the larger Schools.
- Quite often a group of Heads will be put together to discuss financial matters, yet we are not consulted at all.

## **Summary of key issues raised from other sources**

### 26. David Mallen – Chair of Education Policy Partnership

- Need to face up to the fact that over the coming years the balance of increases in funding needs to go into the Secondary Schools to bring them up to speed.
- Believe that should be investing more in Early Years as a nation than we are doing. In fact, Bradford has a better record than most places.
- Accountability rather than funding is what actually needs to be changed.

### 27. Peter Downes – Expert Witness (Consultant)

- To give an external/outside perspective on Education funding in Bradford.
- From comparison work done with other Authorities, Bradford is in a group of relatively deprived Authorities.
- Secondary Schools appear to be relatively under funded.
- The funding is due for an overhaul and to see whether or not the weightings between the Primary and Secondary Sectors need to be adjusted.
- Cannot afford not to fund Primary Schools properly, as you will build problems for the future.
- It does look like Key Stage 3 is already in some difficulty.
- Feeling that if the Government does not get things sorted out properly in the very near future, the funding of Schools will be taken out of LEA hands.
- Cannot continue to expect to make up funding shortfalls through Council Tax.



## Chapter 4 – Findings & conclusions

### Government /DFES level

#### Area cost adjustments.

28. The Area Cost Adjustments (ACA) are a significant feature of the formulae used by the DfES in their calculation of the Schools Formula Spending Share (SFSS) and the consequent allocation of RSG funding. The extent to which application of the ACA formula, as currently constructed, benefits Inner London schools in particular, is an important factor in the current 'North-South' divide in education funding. The ACA uplift results in a standard class of 30 being 'funded' (on the SFSS basis) to the tune of £17,880 p.a. more in, for example, Greenwich and £18,030 p.a. more in Lewisham (both of these being Authorities with similar Additional Educational Needs (AEN) indicator percentages to Bradford), compared to their Bradford counterpart.
29. Justifiably, Inner London area cost adjustments are about, in essence, higher staff costs. There are no very significant direct cost implications for individual school budgets in respect of premises or learning resources. The current additional annual cost of delivering the curriculum to a class of 30 Inner London children, compared to a similar class in Bradford, should be approximately £10,000, based on the assumption of Inner London weighting allowance, plus 'on costs', for a top of scale class teacher, together with a pro rata addition for London weighted non class based management and all other staffing costs throughout a school.
30. A full establishment class group in such Inner London Authorities has a real funding advantage, solely from application of the ACA factors, in the order of £8,000 compared to their counterparts in Bradford. It should be further remembered that this is the effect of ACA under the new, supposedly fairer, 2003/4 DfES funding review before the application of the 'damping' discussed in Finding 2 below.
31. The committee concludes that the Area Cost Adjustments, as currently structured, are a significant source of inequity and should be highlighted as such by Officers in their 'anti-damping' negotiations with Whitehall.

#### "Damping"

32. It is clear that in the 2003-4 Education formula review by the DfES, significant "extra" funding of £11.85 m was identified for Bradford, which this committee welcomes. However this redistribution of funds "from the south to the north" has not yet been fully implemented by the DfES.
33. In 2004/05, because of the continued operation of the floors and ceilings model by the DfES, Bradford will be £11.044 m (£9.591m Schools Block and £1.453m LEA Block) short of the amount the government assesses it should have i.e. £136 per pupil, (based on 80,917 pupils). Currently, there is no indication from the DfES as to when Bradford will receive the full amount that it is assessed that it needs i.e. an ending to the floors and ceilings model. If the current rate of progress to ending the floors and ceilings continues, Bradford will receive the full amount in about 13 years.
34. The committee concluded that this is a situation that should be rectified as a matter of urgency by the Government. On the one hand, the DfES recognises that the

Authority needs extra funding to support failing schools etc and sets up a School Improvement Board to implement this funding stream and on the other hand deducts over £11 million from the amount that it judges Bradford should have.

#### Targeted funding.

35. It is clear that many people consider that there are too many different funding streams, each with their own targets and monitoring systems. This results in significant administrative load that, in particular, primary schools find hard to handle. The bureaucracy needs simplifying with the number of streams reducing and it should be recognised that a part of each funding stream can be used to fund the administrative demands.

#### Capital funding

36. The current DfES system for detailing and comparing the expenditure by local authorities on Education does not include the cost of capital funding. The committee conclude that this is unsatisfactory as it does not reflect the commitment being given by a particular authority on improving the physical quality of its schools. Hence the extensive investment that Bradford Council is putting into new school buildings is not recognised in relation to, say, comparisons with statistical neighbours.

#### The culture

37. Central government needs to have more trust in the Local Authorities. Surely there are enough inspection regimes so that local authorities can be judged by their achievements without there being the need to have numerous targeted funding streams which increase the bureaucratic demands on LEAs and schools.

38. The Audit Commission in its report "Money Matters" in November 2000, had, as one of its recommendations, the following:

"Rather than extending the use of Standards Funds further, Government should evaluate whether such funds are the most efficient and effective way to deliver national priorities".

#### Local accountability.

39. The committee concluded that some local control of funding by Local Authorities is necessary in Education (0-16). The Audit Commission in "Money Matters" also made this conclusion. Local control is necessary to take account of the detailed needs of schools as well as other local circumstances and priorities. In addition, taking away councils' responsibility to set the education budgets and determine priorities would seriously damage local accountability and the ability of a local authority to address local issues.

#### **Local Authority level**

#### Financial planning

40. It is clear that schools would welcome and would benefit from the ability to make longer-term financial plans than they can at the moment. The committee welcomes the following decision detailed in par 4.3 of the "Scheme for financing schools" but believes that the proposal could be improved by ensuring that it is a three year

rolling budget forecast:

*"It is the intention that with effect from April 2005, at the same time as issuing its budget statement as required by section 52 of the Schools Standards and Framework Act 1998, the Authority will inform each maintained school of its estimate of the school's budget share and central government grant income paid via the LEA for the two financial years, following the year for which the statement is being issued. The estimate will be provided in a format determined by the Authority. The estimate will use information available to the Authority at the date of preparation and will necessarily be provisional in nature, implying no commitment on the part of the Authority to fund the school at the level shown in the estimate. The Authority may issue additional budget estimates from time to time."*

Role of LA in the Finance Strategy Group (FSG).

