# Welcome to the SBM Forum

## 26 June 2024

## Wendy Ochs, Chair

Striving for excellence

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# Finance Update

**Pamela Stack**
**Finance Manager**

# School Business Management Forum
# Finance Update

## June 2024

Pamela Stack

# Finance Update - Maintained Schools

- RPA - notification in July
- Mayor's Free School Meals Grant
- Commissioned Services such as Nurture Groups
- Financial Reporting

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# Mayor's Free School Meals

- Funding continuing for Academic Year 2024-25

- Price per meal will be increased

- Additional payments for special access requirements due to SEND or specific dietary requirements in connection with religion or belief

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# Commissioned Services

- Signed SLA agreements must be in place
- For academies payments via PO/invoice

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# Financial Reporting

2024/25 Budgets:

- Three year budget plans were required to be submitted to the LA by 4th June, some are still outstanding

2024/25 Quarterly Returns

- The new template has been circulated to reflect updated CFR categories
- This must be returned by 19th July, both Excel spreadsheet and signed copy as a pdf

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# Childcare Update

## Christiana Kromidias
## Early Years Manager
## School & EY Improvement Service

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# Early Years Updates
# 26.06.2024

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# EYFS Framework 2024

Department for Education

## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Published: 8 December 2023
Effective: 4 January 2024

1

- This Early Years Foundation Stage (EYFS) framework is mandatory for all group and school-based early years providers1 in England from 4th January 2024.

- This framework is for all group and school-based early years providers including maintained schools; non-maintained schools; independent schools; free schools; and academies

*Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)*

*Early Years Foundation Stage consultations launched* 22nd April 2024 the DfE launched a consultation on safeguarding requirements within the Early Years Foundation Stage (EYFS) framework.

# EYFS Consultation 2024

- The proposals in the consultation aim to ensure the safeguarding requirements are as comprehensive as possible for providers and are suitably robust to keep children safe.

- The consultation proposals include:

- Amendments to promote safer recruitment including new requirements to obtain references and requiring safeguarding policies to include procedures to follow to help ensure recruitment of suitable individuals.

- new requirements for following up if a child is absent for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.

-  new requirements to ensure safer eating.

- safeguarding training criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered and how practitioners are supported to put it into place.

-  Amendments to clarify that early years students and trainees are required to have paediatric first aid (PFA) training.

- Amendments to ensure that children's privacy when changing nappies and toileting is considered and balanced with safeguarding need.

# Pediatric First Aid

- At least one person who has a current paediatric first aid (PFA) certificate must be on the premises, and available at all times when children are present and must accompany children on outings.

- The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.

- Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

- All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

*Early years foundation stage statutory framework (For group and school-based providers)  Page 42 - Annex A: Criteria for effective Paediatric First Aid (PFA) training*

# Health & Medication

**Medication**

• Guidance on health protection in schools and other childcare facilities which sets out when and for how long children need to be excluded from settings, when treatment/medication is required.

• [Health protection in children and young people settings, including education - GOV.UK (www.gov.uk)](#)

• [Managing specific infectious diseases: A to Z - GOV.UK (www.gov.uk)](#)

• **Exclusion table** [Children and young people settings: tools and resources - GOV.UK (www.gov.uk)](#)

**Health**

• Children must usually be within sight and hearing of staff and always within sight or hearing. **Whilst eating**, children **must be within sight and hearing** of a member of staff.

# Nursery Space Requirements

3.67 The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

- Children under two years: 3.5m2 per child
- Two-year-olds: 2.5m2 per child
- Children aged three to five years: 2.3m2 per child

(useable play space not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets).

