

PART 1 - PUBLIC

Decision Maker: **Children and Young People Portfolio Holder**

Date: **For Pre-Decision Scrutiny by the Children and Young People PDS Committee on 20 July 2010**

Decision Type: Non-Urgent Executive Key

**TITLE: THE GOVERNMENT'S REFORM AGENDA:
EDUCATION AND CHILDREN'S SERVICES**

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Chief Officer: Gillian Pearson, Director of Children and Young People Services

Ward: Boroughwide

1. Reason for report

- 1.1 The new Coalition Government's reform agenda for education, schools and wider children's services is being driven forward at a fast pace. In this report, the Director of Children and Young People Services provides an overview of the policy direction and key areas for reform, including the academies agenda, together with the potential implications and strategic planning issues for Bromley Council's local policy and strategy.
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2. **RECOMMENDATION(S)**

- 2.1 **The Children and Young People Policy Development and Scrutiny (PDS) Committee is asked to consider the Government's reform agenda for education, schools and children's services and the potential implications for local implementation.**
- 2.2 **The Children and Young People (CYP) Portfolio Holder is asked to:**
- (i) consider the policy direction, key areas for reform and implications for Bromley;**
 - (ii) note that further reports will be presented to Members to outline forward planning arrangements for local implementation.**

Corporate Policy

1. Policy Status: Existing policy: Children and Young People's Plan 2009-2011
 2. BBB Priority: Children and Young People
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Financial

1. Cost of proposal: Estimated cost To be determined
 2. Ongoing costs: N/A To be determined
 3. Budget head/performance centre: Schools delegated budgets, central schools budget and Local Authority's budget
 4. Total current budget for this head: £183.0m 2009/10
£189.4m 2010/11
 5. Source of funding: Dedicated Schools Grant, Specific Grants, ABG, Council Tax, Revenue Support Grant
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Staff

1. Number of staff (current and additional) -
 2. If from existing staff resources, number of staff hours -
-

Legal

1. Legal Requirement: Statutory requirement:
 2. Call in: Call-in is applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected) -
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? <please select>
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 On Wednesday, 12 May 2010, the new Secretary of State for Education, Michael Gove, dissolved the former Department for Children, Schools and Families (DCSF) and established a new Department for Education (DfE). The Ministerial Team supporting Michael Gove includes: Nick Gibb MP, Minister of State for Schools; Sarah Teather MP, Minister of State for Children and Families; Tim Loughton MP, Parliamentary Under Secretary of State for Children and Families. A list of the ministerial responsibilities for this team is attached as **Appendix 1**.
- 3.2 The new Secretary of State for Education initiated a series of reviews of statutory regulations, directives and guidance underpinning education, schools and wider children services. Local Authorities were advised to anticipate a series of announcements which will shape future agendas and open the door for a raft of education reform.
- 3.3 An overview of the Government's education reform agenda includes:
- Publication of the Academies Bill on 26 May 2010 as a fast-track mechanism for schools to achieve Academy Status (considered in more detail in Section 4).
 - The setting up of Free Schools in response to parental demand (see **Appendix 3**).
 - Rationalisation of 'Quangos' and unnecessary bureaucracy.
 - Review of Special Educational Needs – with a particular focus on the statutory framework governing Statementing.
 - Review of the National Curriculum – to streamline content.
 - Improve the quality of vocational curriculum.
 - Reform of the examination system – greater range of qualifications.
 - More powers for teachers to ensure higher standards of discipline.
 - Simplify regulation of standards in education and target inspection on failure.
 - Review of the school funding mechanism.
 - Strengthening of deprivation funding – pupil premium.
 - Capital Investment Strategy – Review Building Schools for the Future (BSF) programme.
- 3.4 In terms of the wider children and families agenda, the policy directive includes:
- Contactpoint children's database to be 'scrapped'.
 - Maintain goal to end child poverty by 2020.
 - Re-focus Sure Start on the neediest families.
 - Free nursery places for 3 and 4 year olds to continue - via a diverse range of providers.
 - Investigate new approach to helping families with multiple problems.
 - Publish Serious Case Reviews.
 - Review of children's social care commissioned – basis for major reform to frontline services:
 - early intervention
 - reduce bureaucracy
 - greater transparency and accountability – partner agencies.

3.5 Whilst some of the policy direction remains in headline form, with further detail pending, for a number of priority areas, particularly the academy agenda, the reform agenda is moving at a very rapid pace with details emerging on a weekly basis.