41. There are concerns about the extent to which elected members can influence how education funding and in particular the extra funding from the Council for Education is spent. In particular, the proposals from the Finance Strategy Group about proposed revisions to the Fair Funding Formula are due to be considered by the Executive for approval on 23<sup>rd</sup> March 04 and this time scale will not allow any amendments from the Executive or the Overview and Scrutiny Committee (Education) to be incorporated in time for the new financial year.

Funding overall.

42. The committee welcomes the current Council commitment to increase Education funding by at least £4m per annum in 2004-5 and 2005-6. However, it would appear from the evidence that currently, there is not enough money in some schools to provide the basic funding required to run them. This is linked to two issues:

- a. Is "the cake big enough"

Currently (03/04), expenditure on Education in Bradford is not at the FSS level with the current gap being of £5.3 million. (See Appendix 3). It should be remembered that the 2003/04 FSS of £271.8 million is the figure net of "damping" (see this Chapter paragraphs 32 to 34). It could be argued that the difference between Bradford's actual spending and the level of spending that the DfES's formula suggests (i.e. pre damping) is £17.1 million for 2003/04.

Research carried out by the committee suggests that the most robust statistical neighbours are Nottingham City, Birmingham, Luton and Blackburn. The data contained in Appendix 5 gives the following outcomes.

<b>Authority</b>	<b>Total Ed Expenditure £/pupil</b>	<b>Difference compared to Bradford £/pupil</b>	<b>Total difference</b>
Bradford	3,483	0	0
Nottingham City	3,880	+397	+£31.8m
Birmingham	3,734	+251	+£20.0m
Luton	3,634	+151	+£12.1m
Blackburn	3,627	+144	+£11.5m

This difference has been the case for a significant number of years and was one of the main criticisms made of the Council in the OFSTED report on the LEA in 2000. Also, the Council has no policy in place for Bradford to “catch up” with statistical neighbours or the FSS. It would seem essential that the spending is at least at the level that the Government indicates it should be.

b. Fair Funding Formula

This formula that determines how the total “cake” is distributed to schools is currently being revised by the FFWG. Given that the size of the “cake” is increasing (2004/05), the committee feels that this is a good time to fundamentally revise the Fair Funding Formula given the potential to have no “losers”. Detailed comments are made below in the Education Bradford section.

43. Extra funding will not automatically ensure improved attainment. A comparison between attainment and funding over the past few years (Appendices 3 and 4) indicates that there may be some linkage given the relative increases in funding and the improving attainments of pupils in the District.

## **Education Bradford**

### Finance Strategy Group (FSG).

44. The FSG composes of head teachers from secondary, primary and special schools, officers from Education Bradford and some limited trade union representation. Concerns have been expressed about the composition with some head teachers, teachers and trade union representatives who are not in the group feeling out of touch with the discussions and powerless at times. There would appear to be no representation from staff such as school bursars, governors or from the Department of Finance. Given some of the current financial issues that education is faced with (e.g. the problems of school deficit budgets), the committee felt that the composition of the group should be broader including a greater representation from school staff other than head teachers together with representation from corporate finance.

### SEN Funding

45. Considerable evidence was presented that indicated that SEN funding at the moment “is not working”. It was suggested by a number of witnesses that the demand for SEN Statements was increased by the inability of existing funding in some schools to provide a basic budget. This sort of ‘defensive’ Statementing is largely a historic concern, but there are continuing fears that the funding of the new Mainstream Support Group (MSG) system is wholly insufficient to meet the demands upon it under the present arrangements for addressing SEN in

mainstream schools, let alone the additional demands that will have to be met as the number of pupils educated in Special Schools and other designated specialist provision declines under the proposed new system. This places greater emphasis upon a mainstream inclusion agenda.

46. Recent consultations undertaken with Headteachers and SENCOs by a consultant commissioned by Education Bradford confirm the concerns of the committee that the MSG system is not fit for purpose in the absence of significant extra funding within the school specific SEN budget. It is appreciated that there can be some variation between LEAs as to where certain items of expenditure are placed in the annual Section 52 Statement, but if we look at overall funding under all columns of that Statement for 2003/4, related to either schools or LEA central functions budgets (i.e. for SEN, Special Education, PRUs, Behaviour Support & “Education Otherwise”), Bradford's total spend per pupil and those of our nearest statistical neighbours are as follows:

LEA	Total SEN spend/pupil
BIRMINGHAM	£168 of which £103 in schools budget
BLACKBURN-w-DARWEN	£239 (£128 in schools)
LUTON	£182 (£100 in schools)
NOTTINGHAM	£137 (£ 32 in schools)
<b>BRADFORD</b>	<b>£138 (£61 in schools)</b>
AVERAGE OF ABOVE	£173 (£85 in schools)
<b>Difference to average</b>	<b>-£35 (-£24 in schools)</b>

47. The 'England median' figures under these categories of expenditure for 2003/4 totalled **£183** of which **£112** lay within school budgets. Noting, in particular, relatively low levels of achievement in Bradford and Nottingham, the committee does not feel that the correlation between unusually modest schools budget SEN spending and educational outcomes can be easily dismissed.
48. It therefore concerns the committee that the proposed revision of the SEN funding formula is not going ahead at the moment. It would seem sensible for this review to take place immediately, given the funding concerns that exist.

#### Fair Funding Formula

49. The committee welcomes the review of the Fair Funding Formula by the Formula Funding Working Group (FFWG). Particularly welcomed is the increased focus on Additional Educational Needs (AEN) which a number of schools have been asking for. But the committee found it difficult to determine from the review document whether the following issues are being satisfactorily addressed:

*Core funding of schools issue*

*The relative underfunding of secondary schools*

*The funding implications of improving achievement issues at Key Stage 2 .*

50. In addition concern was expressed about timescales i.e. when the proposals go to Executive, there will not be enough time to consult with schools about any amendments from the Executive before the start of the new financial year (see paragraph 41).

## Charges for services from Education Bradford

51. Schools need quality support for financial matters. Although a significant number of schools employ independent peripatetic bursars, there are concerns about the increasing charges being made by EB for the bursary service. This links to concerns about the ability of some schools to manage their budgets and the ability of, say, smaller schools to buy in the quality financial support they need.