**How To Work Out m2 of a Room**

Area 1 — 5m × 2m

Area 2 — 3m × 2m

Area 1
5m x 2m = 10m²

Area 2
3m x 2m = 6m²

Total Area
10m² + 6m² = 16m²
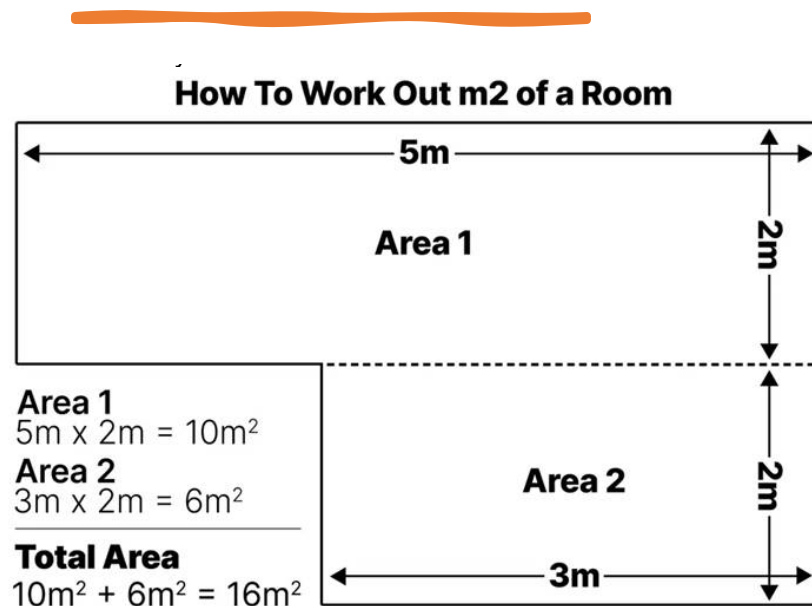
# School Age Range Request

**2,3- and 4-Year-Old Provision**
A school's age range is the age range for which the school is registered with the DfE. If a school's lower age range is 3-year-old and the child has turned 3, they wouldn't need to change the age range. If the school is wanting to offer all three-terms of an entitlement for 2-year-olds then they may need to lower their age range to 2-year-old.

- [Making significant changes to academies.](#)

- [Making significant changes ('prescribed alternations') to maintained schools.](#)

**Under 2s Registration**

- [Apply to register your nursery or other daycare organisation (EYO) - GOV.UK (www.gov.uk)](#)

- [registered individuals as well as the registered person and the nominated individual](#) of a daycare.

# Early Years Ratio's

- **For children aged two:**

- There must be at least one member of staff for every five children.

- At least one member of staff must hold an approved level 3 qualification.

- At least half of all other staff must hold an approved level 2 qualification.


- **For children aged three and over** in registered early years provision at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another approved level 6 qualification is working directly with children:

- There must be at least one member of staff for every 13 children.

- At least one other member of staff must hold an approved level 3 qualification.

# Cont…

- For children aged three and over in **maintained nursery schools and nursery classes in maintained schools**:

  - There **must** be at least one member of staff for every 13 children.

  - At least **one member of staff must be a schoolteacher** as defined by section 122 of the Education Act 2002.

  - At least one other member of staff **must hold an approved level 3** qualification.


- For children aged three and over in independent schools (including in nursery classes in free schools and academies) where there is no person with Qualified Teacher Status, working directly with children:

  - There **must be at least one member of staff for every eight children**.

  - At least one member of staff **must hold an approved level 3 qualification**.

  - At least half of all other staff **must hold an approved level 2 qualification**.

# Early Years Ratio's (Mixed Provision)

- Some schools may choose to mix their reception classes with groups of younger.

- In such cases they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group.

- Requirements: the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

- Reception classes in maintained schools and academies are subject to infant class size legislation, which is limited to 30 pupils per schoolteacher

- '*School teachers' do not include teaching assistants, higher level teaching assistants, or other support staff.*

# Early Years Qualifications

**Early years qualification requirements and standards**

For group and school based providers, and awarding organisations and training providers offering qualifications in early years

Effective: 4 January 2024

- [Qualification requirements](#)
- [Qualifications achieved in the United Kingdom](#)
- [Qualifications achieved outside the United Kingdom](#)
- [Qualifications that do not meet the criteria](#)
- [Pathway into early years](#)
- [Check early years qualifications - GOV.UK (www.gov.uk)](#)
- [Apply for qualified teacher status (QTS) if you teach outside the UK - GOV.UK (www.gov.uk)](#)

# Before/After School Provision Requirements

- Settings that only provide care before and after school, or during the school holidays, for children from reception (or older) during the school day **do not need to the learning and development and assessment requirements** set out in Sections 1 and 2 (EYFS Framework 2024).