4. **ACADEMIES**

4.1 The Queen's Speech on 25 May 2010 announced the Academies Bill to "enable more schools to become Academies and give them the freedom and flexibilities they need to continue to drive up standards". The Academies Bill was introduced into the House of Lords on 26 May 2010 following which the DfE published an 'Application to Convert' form and Guidance for Schools seeking to become Academies.

4.2 Academies will be opened using a form of statutory instrument, an Academy Order. This Order will remove the requirement for public consultation on the discontinuance of the predecessor school. The process of change is referred to as 'conversion' and the Local Authority must cease to maintain the school on the conversion date. Governing Bodies can apply to the Secretary of State for an Order. In the case of Voluntary Aided or Foundation schools the agreement of the relevant religious authority or trust will be required.

4.3 On 26 May 2010 the Secretary of State for Education sent letters outlining the key principles of the new Academies agenda to all schools, those ranked by OfSTED as 'Outstanding' and to lead Members for Children's Services (copied also to Council Leaders, Chief Executives and Directors of Children's Services), this letter is attached as **Appendix 1**.

4.4 The terms of Academy Status were summarised by the Secretary of State in his letter to 'Outstanding' schools as follows:

- "Freedom from Local Authority control.
- Ability to set your own pay and conditions for staff.
- Freedom from following the National Curriculum.
- Ability to change the length of terms and school days.
- Having greater control over school budgets.
- Freedom to spend the money the Local Authority currently spends on your behalf."

4.5 The previous Government's Academies programme focused on a transition of failing secondary schools with a requirement for sponsor partners to deliver the transition. Whereas, the new Coalition Government's Academies policy is designed to open up the programme to primary, secondary and special schools with an immediate focus on high performing schools. The target for the first wave of Academy 'conversions' is September 2010. Schools judged by OfSTED to be 'Outstanding' will be 'pre-approved' to become Academies. However, in the case of 'Outstanding' special schools a later date of September 2011 has been set as the timescale for 'conversion'.

4.6 The Secretary of State (SoS) expects to approve all applications from outstanding schools unless they have a substantial financial deficit or other exceptional circumstances apply.

4.7 The Academies Bill allows for the SoS to direct a school which is underperforming and 'in intervention' to become an academy without consulting the LA. Schools which have remained in the Ofsted category of Special Measures for a year without improvement will be taken over.

- 4.8 In its original form, the Academies Bill specified that there was no requirement on schools seeking Academy conversion to consult with parents, the Local Authority or other stakeholders. However, as the Bill is moving through the House of Lords, the Government has tabled some amendments which include a duty to consult, amendments on SEN provision, the application of Freedom of Information Act requirements and land transfer arrangements.
- 4.9 Academies are required to act in accordance with all relevant provisions in the School Admissions Code and the School Admissions Appeals Code. Unless there are further changes to legislation they would be required to be part of LA administered Co-ordinated Admissions.
- 4.10 There is no requirement for ‘Outstanding’ schools converting to Academy status to have an external sponsor. Every new academy does have to establish an Academy Trust, but the Governors can set this up themselves. There is no barrier to a school working with a sponsor if it wishes, but no requirement to do so.
- 4.11 In terms of governance arrangements, the DfE has advised that “on converting to an academy, the current governing body will establish an academy trust, which will then appoint the academy governing body. The academy trust is the charitable company responsible for the strategic running of the academy and has control over the land and other assets. The management of the academy is delegated to the governing body”.
- 4.12 ‘Outstanding’ schools seeking conversion are expected to sign up ‘in principle’ to support another school to raise attainment. However, arrangements do not have to be in place before opening as an academy.
- 4.13 The SoS has confirmed his intention to remove bureaucratic burdens placed on academies including the duty to co-operate with 14-19 Local Collaboratives/Partnerships and Children’s Trusts.

5. IMPLICATIONS OF THE ACADEMY AGENDA FOR BROMLEY?

- 5.1 Bromley already offers a wide range of choice to parents in terms of size, type and status of schools. This range includes community schools, foundation status (formerly grant maintained), voluntary aided, voluntary controlled and one Trust school. To serve the needs of children with special educational needs (SEN), Bromley maintains four special schools and 22 special units within mainstream schools (17 primary, 5 secondary). Many children with SEN are also very successfully placed within mainstream school provision. The range of schools within Bromley is illustrated in Table A below:

Table A

Bromley profile: 95 schools

➤	Secondary Phase:	14 Foundation 2 Voluntary Aided 1 Trust
➤	Primary Phase:	5 Foundation 11 Voluntary Aided 5 Voluntary Controlled 53 Community
➤	Special:	1 Foundation 3 Community

- 5.2 Performance of Bromley schools overall is very high, a high percentage achieve results which place them at or above the national average, with many ranked as Outstanding or Good with outstanding features. Parental demand for places in Bromley schools is very high, with significant numbers of parents living in neighbouring Local Authorities who seek places for their children in Bromley schools; around 8% of pupils at primary are from out of the borough and 23% at secondary. The current performance profile as validated by Ofsted is illustrated in Table B below.