### School end of year financial balances.

52. It is clear that schools in general manage their finances well and that having a surplus at the end of the financial year is not necessarily a “bad thing”.

53. However, there is concern from the committee about the public perception of school balances and confusion as to what data is in the public domain. It is stated in the current Scheme for Financing Schools that “After each financial year, the Authority must publish a statement showing out turn expenditure at both central level and for each school and the balances held in respect of each school”. This would appear only to formally happen at the moment through the DfES Section 52 statement that, as the committee discovered, is not at all easy to find. When the information did “leak” in December 2003 to the local press, there were no formal official clarifications with this data about, say, agreed carried forward sums by schools for specific purposes agreed by the Authority. Such detail is important to enable the public and outside bodies to understand school balances.

54. The committee welcomes the proposals with regard to the control on surplus balances in paragraph 4.3 of the “Scheme for financing schools”, with effect from April 2005. This proposal is subject to the LEA producing three-year indicative budgets. When implemented, the overall surpluses may reduce which reduces the amount available to fund the deficits. There is a “rule” in the Scheme for Financing Schools that states that deficits must not be greater than 40% of the surpluses. The current percentage (31<sup>st</sup> March 03) is 36.4%.

55. In line with the Scheme for Financing Schools, quarterly monitoring of school deficit budgets takes place. Schools have a “scorecard” and the deficit process is managed by the School Performance Funding Group (SPFG). This group includes Headteachers and the work of the group is under the oversight of the Finance Strategy Group.

56. Because of the size of some of the deficits, the committee is concerned that there has not been adequate financial monitoring of and action about school deficits. This concern is compounded by the fact that there does not appear to be any agreed plan to resolve this problem. It would appear that schools can “get away” with deficit budgets as some deficit budgets have apparently gone on for a number of years. It is unclear if the three rules, in par 4.3 in the “Scheme for Financing Schools”, have been rigorously applied and who decides on the “exceptional circumstances”.

57. Apparently no schools over the past few years have had their delegated powers removed by the authority. Given the size of some of the existing deficits, it is very hard to see how such deficits will be resolved in the normal repayment period of 3 years. A report from the Finance Director to the Executive in December 2003, stated that based on current projections, the surplus balances for schools at the end of the financial year 2003/04 will be about the same as the deficit balances. If this projection proved to be correct, the “40% rule” would be broken and it is not

clear to the committee what the significance of this would be. Certainly, if the situation arises where the deficits exceed the surpluses, the difference would have to be found from other Council resources.

58. The committee believes that given the seriousness of this problem, the Department of Finance should be more involved than they currently are in the monitoring of this situation and that they should be working closely with Education Bradford and the Finance Strategy Group to produce proposals to resolve this issue.

59. Both schools and governors need increased financial support and appropriate monitoring and intervention i.e. robust financial monitoring and officer follow up. These need to be linked to the “rules” in the “Scheme for Financing Schools” and the ability of the authority to take away delegated powers in certain situations.

The “arrangements”

60. The arrangements in Bradford for running education with numerous bodies all involved in financial planning and decision making are complex and becoming more so with the establishment of the School Improvement Project Board. It is hard to identify where exactly the extra money from the Council goes to, if it has any effect on improving achievement and if elected members are able to have any say in the details of this process. All of these bodies have significant financial and staffing costs. The committee believes that the effectiveness of these arrangements needs to be reviewed and undertakes to carry out a formal scrutiny within the next two years.

## **School Level**

Financial control.

61. From the evidence presented, in particular the information on school deficits, it would appear that in some schools there are inadequate financial management systems and skills in place. This is compounded by the recent significant increase in the cost of purchasing bursary support from Education Bradford. This situation would suggest the need for a mixture of more rigorous financial monitoring of schools by EB together with enhanced financial support to schools and governors at agreed and acceptable cost.

62. To enhance and ensure the financial management competencies of school Governing Bodies, one strategy would be to establish a local accredited course on school funding for governors and to seek agreement from Governing Bodies that at any one time at least one member of the Governing Body has successfully completed this course.

## Chapter 5 - Recommendations

### Government /DFES

#### 1. Damping.

The committee welcomes the additional funding for Education from the Government. However it urges the Government to recognise the urgent funding needs of Education in Bradford and, as a matter of priority, to pass on the full amount of funding that it has assessed that Bradford should have by agreeing a time scale to end the “damping” applied to the FSS and to review the inequities caused by the area cost adjustment factors in the Schools Formula Spending Share. The committee calls upon the Council and the Bradford District MPs to support this request.

#### 2. Targeted funding.

The committee urges the government to ease the administrative burden on schools by urgently simplifying the wide range of education funding streams and to seek consultation with LEAs and schools on more effective and efficient ways of targeting resources.

#### 3. Local accountability.

The committee recommends that the present system of having Local Authorities responsible for Education (0-16) should be continued as it enables account to be taken of the detailed needs of schools and other local circumstances as well as maintaining local accountability.

### Local Authority

#### 4. Long term planning.

The committee recognises the need to introduce longer term educational financial planning for the LEA and schools and urges the Executive to ensure that the proposal to introduce three-year indicative budget forecasting for schools from April 2005 is implemented and that this proposal is based on a three year rolling budget forecast.

#### 5. Level of Education Funding.

Given the general agreement that Education in Bradford is still relatively underfunded, the committee recommends that the Executive adopt a policy that commits the Council to reach a level of funding for Education that matches the level recommended by the DfES (SSA) within a stated time scale.

#### 6. Links to corporate priorities.

The committee recognises the problem of having Local Authorities responsible for Education (0-16) whilst not having direct control over a fragmented delivery system and recommends that the Executive, in order to maintain local accountability, agrees with the Overview and Scrutiny Committee (Education) by October 2004 a rigorous evaluation process that ensures that Corporate Priorities are effectively addressed by all the bodies involved in determining how education funding is spent.



7. School balances – medium term.

Given the current position on school end of year surpluses and balances, the financial position of certain individual schools, the projected possible decreases in surpluses and increases in deficits and the potential impact of these on Council finances, the committee recommends to the Executive that the Director of Finance works with the Finance Strategy Group to agree an action plan to be presented to Executive that addresses the problems of school surpluses/deficits. Given the urgency of this problem it is recommended that this report should be presented to the Executive by October 2004.