- Wraparound provision for children younger than those in the reception class age range should *continue to be guided by*, but do not have to meet, the learning and development and assessment requirements.

- All settings that provide care for children aged 0-5 must meet safeguarding and welfare requirements as set out in Section 3.

# Cont…

The grant is available through an application process to support the delivery of the government's commitments. The priority for this grant is to increase sufficiency in areas within Enfield that have been identified as having insufficient childcare places for 2025.

**Childcare and Wraparound Programme online application form**
https://forms.office.com/e/R0xMvCZ20K?origin=lprLink

- **Type A schools**, any school that does not have a before *and* after-school childcare provision. The expectation from the DfE is an average of twenty (20) additional places to be created, if applying for the Capital Grant funding.

- • **Type B schools** have both before and after school childcare provision, but not full 8am – 6pm wraparound. The expectation from the DfE is an average of ten (10) additional places to be created, if applying for the Capital Grant funding.

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# Integrated Financial Curriculum Tool (ICFP)

**Andrew Hamilton**
**Director**
**Ash House Consultancy**

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# Your Presenter

**Andrew Hamilton**

Background

Experience

Expertise

Current role

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# What is ICFP and why is it important?

## ICFP is not …

- New
- Just an application of numerical metrics
- Just about making 'savings' or efficiencies
- Just about the curriculum
- Only for secondary schools
- Only about a single year
- A magic formula

# ICFP is …

- The foundation of all effective resource use planning

- Maximising the efficient use of resources to support standards

- Using the curriculum and staffing to lead budgeting and financial planning

- Using diagnostic metric analyses to enhance financial health/efficiency

- Considering the balance between all resource use

- Generating starting points for conversations with SLT and Governors

- Facilitating school leaders to improve strategic decision making

# Funding Background

**Education funding in England frozen for 14 years, says thinktank**

Spending on each schoolchild's education in England has been frozen for 14 years, according to a report by the Institute for Fiscal Studies. Funding per pupil is now at 2010 levels, while teacher pay remains at 2001 levels. Investment in school buildings is 25% lower than in the mid-2000s. Between 2010 and 2019, school spending per pupil fell by 9% despite a 1% rise in total school spending. Since 2019, there has been a £6bn increase in total spending, bringing per pupil funding back to 2010 levels. Previous Labour governments saw an average annual increase of 5-6% in real terms. The Department for Education claims school funding is at its highest ever level per pupil. Paul Whiteman, the general secretary of the NAHT school leaders' union, said: "This research shows in the starkest possible terms how schools have been sidelined for years when it comes to national priorities." Pepe Di'Iasio, the general secretary of the Association of School and College Leaders, added: "It's shameful there has been no growth in funding per pupil over 14 years, while at the same time schools have been battling a rapid increase in responsibilities and costs."
*The Guardian*

# ICFP's purpose is enabling us to…

## …get the right balance in resource use

- ✓ Financial resources
- ✓ Staffing resources
- ✓ Curriculum resources
- ✓ ICT, class & wider education resources
- ✓ Building & environment resources

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# Why do we need ICFP?

**Overspending is unethical and detrimental, so schools need to:**

- Function within the funding envelope available

- Know the real costs of decisions being taken

- Maximise the output efficiency of their resource use

- Ensure appropriate balance between staffing and non-staffing expenditures

- Provide an effective and efficient curriculum

- Generate an appropriate and efficient staffing structure

# ICFP asks and answers key questions

Do we have a structural deficit?

Are our class sizes too small? Too big?

How many teachers can we afford to deliver the curriculum?

Do we have adequate resources set aside for annual ICT refresh

Are the teachers we employ deployed efficiently?

**The 'Goldilocks Paradox'**
Are we utilising too much, too little or just the right amount of resources on an area of operational activities?

