



Foundation, Aided Schools and Academies National Association

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# Summer Workshop

Wednesday 29 June 2011



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**Sir David Bell KCB**  
**Permanent Secretary**  
**Department for Education**

Department for  
**Education**



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# The Imperative for a 'National Funding Formula'

**Jack Hatch, Headteacher**

**St Bede Church of England Primary School**



## DfE Consultations – Why change?

- *Consultation on school funding reform: Rationale and principles*
- *Academies' pre-16 funding: Options for 2012/13*
- Gov view “that the current funding system is opaque, full of anomalies and unfair and therefore in need of reform”
- Gov would “Consult on merits of moving...to a national funding formula”



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## Ideal school funding system:

- **Fair** and logical
- Give extra resources towards pupils who need them most
- Transparent
- Applicable across Maintained, Academy and Free Schools
- Value for Money



## Current funding system

- Based on Local Authority spending on schools in 2005/06
- Subsequent historic rolling up annually under “Spend-Plus”
- Result - similar schools can have funding differences greater than £1,000 per pupil
- **BUT** the DSG means school funding is 100% national funding from DfE



## Fairness

- “Schools in similar circumstances and with similar intakes would receive similar levels of funding”
- “Ensure that funding is equivalent between academies, free and maintained schools”
- “Avoid any option which gave financial advantage or disadvantage to schools wishing to convert to academy status”



## NFF – key components?

### **Led by pupil characteristics**

- Basic entitlement – amount per pupil
- AEN – amount per deprived/SEN pupil
- Additional employment costs (ACA)

### **Recognition of key school characteristic**

- Small schools – lump sum funding

### **And relationship with**

- Pupil Premium



## NFF – but how autonomous?

- **Pure NFF** will give every school an NFF budget which they control
- **Partial NFF** gives every (maintained?) school an NFF budget but there could be a locally agreed top-slice providing local flexibility
- **Maintained schools only NFF** - used to provide LA with aggregated total and allow it “to vary the actual budgets”



## Academy funding – the future?

- Current replication system “is unsustainable”
  - Converting to academy should bring no financial advantage or disadvantage
  - Should receive additional funding to match additional responsibilities:
    - Continuing LA duties across all schools
    - New Academy responsibilities
    - Already delegated responsibilities
    - School (NFF) budget
- (Require an NFF for extra academy responsibilities)



## Other issues

- LAs retain responsibility for High Cost Pupils
- Early Years Single Formula (EYSF) – would continue but also reviewed
- Transition
  - to a Fairer National Funding Formula
  - transparency between school budgets
  - with floors and ceilings (not MFG?)



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# **Top Tips on employment issues – exercising freedoms and autonomy**

**Mike Griffiths, Principal**

**The Samworth Church Academy**

**Martin Latham, Headteacher**

**Robinswood Primary School**

**A representative from Stone King**



- Managing union opposition
- What 'recognition' means
- The effect of TUPE
- The effect of single status agreements
- Moving towards your own terms and conditions
- Pensions
- Advantages of academy status



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## Workshop choice:

1. Converting to Academy Status
2. Business Managers' Forum
3. SEN Green Paper



# Investment In Enterprise Programme



**FASNA Summer Workshop**

Professor Jonathan Blackledge

29th June 2011

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## Agenda

- Introduction
- The Schools White Paper 2010
- Our USPs
- What we do
- CMI proposition



## The Wren Partnership

We are a team of professionals who provide:

Solutions that are focused on leadership, transformation and entrepreneurship

Enhanced Continuous Improvement into organisations and make them self-managed

Empowerment for organisations to become entrepreneurial

Accreditation of an individual's increased skills.



## Pedigree

- Developed from best practice established by the Programme Management College in the United States in 1971
- Radically updated and re-focussed by TWP to meet the needs of UK Government and Industry:
  - Education
  - Health
  - Aerospace
  - Construction
  - IT
  - Security
- Outcomes:
  - Step change in experience
  - Acquisition of competences
  - Catapult of leadership



## **The Schools White Paper 2010**

We address the following core issues:

Teaching and Leadership

Continuous Professional Development

School Improvement



## What makes us unique?

Fast track development of business competencies

State of the art transformation skills

Building cultures of Continuous Improvement

CMI accreditation from the academy transformation process



## What we do

We address the following core issues:

Entrepreneurship and Leadership

Delivering complex transformational programmes

Continuous Professional Development

School Improvement



## Entrepreneurship and Leadership

The transfer of all schools to academy status will involve more than just a change of name, it will require a change of leadership style within a new entrepreneurial environment.

We propose a fast track leadership initiative with a management qualification gained through the transformational experience of becoming an independent academy able to operate in an enterprise environment.



## Continuous Professional Development

We provide tutorials and assessment to ensure fast-track to CMI accreditation

We develop entrepreneurial business skills in a post-conversion environment

We provide direct links to industry from our own network/sponsors



## School Improvement

As outlined in the *White Paper*, Headteachers need to embrace the new responsibilities for improvement

We employ best-practice Continuous Improvement skills

We provide access to industry training schemes like NISSAN



## Our Proposition - Programme Management

- Level 5 in Programme Management through ILM & CMI
- Fellowships with ILM & CMI
- Apply for Chartered Manager through CMI
- New school head of each academy will be provided with the opportunity to gain the Chartered Manager Institute (CMI) qualification as an independent accreditation

## The CMgr

- Recognition
- Validation
- Differentiation
- Understanding
- Parity
- Networks





## Why Chartered Manager?

- Highest managerial status
- Recognition in public & private sector, plus across all management disciplines
- Independent & credible award
- Relevant to owners, directors, managers & consultants
- Unique – no one else awards it



## Summary

- We train and assess an accelerated transformation to achieve Academy status
- We introduce Continuous Improvement
- We provide coaching in entrepreneurial skills
- Ensure that Academy's enhanced 'business-like' status is maintained
- We provide full support to achieve CMI accreditation



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## Members' Business:

1. Admissions and Appeals Codes, the latest update
2. SEN Green Paper
3. Legal Brief update
4. AoB



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Thank you for attending today's workshop

Please would you complete the evaluation form at the back of your pack and leave it on the table for collection

Have a safe journey home