## **Education Bradford**

8. Publication of financial information

The committee recommends that the out turn expenditure at both central level and for each school and the balances held in respect of each school to be published every year (in an accessible manner with suitable explanatory notes) by the Local Authority/Education Bradford as required in the current “Scheme for financing schools” section 1.1.

9. School balances – short term.

The committee recommends that Education Bradford urgently agree a more rigorous approach to school deficit budgets. This approach to include frequent financial monitoring to enable advice and/or interventions to take place before significant problems develop, clear agreement on “exceptional circumstances” and who agrees to these and explicit policy in those circumstances in which schools do not clear their deficits within the agreed timescale. This more rigorous approach to be in place by June 2004, with an appropriate report to Overview and Scrutiny Committee (Education) in July 2004.

10. Support on financial matters.

Given the vital need for schools to manage their finances effectively and efficiently, the committee recommends that the Bursary Support that schools can buy from Education Bradford be provided at a price that reflects ability to pay and is agreed with Headteacher representatives, with extra free support for schools with significant deficit budgets.

11. Governing bodies.

The committee recommends that Education Bradford seeks agreement with Governing Bodies that it be a local requirement that at least one member of all governing bodies has passed an accredited course on “School funding for governors”.

12. Special Schools Funding Formula.

Given the concerns expressed to the committee about how inappropriate and out of date the current formula is, the committee recommends that Education Bradford undertake a review of the Special Schools Fair Funding Formula with a new agreed

formula being introduced from April 2005.

## **Other**

### 13. The “arrangements”.

Given the complex arrangements that exist for running Education in Bradford District, the committee resolves to carry out a formal scrutiny, within the next two years, which will look at the effectiveness of these arrangements.

## **Appendices**

- Appendix 1      Terms of Reference
- Appendix 2      Evidence log
- Appendix 3      Comparison of Bradford Council's  
Education Funding 2000-2004
- Appendix 4      Bradford Council – Key stage 2  
Attainment Information
- Appendix 5      Bradford Council – Education  
Budget Table (including Statistical  
Neighbours)

**Overview and Scrutiny Committee (Education)**

15 July 2003

**Terms of Reference for a Scrutiny of the Education Budget**

See Part 3E paragraphs 2.1 to 2.11 of the Constitution of the Council

**Subject of Scrutiny**

The Education budget.

In particular the effectiveness of the following processes:

- a) The allocation of funds to and from Bradford Council for education purposes
- b) The allocation of such funds to schools (including nursery schools) and the LEA
- c) The determination of the formula for the allocation of funds to individual schools and the impact of the above on schools and the education of children in the District.

**Interested Parties**

	<b>Name</b>	<b>Organisation / body / department</b>
a	Phil Green	Director of Education
	Mark Carriline	Assistant Chief Executive
b	Mark Pattison	Education Bradford
c	Steve Morris	Director of Finance
d	David Mallen	Chair of EPP
e	Cllr Ward	Education Portfolio Holder
f	Cllr Eaton	Leader of the Council
g	Cllr Thornton	Labour Education Spokesperson
	Cllr Dale Smith	Conservative Education Spokesperson
	Cllr David Ford	Green Party Education Spokesperson
h		Secondary Heads
i		Primary Heads
j		Special School Heads
k		Nursery School Heads
l		Chairs of Governors
m		Parents representatives
n		Department for Education and Skills
o		Trade Unions
p		Financial Strategy Group
q		Schools Forum
r		Learning and Skills Council
s		BKYP

b) **Means of consultation etc**

- a. Committee (or nominated sub group) to hold a series of “hearings” ie meetings in public. Invited “Interested Parties” to give a brief presentation (with a previously submitted written submission) to be followed by questioning by the committee.
- b. Committee (or nominated sub group) to invite written evidence from selected “Interested Parties”.
- c. Committee (or nominated sub group) to commission research
- d. Committee (or nominated sub group) to hold open meetings at which members of the public or interested organisations can present their views and evidence.
- e. Committee (or nominated sub group) to visit other relevant organisations to obtain evidence.

c) **Relevant Documentation**

	<b>Document</b>	<b>Comments</b>
a	Section 52 budget return	
b	Education revenue and capital budgets	
c	Schedule of school budgets	
d	End of year balances	
e	Standards fund information	
f	Bradford scheme for Financing Schools	
g	Corporate plan	
h	CPA	
i	OFSTED report	
j	National/DfES LEA Financial Performance Tables	

d) **Timetable**

<b>Date</b>	<b>Event</b>	<b>Comments</b>
25 <sup>th</sup> June 2003	Draft Terms of Reference considered by Education O&S Committee	
15 <sup>th</sup> July 2003	Terms of Reference agreed by Education O&S Committee	
1 <sup>st</sup> September to 24 <sup>th</sup> October 2003	Hearings by committee (whole or sub group)	
17 <sup>th</sup> October 2003	Final date for submission of written evidence to Committee.	
31 <sup>st</sup> October 2003	Response from appropriate Executive member and Director to issues raised by interested parties	
21 <sup>st</sup> November 2003	Comments from Director and Education Bradford to the <b>contents</b> of the draft report	
16 <sup>th</sup> December 2003	Date final report agreed by Education O&S Committee	

**Appendix 2**

**Overview and Scrutiny Committee (Education)  
Scrutiny of the Education Budget**

**Evidence log**

<b>Evidence number</b>	<b>From</b>
1	Bob Quartermain Wilsden Primary School (1)
2	Jonathan Smith Chair of Governors - Parkside School
3	Susan Gill Headteacher - Bolling Special School
4	Jane McGrath Chair of Govs - Newhall Park Primary School
5	David Holmes Chair of Governors - Worthinghead School
6	Bob Quartermain Wilsden Primary School (2)
7	Joint Trade Unions
8	Isobel Scarborough Chair of governors - Eastwood Primary School
9	Chris George Chair of Governors - Cullingworth Primary
10	Keith Vickerman Chair of Governors - Thackley Primary
11	R H Burton Chair of Governors - St Columba's Catholic Primary
12	Cllr Dale Smith Conservative Education Spokesperson
13	Headteacher and Chair of Governors Chapel Grange Special School
14	Cllr David Ford Green Party Education Spokesperson
15	Cllr Phillip Thornton Labour Party Education Spokesperson
16	Ann Medley Chair of Governors - Laycock Primary School
17	Mrs L Smith Headteacher - Longlee Primary School
18	Neville Cox Chair of Governors - Holybrook Primary School
19	Leslie Webb Chair of Governors - Woodside Primary
From Peter Downes - "Expert witness"	
20(a)	Bradford compared
20 (b)	New national funding structure for Education
20 (c)	Questions re Education Finance
20 (d)	A model for the funding of schools