Are we just continuing doing what we have always done?

Are there efficiencies to be had in SLAs and other contracts?

Is our leadership structure fit for purpose and our school context?

Is the balance of our spending between staffing and non-staffing correct?

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# How do we know the issues are in staffing costs?

Some facts that lead to an inevitable conclusion ….

The salaries of teachers have not kept pace with inflation since 2010

Most non-staffing costs have gone generally up in line with inflation since 2010

The salaries of support staff have not kept pace with inflation since 2010

Education income in 2023-24 is generally in line with the same real value from 2010

Many, many schools are loudly proclaiming that they are unable to afford the staff they have in place in their schools

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# How do we know what staffing we can afford



Teachers  Support staff
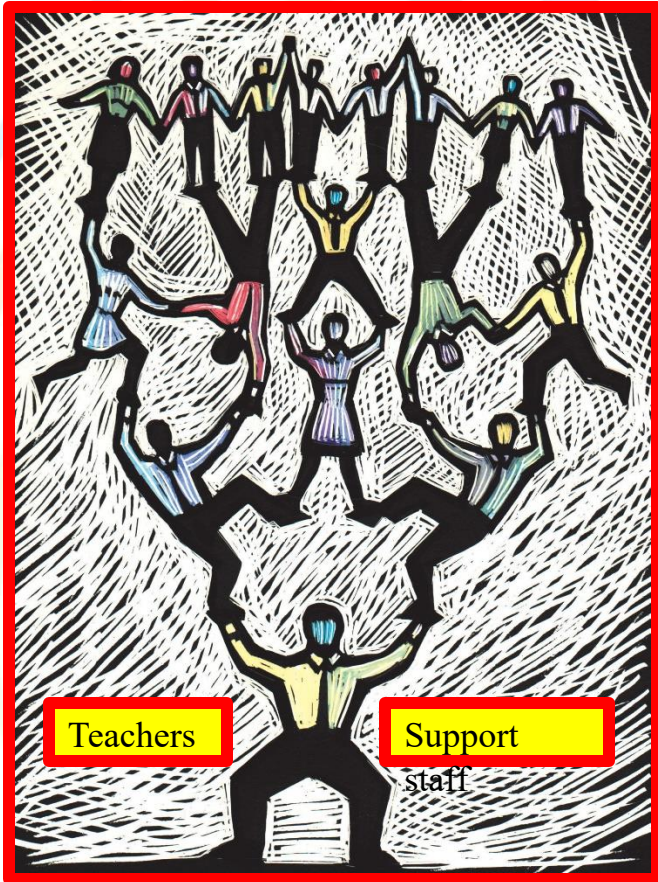
# The fundamental importance of ICFP

**Analyse resource allocation**

- Enables deeper understanding of the school

- Provides objective evidence

**Compare spend and impact**

- Goes beyond calculating the metrics

- Need to know what to compare spends to

people are having

**Provide evidence based review**

- Analyse evidence to identify inefficiencies

- Quantify the inefficiencies

changes

**Inform strategic discussions, decisions and management review**

- Make strategic decisions when having evidence and true costs

- Empowers schools to

benefit outcomes

**ICFP allows the systematic analysis of all aspects of educational provision within a school to ensure that financial management planning generates an appropriate balance in the allocation and expenditure of resources**

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# Using a full ICFP process to improve strategic decisions