Table B

Performance profile as at June 2010: OfSTED Rating

➤	Secondary Phase:	7 Outstanding 7 Good 2 Satisfactory 1 Notice to Improve
➤	Primary Phase:	15 Outstanding 18 Good with Outstanding Features 19 Good 18 Satisfactory 5 In Category - 2 Special Measures 3 Notice to Improve
➤	Special:	3 Outstanding 1 Satisfactory

- 5.3 The deadline for 'expressions of interest' from schools to the DfE was set as 26 June 2010. There was no requirement made by DfE for schools to notify Local Authorities of their intention to register an 'expression of interest', or of formal submission to apply for 'conversion' to academy status. Following a Freedom of Information request by the national press, the register has been published by DfE. The list indicates that 1,600 schools, of which 18 are Bromley schools. However, in discussion with those schools, it is clear that for a number the decision to register expression of interest was made purely to draw down more information rather than as a first step towards a formal submission to be considered for Academy conversion.
- 5.4 I have received formal notification from the DfE that the governing bodies of three Bromley schools have submitted formal applications for 'conversion' to Academy status for September 2010; Kemnal Technology College Trust, Darrick Wood Secondary School and Newstead Wood School for Girls. As part of the DfE assessment process prior to Ministerial consideration, I have been asked to submit a statement in respect of each school's ability to sustain 'outstanding' performance, its financial position (in surplus or deficit and whether there are any outstanding loans), governance arrangements and other relevant issues.
- 5.5 For governing bodies considering academy conversion, there remains only headline information on a number of key aspects, the detail of which is gradually being added to the DfE Academy web-site. A decision to seek formal approval from the SoS to convert to Academy status will require detailed information on the following areas:
- financial arrangements – revenue and capital
 - staffing – terms/conditions/pensions
 - transfer of assets
 - governance arrangements including governors' liabilities
 - accountability/regulatory framework.

- 5.6 Similarly, there is no information, as yet, regarding the future implications and changes to the Local Authority's statutory duties and accountabilities as schools 'convert' to Academy status and sit outside the LA's local framework. Areas for consideration include:
- strategic place planning and school organisation
 - admissions
 - provision for vulnerable children: those with special educational needs, excluded pupils, those out of school, Looked After children, safeguarding and child protection;
 - school improvement agenda – underperforming and failing schools;
- 5.7 Much has been achieved in Bromley through a strong local framework of education, wherein irrespective of the 'status', size and type of school, there has been unity, cohesion and engagement with the LA's education and wider children's services planning, policy and practice. For these children and young people who are vulnerable, such as those with additional and special needs, there has been an acceptance of collective accountability in developing strategies to meet their needs. There is a concern that schools moving outside this framework may, potentially, disengage from these agendas.
- 5.8 The Government's Academies policy represents a major and radical reform of schools and local education. The pace at which this agenda is being implemented will require significant adjustments in-year for the Local Authority, including budget adjustments. Bromley has a number of options which include:
- attempting to retain the status quo;
 - focus in the future purely on the provision of statutory services and support to those schools wishing to remain within the local LA framework;
 - pro-actively 'manage' a process in which those schools seeking 'conversion' to the Academy sector are supported and can 'buy back' Local Authority services whilst preserving the integrity of local services for those schools wishing to remain within the Local Authority.

6. POLICY IMPLICATIONS

- 6.1 The Coalition Government's reform agenda for education, schools and wider children's services will be underpinned by major statutory changes. This will impact significantly on local policy, strategy and priorities for Bromley's Children and Young People Services agenda; the detail of which will be brought in later reports.

7. FINANCIAL IMPLICATIONS

- 7.1 Schools seeking Academy Status will receive a contribution to the 'conversion' costs through a flat rate grant of normally £25,000. This will be payable to the school's bank account and is designed to assist with the 'conversion' costs associated with obtaining legal advice, staffing transfer advice, new signage and stationery.
- 7.2 Academies that are being formed under the new Coalition Government will be funded by a new mechanism different to the funding for former academies. The Department for Education (DfE) has released a Ready Reckoner which enables schools and Local Authorities to see what their estimated funding would be as an academy. However, Members should be aware that whilst this shows how much funding the school would receive, including an indication of an amount for central services (both central schools budget and local authority services). These figures can only be estimated at this stage and should be treated with caution. For

2011-12 onwards the methodology for adjustment of the funding for academy conversions is still under consideration following consultation.