### Comparison of Bradford Council's Education Funding 2000-2004

Financial Year		2000-2001	2001-2002	2002-2003	2003-2004
Pupil Numbers as per Section 52		85,828	84,909	84,755	84,588
Net Council Revenue Budget	£m	480.3	499.2	502.7	548.6
Education SSA / FSS	£m	244.2	251.7	246.4	271.8
Net Education Spend as per Section 52	£m	234.1	242.4	238.2	266.5
Gap between FSS/SSA and Net Education Spend	£m	10.1	9.3	8.2	5.3
Net Education Spend as % of Council's Budget		48.7%	48.6%	47.4%	48.6%

#### Notes

- 1) Prior to 2003/4 funding is not directly comparable as SSA was primarily an allocation mechanism.
- 2) New Education Formula Spending Share system introduced for 2003/4 which provides a more direct comparison.
- 3) Reduction in Net Education Spend 2001/2 to 2002/3 is due to the introduction of LSC funding.
- 4) Total Education spend and pupil numbers as per Section 52 budget returns.
- 5) Net Education spend excludes capital charges and other specific items within Education budget.
- 6) 2000/1 was the first year of the Council's commitment to additional funding for Education.
- 7) The Education FSS for 2003/4, shown above to be £271.8 million, is the net figure after damping applied. The undamped FSS is approximately £283.6 million.

## Bradford Council

## Key Stage 2 Attainment Information – All Pupils

English Test	95	96	97	98	99	00	01	02	03
L4+ Bradford	36	45	54	56	60	66	66	67	67
L4+ National	49	57	63	65	70	75	75	75	75
L5+ Bradford	5	8	12	13	16	22	21	22	20
L5+ National	7	12	16	17	22	29	29	29	27
APS Bradford	-	-	-	24.6	24.9	25.8	25.8	25.9	25.6
APS National	-	-	-	25.7	26.2	27.0	27.0	27.0	

Mathematics Test	95	96	97	98	99	00	01	02	03
L4+ Bradford	33	41	50	45	55	59	59	66	65
L4+ National	45	54	62	59	69	72	71	73	73
L5+ Bradford	7	9	12	10	15	17	17	21	22
L5+ National	12	14	18	17	24	24	25	28	29
APS Bradford	-	-	-	23.6	24.6	25.1	25.1	25.8	25.7
APS National	-	-	-	25.2	26.3	26.6	26.6	26.9	

Science Test	95	96	97	98	99	00	01	02	03
L4+ Bradford	61	53	60	55	66	74	75	79	79
L4+ National	70	62	69	69	78	85	87	86	87
L5+ Bradford	17	11	15	11	19	25	23	29	31
L5+ National	22	14	19	16	27	34	34	38	41
APS Bradford	-	-	-	24.5	25.8	26.8	26.7	27.4	27.4
APS National	-	-	-	26.0	27.3	28.2	28.3	28.5	



<b>GCSE</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>00</b>	<b>01</b>	<b>02</b>	<b>03<sup>2</sup></b>
% 5+ A*-C - Bradford	28.1	28.9	28.9	29.6	32.1	33.8	34.3	37.3	
% 5+ A*-C - England	43.5	44.5	45.1	46.3	47.9	49.2	50.0	51.6	
% 5+ A*-G - Bradford	77.7	79.0	79.5	79.8	83.0	84.4	84.8	85.2	
% 5+ A*-G - England	85.7	86.1	86.4	87.5	88.5	88.9	88.9	88.9	
% 1+ A*-G - Bradford	87.9	88.7	88.7	89.0	90.6	91.6	92.3	92.8	
% 1+ A*-G - England	91.9	92.2	92.3	93.4	94.0	94.4	94.5	94.6	
Av Pts – Bradford <sup>1</sup>	-	-	-	28.3	30.4	31.3	31.3	29.3	
Av Pts – England <sup>1</sup>	-	-	-	37.0	38.1	38.9	39.3	34.7	

<b>A/AS/AGNVQ</b>	<b>95<sup>3</sup></b>	<b>96<sup>3</sup></b>	<b>97<sup>3</sup></b>	<b>98</b>	<b>99</b>	<b>00</b>	<b>01</b>	<b>02<sup>4</sup></b>	<b>03<sup>2</sup></b>
APS per student - Bradford	-	-	-	13.8	14.3	13.8	13.6	212.0	
APS per student - England	-	-	-	16.7	17.1	17.3	17.4	254.7	
APS per entry - Bradford	-	-	-	4.5	4.6	4.5	4.5	66.1	
APS per entry - England	-	-	-	5.3	5.4	5.5	5.5	76.0	

<sup>1</sup>1995-2001 – uncapped; 2002 onwards – capped. ‘Capped’ means that the calculation is done using the best 8 results for each pupil. ‘Uncapped’ means that all results were included. A full explanation of how this is done can be found at:

[http://www.dfes.gov.uk/performance/tables/schools\\_02/sec3b.shtml](http://www.dfes.gov.uk/performance/tables/schools_02/sec3b.shtml).

NB Before 1998 DfES performance tables do not include APS.