**Data Flow**

Calculating metrics accurately and consistently

Make management plans to deliver strategic decisions

Comparing against thresholds and benchmarks

Use analysis to make your strategic decisions

Interpreting metrics to Quantify their impact

Analysing metrics and Identifying issues
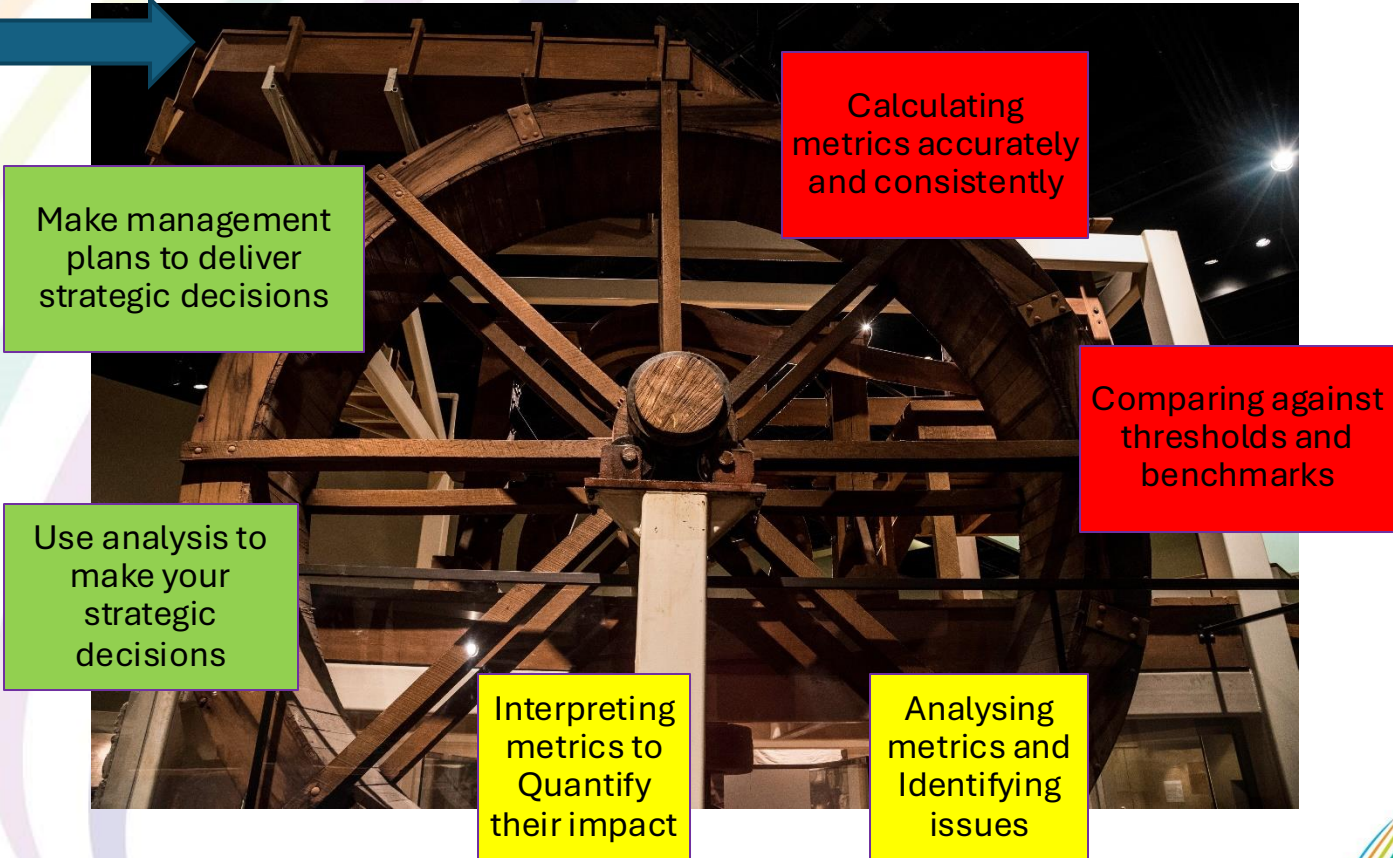
# Detailed ICFP analysis is the way to

Link effective curriculum design to efficient deployment of teachers and other staff

Provide evidential analysis of resource use, identification and quantification of issues of concern and their causes

Signpost resource efficiency opportunities for the provision of a balanced education

Empower and enhance strategic decision making and management action planning at all levels

ICFP allows the systematic analysis of all aspects of educational provision within a school to ensure that financial management planning generates an appropriate balance in the allocation and expenditure of resources

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# Which ICFP model are you going to use?