- 7.3 The ready reckoner shows the additional funding as “relevant central services” and VAT. The VAT element is based on an average figure for each LA and has no direct impact on LA funding as all VAT is reclaimed from HMRC. However, schools need to be aware that this is probably calculated on 2009/10 figures which contained a period of VAT being at 15%, and also may not reflect the increase to 20% in 2011. The central services element is calculated much in the same way as the previous recoupment method, by taking elements of spend from Section 251 (previously Section 52) but covers more areas. **Appendix 4** shows the lines which are included to give a LACSEG (local authority central services expenditure grant) and a SENLACSEG (specifically relating to provision for pupils with SEN). This is then multiplied by the total number of pupils at the converting school and the total number of Action and Action+ pupils respectively.
- 7.4 From **Appendix 4** it can be seen that the LACSEG figure for Bromley is £259 per pupil for Primary schools and £271 per pupil for Secondary schools. **Appendix 5** shows the LACSEG figures for neighbouring LAs and it can be seen that Bromley’s figures appear to be in line with other LAs. However, the SENLACSEG figure for Bromley is £460 per pupil for Primary and £168 for Secondary schools. This shows that the primary SEN LACSEG is high in comparison to other LAs.
- 7.5 The table below shows figures calculated from the Ready Reckoner for a selection of schools, i.e. one large and one small secondary , one large, medium, 1 form entry and small primary. NB The Ready Reckoner cannot be used for Special Schools as their funding is so different , which is why the DFE are delaying the change for Special schools until Sept 2011. This table shows the average increase (excluding VAT) in funding as being between 6.9% and 11.4%, which is in line with recent government announcements.
- 7.6 **Table C** – Estimated additional funding for schools entertaining conversion to academy

Table C		
Size of School	Additional funding*	% Increase (based on current school’s budget share)
Large Secondary School (1500 pupils)	£436k	9.7
Small Secondary School (1,000 pupils)	£273k	10.5
Large Primary School (648 pupils)	£203k	11.4
Medium Primary School (400 pupils)	£124k	9.2
1FE Primary (215 pupils)	£63k	9.8
Small Primary School (85 pupils)	£23k	6.9

* Top-sliced from the central schools budget and LA budget

- 7.7 There is also an issue relating to pupil numbers, as the numbers included in the Ready Reckoner are inclusive of post 16 pupils, therefore those schools with a disproportionately high number of 6th form pupils will attract a disproportionately high share of the central funding.

- 7.8 Any additional funding received by the school will need to be set against the new responsibilities for running the school including:
- HR, TUPE and Pensions
 - Land, property and assets.
 - Insurance and liabilities.
 - New contracts and Service Level Agreements to purchase former LA services including: specialist support; attendance/education welfare support; behaviour support, SEN and school improvement support services.
- 7.9 In addition to the funding that could be removed through the adjustment, local authorities are still liable for individually assigned SEN resources (i.e. matrix funding) to Academies as this remains the responsibility of the LA.
- 7.10 It is assumed at this stage that any additional funding provided to schools becoming academies from September 2010 will need to be funded from the central schools' budget and the local authority budget. This is in addition to the Government's reduction in CYP Area Based Grant of £1.4m in 2010/11 and any action taken to manage the service pressures as part of the budget monitoring process (see reports elsewhere on this agenda).
- 7.11 Other issues to be considered include the Local Authority's capital investment strategy for schools. For example schools with outstanding loans, and schools that have received or are receiving pre and post 16 capital funding or primary capital funding directly from the LA to support capacity and suitability priorities. Any outstanding loans would need to be repaid in full prior to academy 'conversion'.

8. LEGAL IMPLICATIONS

- 8.1 The Academies Bill was introduced into the House of Lords on 26 May 2010. Explanatory notes are available along with an Impact Assessment, an Equalities Impact Assessment and a Memorandum for the House of Lords Committee on Delegated Powers and Regulatory Reform (explaining the powers in the Bill delegated to the Secretary of State).
- 8.2 The Bill is short comparatively – 16 clauses over 20 pages and is exclusively devoted to academies.
- 8.3 The Bill had a Lords second reading on 7 June, three days in Committee (21, 23 and 28 June) and a report stage debate on 7 July. The earliest date by which the Bill can receive Royal Assent is mid-September 2010.
- 8.4 Schedule 1 of the Bill will confer extensive powers on the Secretary of State, to make "Transfer Schemes" and "Transfer Directions" which may provide amongst other things for the transfer of land to persons concerned with the running of academies. Further, a "qualifying academy proprietor" will be deemed to be a charity (specifically a company limited by guarantee), but under the proposed provisions of the bill will not have to register with the Charities Commission.
- 8.5 See also paragraphs 4.1-4.2 and 4.7-4.11