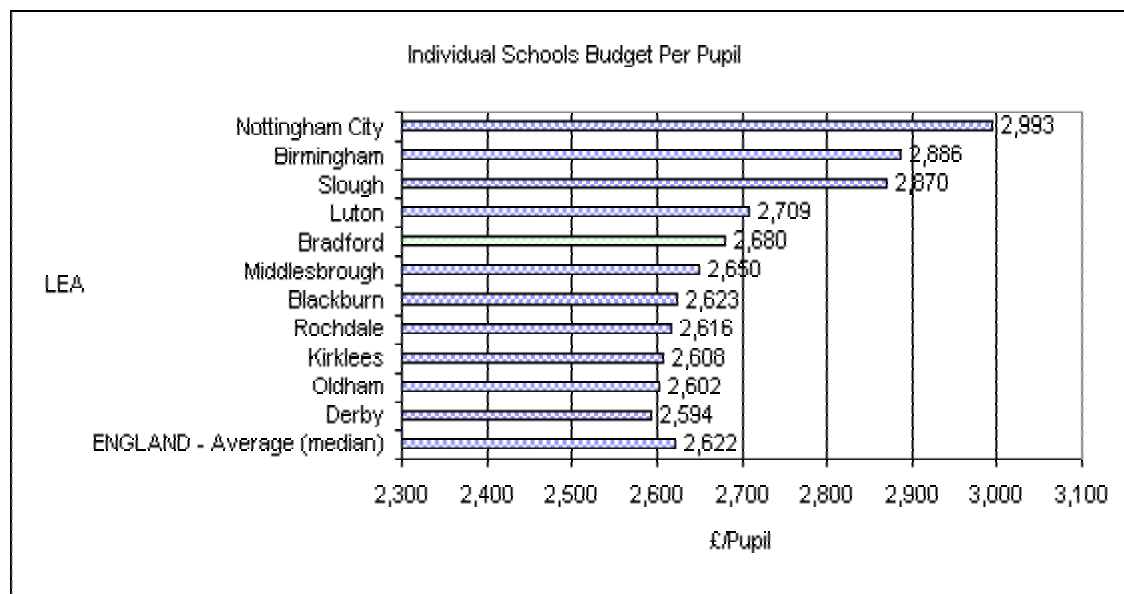
<sup>2</sup>Figures for 2003 including Dixons will be available from DfES in December.

<sup>3</sup>DfES performance tables for these years do not include overall figures for Bradford

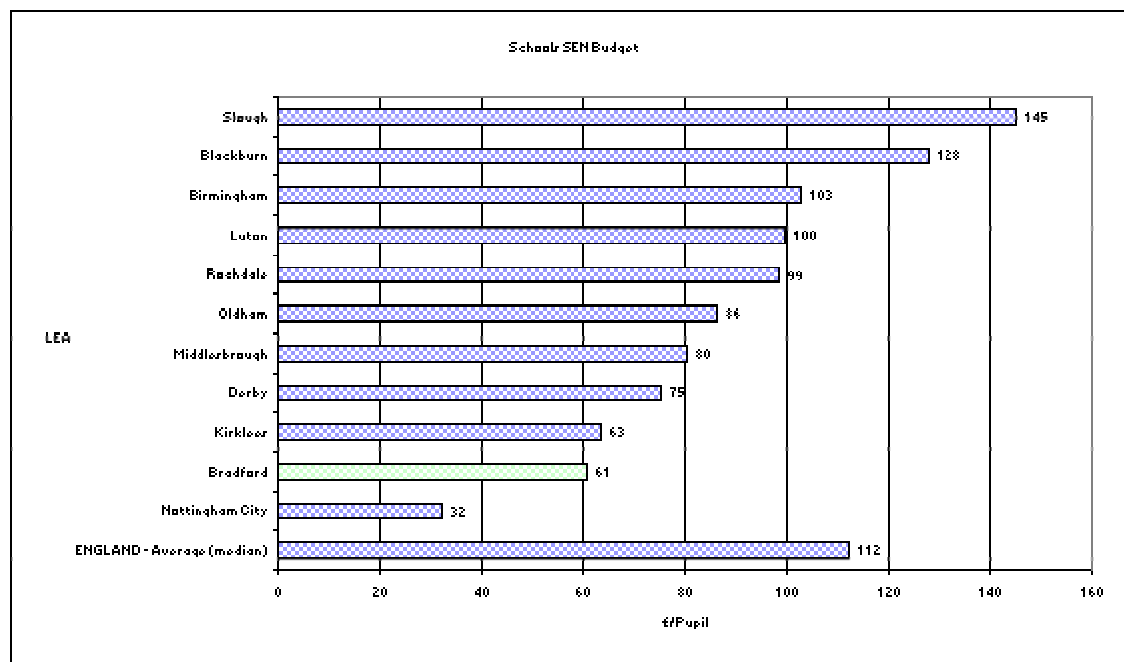
<sup>4</sup>A level APS calculation changed in 2002

Bradford Council - Education Budget Table 1 (Net) £ per pupil - 2003/04							Appendix 5	
Statistical Neighbours	Individual Schools Budget £ / pupil	Schools Budget SEN (not including PRUs, behaviour support, education out of school £ / pupil)	PRUs / Behaviour Support / Education Otherwise £ / pupil	TOTAL SCHOOLS BUDGET £ / pupil	Total Special Ed £ / pupil	Total LEA Central Functions £ / pupil	Total LEA Budget £ / per pupil	TOTAL EDUCATION REVENUE EXPENDITURE £ / pupil
<b>ENGLAND - Average (median)</b>	<b>2,622</b>	<b>112</b>	<b>43</b>	<b>3,029</b>	<b>28</b>	<b>308</b>	<b>372</b>	<b>3,386</b>
Birmingham	2,886	103	40	3,362	25	282	372	3,734
Blackburn	2,623	128	75	3,209	36	301	418	3,627
<b>Bradford</b>	<b>2,680</b>	<b>61</b>	<b>54</b>	<b>3,097</b>	<b>23</b>	<b>310</b>	<b>386</b>	<b>3,483</b>
Derby	2,594	75	73	3,010	26	254	320	3,330
Kirklees	2,608	63	52	2,967	33	291	352	3,320
Luton	2,709	100	57	3,248	25	325	387	3,634
Middlesbrough	2,650	80	83	3,173	69	384	473	3,646
Nottingham City	2,993	32	65	3,383	40	368	497	3,880
Oldham	2,602	86	49	3,077	21	229	305	3,382
Rochdale	2,616	99	46	3,110	22	267	365	3,474
Slough	2,870	145	44	3,373	50	320	409	3,781