Help ensure you are spending the right amounts, on the right things, at the right times!

Be comprehensive, easily understood, user friendly & easy to apply iteratively

Assist in forward planning budgets and resource use strategic decisions

Use thresholds & benchmarks to identify and quantify potential issues

Uses a relatively small amount of readily available data

DfE's general ICFP information pages

DfE's SRMSA, SFVS, and VMFI

ASCL and the ASCL tool

ISBL's model & ASOT tools

OGAT, CfBT, other In-house models

Kreston-Reeves, Hacker Young et al

- Using the DfE's tools our spend is in line with similar schools, reassuring governors that our spending is where it should be…

- Spending the same as others means we will be fine

- Globally we are not overspending so our approach is fully sound/appropriate

- If we all overspend in the same way there is nothing 'they' can do and 'they' will bail us all out in the end



The benchmark beast driving us to be the same ….
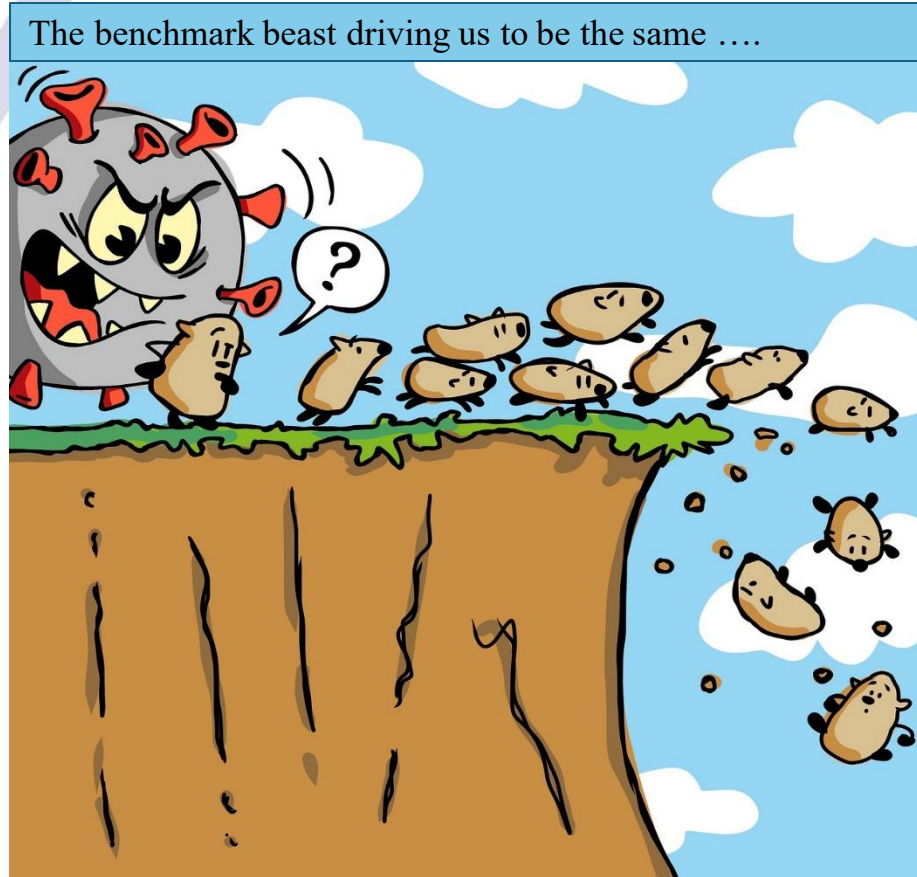
# Using the DfE SfVS/SRMSAT values



LEVELS OF SPEND UP TO 80$^{TH}$ %ILE

| Much < similar | Lower than similar | Broadly In Line with similar | In Line with similar | Broadly In Line with similar | Higher than similar | Much > similar |
|---|---|---|---|---|---|---|
| 0th-10th. | 10th-20th | 20th-40th | 40th – 60th | 60th-80th | 80th – 90th | 90th – 100th . |