9. PERSONNEL IMPLICATIONS

9.1 DfE guidance (published on 8 July 2010) on the TUPE transfer arrangements for staff who are employed at a school which is 'converting' to academy status is as follows:

- The current employer of school staff (either the local authority or governing body depending on the type of school) will need to conduct a TUPE consultation with all staff (teaching and support teaching) and the unions as part of the staff transfer process. We recommend that schools wishing to become academies in September 2010 should submit a formal application to become an academy in June and that the current employer starts the TUPE consultation as soon as possible after the governing body pass their resolution to convert.
- An academy governing would need to consult with teaching unions in order to comply with the statutory TUPE consultation.
- The academy does not need to participate in TUPE consultation. The statutory obligation to consult lies only with the current employer of the affected employees (i.e. the local authority or governing body), and then only if they themselves are taking measures which affect staff – there is no obligation for the local authority or governing body to consult on the academy's measures. If the obligation to consult arises, the consultation must be with recognised trade unions.

9.2 The three Bromley schools that have applied for Academy status in September 2010 are all Foundation schools and the employer is the Governing Body. It will therefore be for the Governing Body to consult with staff and Trade Unions regarding the proposed transfer.

9.3 Although at this stage there is insufficient information available to comment in detail regarding the personnel implications arising from a move to Academy status, it is clear from the guidance issued that the Academy Trust is a separate entity to the current Governing Body and through its strategic role will be responsible for appointing the Governors. The indications are that this would, therefore, constitute a change of employer and TUPE would apply.

9.4 It is anticipated that further, more detailed guidance will be available by the time the Bill receives Royal Assent which is currently due in mid-September 2010.

Non-Applicable Sections:	N/A
Background Documents: (Access via Contact Officer)	

APPENDICES

- 1. Ministerial responsibilities for the team supporting Michael Gove, Secretary of State**
- 2. Secretary of State letter of 26 May 2010 to Local Authority Lead Members for Children's Services and letter to 'Outstanding' schools**
- 3. Free Schools – terms and principles**
- 4. Local Authority Central Services Expenditure: Extract from Section 251 Statement**
- 5. Comparative figures for Local Authorities**

MINISTERIAL RESPONSIBILITIES

Michael Gove MP – Secretary of State for Education

Overarching responsibility for all aspects of policy as outlined below.

Sarah Teather MP – Minister of State for Children and Families

- Children's centres
- Childcare
- Early learning and development, Curriculum 0-5
- Voluntary and community sector
- UN Convention on the Rights of the Child
- Families
- Health issues (obesity, drugs and alcohol, teenage pregnancy)
- Child poverty
- Children's services commissioning and market development
- Local authority funding/local government policy
- Government offices and field forces
- School food/Healthy Schools
- Special educational needs and disabled children
- Young carers

Tim Loughton MP – Parliamentary Under Secretary of State for Children and Families

- Children's services inspection and intervention (including Ofsted)
- Children's Trusts
- Safeguarding, including Vetting and Barring scheme
- Social Work Taskforce and social work reform
- Children's workforce
- ContactPoint
- Integrated Children's System (ICS), Electronic Common Assessment Framework (Ecaf) and Lead Professional
- Families with multiple problems
- Children and Family Court Advisory and Support Service (Cafcass) and Family Law
- Children in care, fostering and adoption (including runaways)
- Domestic violence
- National Citizen Service (including Youth Community Action)
- Sport
- Youth services
- Youth crime
- Department efficiencies

Nick Gibb MP – Minister of State for Schools

- Behaviour and attendance, bullying
- Assessment and Key Stage tests
- Independent schools
- Contingency planning/response
- QCDA/Ofqual
- School admissions
- Needs
- Apprenticeships
- Reducing bureaucracy in schools
- Careers/Information, Advice and Guidance (Lag)
- Qualifications (Diplomas etc)
- Reform of National Curriculum 5-19, including music, STEM (science, technology, engineering and maths) and setting of classes
- Young People's Learning Agency

Jonathan Hill – Parliamentary Under Secretary of State for Schools

- Academies
- 'Free' schools
- Ofsted inspection of schools
- School improvement (including the National Challenge, City Challenge and other improvement policies)
- School funding (including the Pupil Premium)
- Teachers and workforce issues
- Teacher supply/quality
- School transport
- Schools' capital and Building Schools for the Future
- Technical Academies



Rt Hon Michael Gove MP
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0870 0012345 ministers@education.gsi.gov.uk

26 May 2010

Lead Members
copied to Leaders, Chief Executives
and Directors of Children's Services

Dear colleagues,

I am humbled and delighted that the Prime Minister has appointed me Secretary of State for Education in the new coalition Government. Nothing is more important for our country than getting education right. Schools are where we introduce our children to the best that has been thought and written and education is the process by which we enable every child to take control of their destiny, to become author of their own life story.