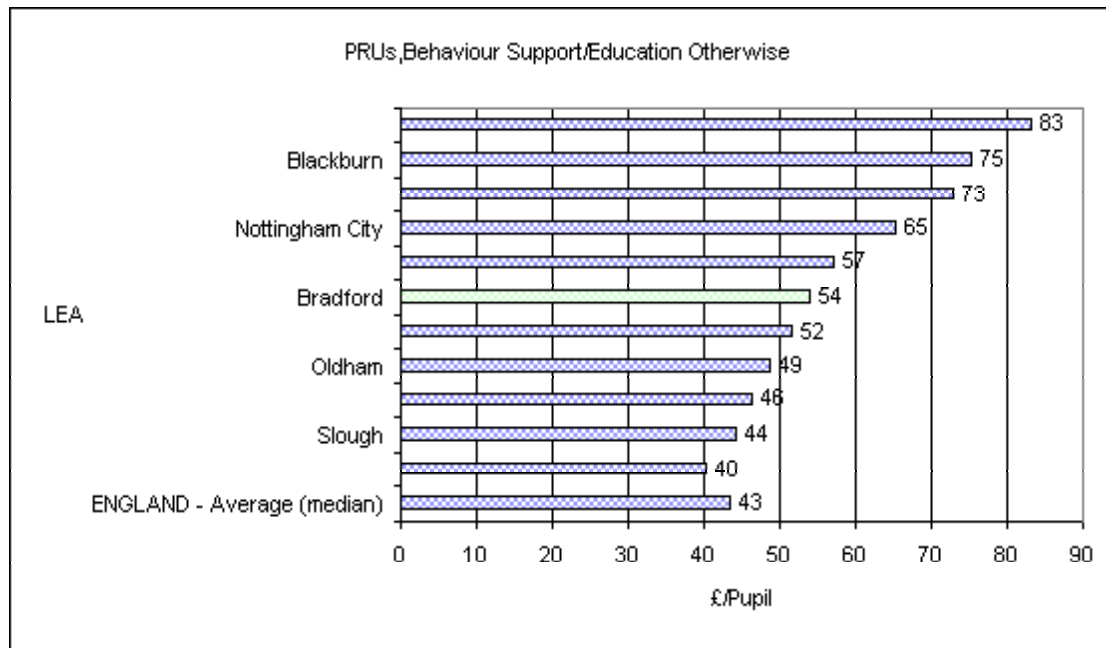
Statistical Neighbours	Individual Schools Budget £ / pupil
<b>ENGLAND - Average (median)</b>	<b>2,622</b>
Derby	2,594
Oldham	2,602
Kirklees	2,608
Rochdale	2,616
Blackburn	2,623
Middlesbrough	2,650
<b>Bradford</b>	<b>2,680</b>
Luton	2,709
Slough	2,870
Birmingham	2,886
Nottingham City	2,993



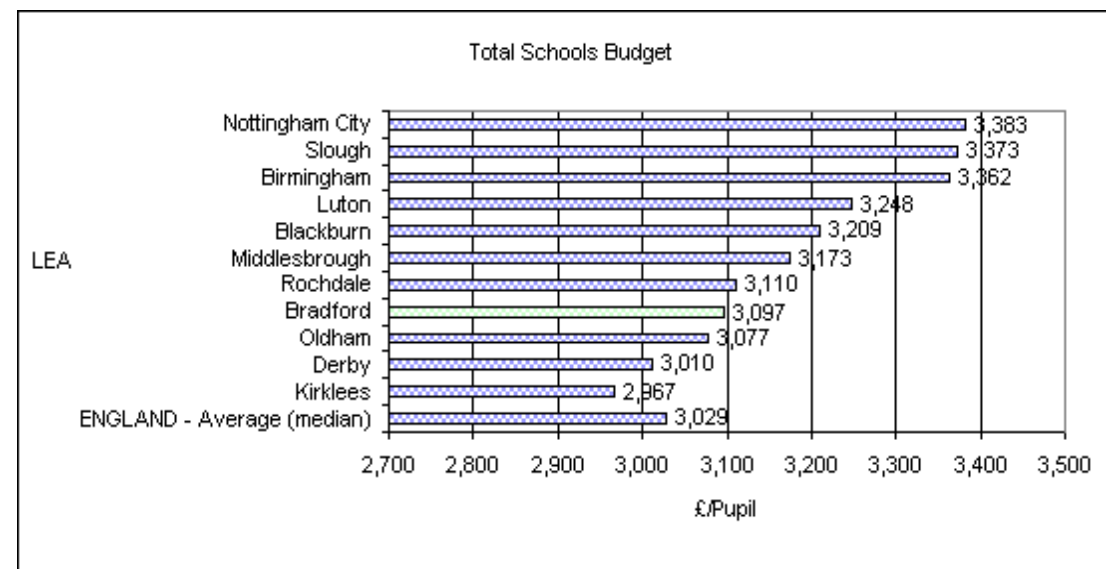
Statistical Neighbours	Schools Budget SEN (not PRUs, behaviour support, out of school) £ / pupil
<b>ENGLAND - Average (median)</b>	<b>112</b>
Nottingham City	32
<b>Bradford</b>	<b>61</b>
Kirklees	63
Derby	75
Middlesbrough	80
Oldham	86
Rochdale	99
Luton	100
Birmingham	103
Blackburn	128
Slough	145



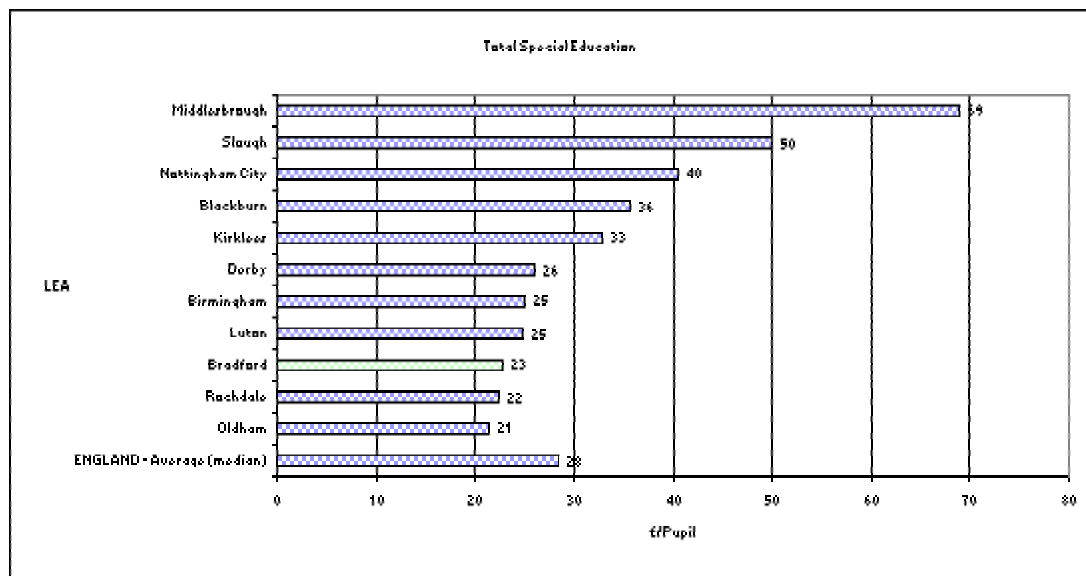
Statistical Neighbours	PRUs / Behaviour Support / Education Otherwise £ / pupil
<b>ENGLAND - Average (median)</b>	<b>43</b>
Birmingham	40
Slough	44
Rochdale	46
Oldham	49
Kirklees	52
<b>Bradford</b>	<b>54</b>
Luton	57
Nottingham City	65
Derby	73
Blackburn	75
Middlesbrough	83