PERCENTILES OF SIMILAR SCHOOLS
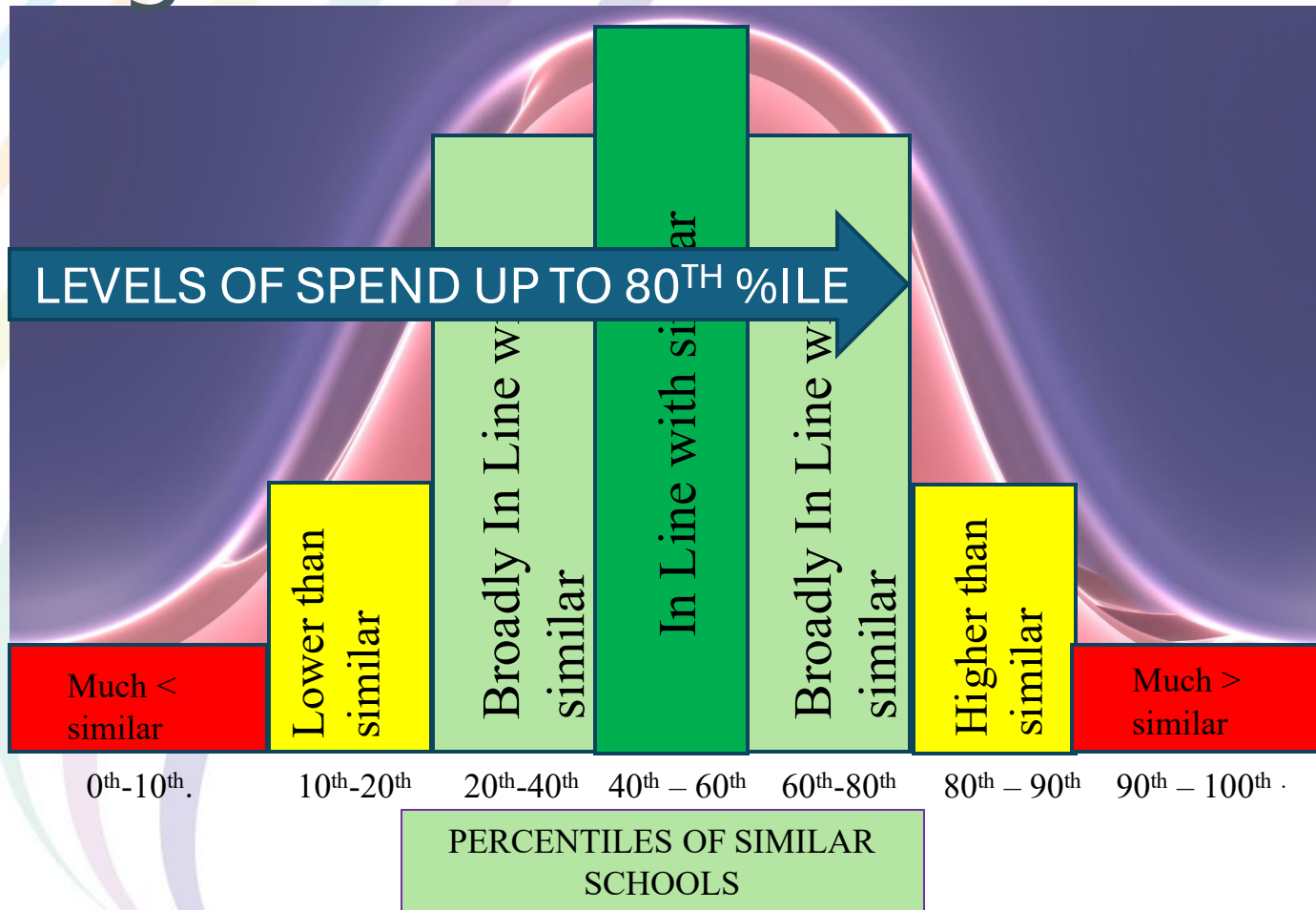
# Does that mean we should not use DfE benchmarking?