Strong local authorities (LAs) are central to our plans to improve education. The Coalition Government has partnership at its heart and I want to work in partnership with LAs to drive up standards for all children in all schools. I want to help LAs to continue to be powerful champions of educational excellence. As we develop our plans for the future, I would like them to have a strong strategic role working with schools to drive up standards, supporting schools who want to work together to share expertise, and promoting the spread of innovation to the benefit of all. I want local authorities to be shaping the vision for their local area and empowered to drive improvement.

The Government believes that we need to reform our schools system to tackle educational inequality and to give greater powers to parents and pupils to choose a good school as part of a mixed economy of school provision. As part of these plans, the Queen's Speech this week sets out our intention to allow more schools to benefit from Academy freedoms and flexibilities. We aim to open up the Academies programme to allow primary, secondary and special schools to apply for Academy status. We specifically want to provide opportunities for outstanding schools to open as Academies as early as September 2010.

The Academies Bill means changes for local authorities as we simplify and accelerate the process by which schools can acquire greater autonomy. However, I

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believe that we will all benefit from the increase in parental choice and innovation that these changes will bring, and I am committed to working with you in the months ahead to ensure local authorities continue to play a full strategic part in securing the improvement we all want to see.

I am writing today to invite you to join me in dialogue about how we make this vision a reality, and I will be meeting with representatives from the Local Government Association shortly to discuss how we can work more closely together in future. In the meantime, I would be interested to hear from you directly about how you believe we can strengthen local authorities to help drive up standards. In particular, are there any new powers or freedoms we should explore, or burdens which we could remove? If you would like to get in touch, please contact me at feedbacktoministers@education.gsi.gov.uk

In the same spirit, I also want to hear from you about how we strengthen Children's Services overall.

I know how hard you have been working to improve child protection, extend childcare, strengthen pre-school education and provide opportunities for young people. I want to celebrate the successes in local government and I want to hear directly from you about the initiatives which deserve to be championed and also about the steps we can take to make your job easier.

Thank you again for all you do.

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive, flowing style.

MICHAEL GOVE



Rt Hon Michael Gove MP
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0870 0012345 ministers@education.gsi.gov.uk

26 May 2010

Dear colleague

I am humbled and delighted that the Prime Minister has appointed me Secretary of State for Education in the new coalition Government. Nothing is more important for our country than getting education right. Schools are where we introduce our children to the best that has been thought and written and education is the process by which we enable every child to take control of their destiny, and to become author of their own life story. That's why the first thing I want to do is to thank you for your work. Teaching is the most important profession in the life of our nation.

I am deeply grateful for everything the teaching profession has already achieved. But I want to go further, both in improving schools and closing the gap between the richest and the poorest. A key principle behind this partnership Government is trusting professionals. That is why this Government will give you more power and control and will trust you to get on with the job.

Your views are extremely important to me. I would welcome your thoughts on how you believe we can raise attainment, particularly for the poorest children, and how we might enhance the prestige and status of the teaching profession. If you would like to get in contact please contact me at feedbacktoministers@education.gsi.gov.uk.

The Queen's Speech sets out our intention to allow more schools to benefit from Academy freedoms and our aim to open up the Academies programme to primary, secondary and special schools. We specifically want to provide opportunities for outstanding schools to open as Academies as early as September 2010.

As your school is currently rated outstanding by Ofsted this means it would automatically meet the criteria to apply for Academy status. I would like to take this opportunity to encourage you and your Governing Body to consider acquiring academy freedoms, which include:

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- freedom from local authority control;
- ability to set your own pay and conditions for staff;
- freedom from following the national curriculum;
- ability to change the length of terms and school days;
- having greater control over school budgets; and
- freedom to spend the money the local authority currently spends on your behalf.

All schools acquiring these freedoms will be liberated from the bureaucracy which was attached to Academies from 2007.

If you are interested in taking up this opportunity or would like to find out more information please go to the Department for Education website www.education.gov.uk/academies where you can register your school by the on-line registration form. Following registration you will be contacted by a member of staff from the Department with further guidance and support on the conversion process.

A handwritten signature in black ink that reads "Michael Gove". The signature is written in a cursive style with a large initial 'M' and a long, sweeping underline.