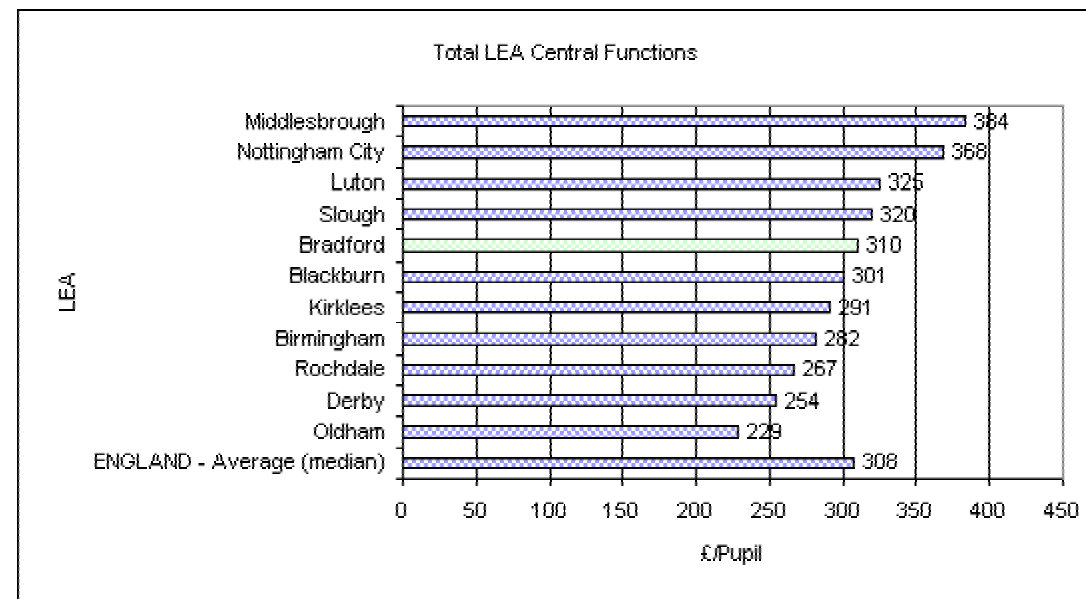
Statistical Neighbours	TOTAL SCHOOLS BUDGET £ / pupil
<b>ENGLAND - Average (median)</b>	<b>3,029</b>
Kirklees	2,967
Derby	3,010
Oldham	3,077
<b>Bradford</b>	<b>3,097</b>
Rochdale	3,110
Middlesbrough	3,173
Blackburn	3,209
Luton	3,248
Birmingham	3,362
Slough	3,373
Nottingham City	3,383



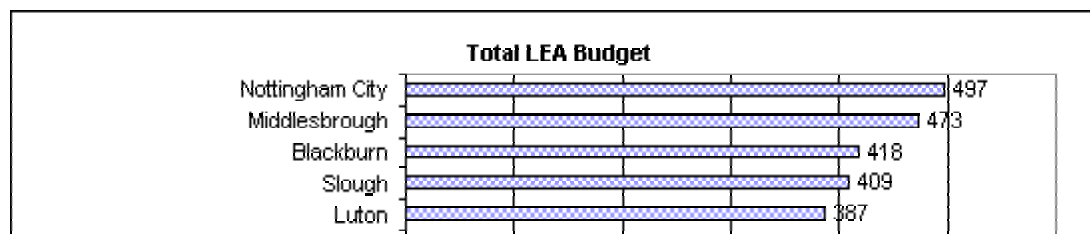
Statistical Neighbours	Total Special Education £ / pupil
<b>ENGLAND - Average (median)</b>	<b>28</b>
Oldham	21
Rochdale	22
<b>Bradford</b>	<b>23</b>
Luton	25
Birmingham	25
Derby	26
Kirklees	33
Blackburn	36
Nottingham City	40
Slough	50
Middlesbrough	69



Statistical Neighbours	Total LEA Central Functions £ / pupil
<b>ENGLAND - Average (median)</b>	<b>308</b>
Oldham	229
Derby	254
Rochdale	267
Birmingham	282
Kirklees	291
Blackburn	301
<b>Bradford</b>	<b>310</b>
Slough	320
Luton	325
Nottingham City	368
Middlesbrough	384



Statistical Neighbours	Total LEA Budget £ / per pupil
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<b>ENGLAND - Average (median)</b>	<b>372</b>
Oldham	305
Derby	320
Kirklees	352
Rochdale	365
Birmingham	372
<b>Bradford</b>	<b>386</b>
Luton	387
Slough	409
Blackburn	418
Middlesbrough	473
Nottingham City	497

Statistical Neighbours	TOTAL EDUCATION REVENUE EXPENDITURE £ / pupil
<b>ENGLAND - Average (median)</b>	<b>3,386</b>
Kirklees	3,320
Derby	3,330
Oldham	3,382
Rochdale	3,474
<b>Bradford</b>	<b>3,483</b>
Blackburn	3,627
Luton	3,634
Middlesbrough	3,646
Birmingham	3,734
Slough	3,781
Nottingham City	3,880