MICHAEL GOVE

FREE SCHOOLS

The Secretary of State wrote to Chief Executives and Directors of Children's Services (18 June 2010), copied to Lead Members for Children's Services and Leaders of Councils, to set out the initial thinking for the setting up of Free Schools. This letter, coupled with the headline information on the DfE Website, highlights the following features:

- the first wave will be introduced in September 2011;
- all-ability State Funded schools;
- designed to tackle educational inequality and give greater powers to parents and pupils to choose a good school;
- opportunity for groups to set up new schools in areas where there is parental demand;
- interested groups invited to develop proposals would include:
 - charities;
 - universities;
 - businesses;
 - education groups;
 - teachers;
 - groups of parents;
- an independent charity the "New Schools' Network" has been established to provide advice and co-ordination;
- new flexibilities in planning Regulations and DfE School Premises Regulations to assist with the establishment of new Free Schools;
- DfE proposal forms published 18 June 2010.

**LOCAL AUTHORITY CENTRAL SERVICES EXPENDITURE:
EXTRACT FROM SECTION 251 STATEMENT**

		Primary	Secondary
	Pupil numbers	23200	22993
		50.12%	49.67%
SEN/LACSEG			
1.2.2	Provision for pupils with SEN, provision not included in line 1.2.1	£1,504,482	£530,462
	sa/ sa+	3421	3317
	LA figure	£440	£160
	uplift= 4.5%	£460	£167
	DfE figure	£460	£168
LACSEG			
Schools Block			
1.3.2	Behaviour Support Services	852778	725647
1.3.4	14-16 More Practical learning options		454700
1.4.2	Free School Meals – eligibility	8582	7592
1.5.3	School admissions	189080	189232
1.5.5	Miscellaneous (not more than 0.1% total of net SB)	418695	459445
1.5.7	Staff costs – supply cover (not sickness)	407220	91070
1.5.8	Supply cover – long term sickness	0	0
1.5.9	Termination of employment costs	0	0
1.6.1	School Development Grant – Non-Devolved	15957	31286
1.6.2	Other Standards Fund Allocation – Non-Devolved	220188	403502
1.6.3	Other Specific Grants	158400	35200
1.6.4	Performance Reward Grant	0	0
LA Block			
2.0.3	Therapies and other health related services	15036	14901
2.1.2	Pupil support	158777	179873
2.1.7	Education Welfare Service	284573	282034
2.1.8	School improvement	804644	797464
2.2.1	Asset management – education	567788	562722
2.2.3	Music services (not Standards Fund supported)	217772	215829
2.2.4	Visual and performing arts (other than music)	0	0
2.3.1	Outdoor Education including Environmental and Field Studies	66191	65601
6.0.1	Statutory / Regulatory Duties	1322681	1310880
6.0.2	Premature retirement costs / Redundancy costs	15532	15393
6.0.7	Monitoring national curriculum assessment	31851	31567
6.1.1	School Development Grant – non-devolved	0	0
6.1.2	Other Standards Fund Allocation – non-devolved	0	0
6.1.3	Other Specific Grant	0	0
	Total	£5,755,745	£5,873,939
	Pupil numbers	23200	22635
	LA figure	£248	£260
	uplift= 4.5%	£259	£271
	DfE figure	£259	£271

figures in line with other LAs

COMPARATIVE FIGURES FOR LOCAL AUTHORITIES

LA Name	LACSEG FY10-11		SEN LACSEG FY10-11	
	Pri	Sec	Pri	Sec
Camden	721	663	148	143
Greenwich	542	522	40	68
Hackney	714	943	-	-
Hammersmith and Fulham	659	679	-	-
Islington	986	1,322	-	-
Kensington and Chelsea	816	770	-	-
Lambeth	605	578	-	-
Lewisham	517	599	184	121
Southwark	822	942	-	-
Tower Hamlets	679	756	90	70
Wandsworth	378	655	35	56
Westminster	693	797	-	-
Barking and Dagenham	365	394	160	89
Barnet	301	302	271	365
Bexley	269	263	268	195
Brent	410	413	133	160
Bromley	259	271	460	168
Croydon	296	339	-	-
Ealing	324	340	25	189
Enfield	384	366	56	6
Haringey	530	566	43	33
Harrow	276	340	190	149
Havering	413	413	133	125
Hillingdon	559	598	116	112
Hounslow	604	470	203	201
Kingston	312	343	110	118
Merton	515	581	-	-
Newham	489	545	-	-
Redbridge	359	365	70	118
Richmond upon Thames	519	571	438	95
Sutton	243	260	83	65
Waltham Forest	434	422	-	-
Birmingham	352	424	-	-
Coventry	343	393	628	387
Dudley	309	308	13	15
Sandwell	482	489	125	331
Solihull	325	272	1,041	153
Walsall	493	380	-	-
Wolverhampton	640	789	192	199
Knowsley	463	503	239	206
Liverpool	622	572	86	95
St Helens	387	410	354	343
Sefton	354	308	323	292
Wirral	374	473	276	192
Bolton	429	328	184	110
Bury	440	276	-	-
Manchester	460	468	130	134
Oldham	297	323	217	265
Rochdale	392	442	404	284
Salford	494	507	162	472
Stockport	275	454	356	471
Tameside	551	518	137	153

LA Name	LACSEG FY10-11		SEN LACSEG FY10-11	
	Pri	Sec	Pri	Sec
Trafford	264	296	479	431
Wigan	365	359	270	273
Barnsley	593	633	-	-
Doncaster	391	438	81	86
Rotherham	394	411	212	223
Sheffield	426	396	273	267
Bradford	404	397	188	138
Calderdale	468	472	83	87
Kirklees	621	593	179	134
Leeds	396	441	32	18
Wakefield	542	543	534	360
Gateshead	599	699	218	273
Newcastle upon Tyne	516	541	158	40
North Tyneside	702	686	130	215
South Tyneside	428	403	47	50
Sunderland	506	495	-	-
Bath & North East Somerset	347	280	280	511
Bristol, City of	432	475	126	101
North Somerset	263	290	94	132
South Gloucestershire	434	426	37	17
Hartlepool	706	747	168	63
Middlesbrough	649	963	460	381
Redcar and Cleveland	509	546	279	300
Stockton-on-Tees	421	419	414	159
Kingston Upon Hull, City of	649	469	178	185
East Riding of Yorkshire	433	459	52	70
North East Lincolnshire	524	563	248	110
North Lincolnshire	468	469	239	333
North Yorkshire	278	334	265	397
York	311	452	327	406
Luton	393	507	82	63
Bedford	471	482	117	162
Central Bedfordshire	351	362	56	130
Buckinghamshire	182	217	241	354
Milton Keynes	387	358	101	51
Derbyshire	594	586	14	2
Derby	278	265	252	140
Dorset	492	493	448	609
Poole	296	257	43	37
Bournemouth	394	347	135	175
Durham	307	331	87	72
Darlington	579	728	28	21
East Sussex	388	405	395	130
Brighton and Hove	467	374	131	97
Hampshire	554	577	59	64
Portsmouth	373	382	142	123
Southampton	633	583	-	-
Leicestershire	476	469	289	329
Leicester	578	551	99	104
Rutland	683	708	286	369
Staffordshire	345	335	174	223
Stoke-on-Trent	596	587	-	-
Wiltshire	310	247	333	137
Swindon	450	441	127	91
Bracknell Forest	342	366	246	143
Windsor and Maidenhead	373	323	604	354

LA Name	LACSEG FY10-11		SEN LACSEG FY10-11	
	Pri	Sec	Pri	Sec
West Berkshire	294	325	202	244
Reading	612	805	97	78
Slough	376	430	189	115
Wokingham	600	592	39	31
Cambridgeshire	337	318	200	-
Peterborough	499	485	269	274
Halton	705	721	249	178
Warrington	512	456	56	62
Devon	459	432	80	100
Plymouth	542	503	149	173
Torbay	549	528	118	107
Essex	453	435	63	50
Southend-on-Sea	423	467	4	6
Thurrock	715	723	150	204
Herefordshire	377	461	263	329
Worcestershire	371	414	93	74
Kent	342	322	36	38
Medway	269	285	37	42
Lancashire	290	347	-	-
Blackburn with Darwen	413	399	468	415
Blackpool	507	475	-	-
Nottinghamshire	308	299	249	213
Nottingham	818	756	104	39
Shropshire	457	553	162	450
Telford and Wrekin	358	335	136	157
East Cheshire	350	258	154	117
Cheshire West and Chester	414	305	154	74
Cornwall	568	457	124	92
Cumbria	424	458	221	172
Gloucestershire	465	406	16	16
Hertfordshire	262	269	66	73
Isle of Wight	406	383	451	387
Lincolnshire	456	462	170	53
Norfolk	305	334	154	266
Northamptonshire	296	299	145	143
Northumberland	395	469	526	217
Oxfordshire	374	392	388	548
Somerset	490	539	100	95
Suffolk	306	286	146	81
Surrey	249	311	244	125
Warwickshire	319	364	228	234
West Sussex	403	356	-	-