- Of course you need to use the DfE's tools to compare spend with similar schools, but…
  - Your spending should not necessarily be the same as the others, and if it were, you might find yourself in trouble…
- Just because you are not overspending does not mean your approach is sound/appropriate…

- You need to spend within your funding envelope to ensure you are providing a high quality but also balanced education



Use the ICFP Parachute to save yourselves!

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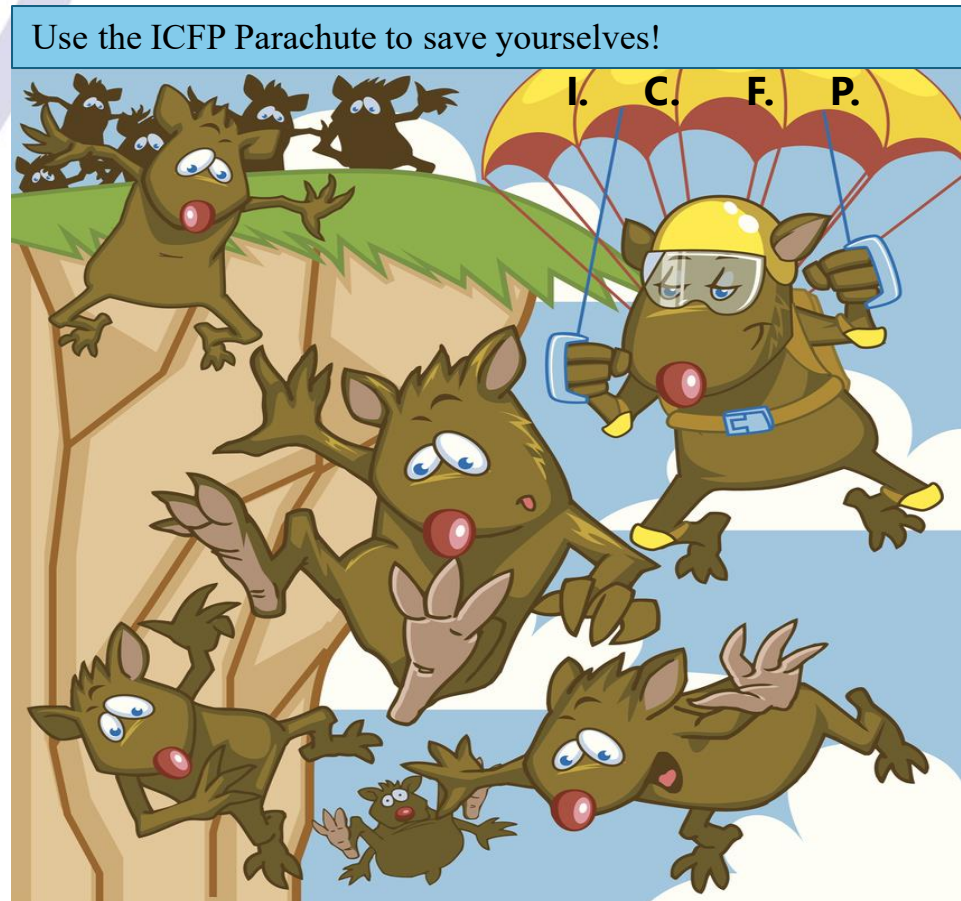
# The need for a comprehensive and consistent ICFP model

- There are hundreds of metrics with different uses that could be chosen

- Often models call metrics the same name but calculate them differently

- Using metrics/thresholds from different models can give inaccurate results

- Using a complete model will help ensure coverage of all ICFP aspects

- Applied year on year, there will be only one set of thresholds changing

- Can often get information and support for that model/approach

# The ISBL Approach to ICFP

| Balances Metrics | 12 Key Staffing Metrics | | | Non-staffing Metrics |
|---|---|---|---|---|
| **The 3 Balances** | **6 Staffing Ratios** | | | **Use Ready Reckoners** |
| | PTR | PAR | DACS | |
| Cumulative balances | ATC | TCR | PHLC | ICT investment |
| | **6 Staffing Percentages** | | | Building investment |
| In-year balances | TTC | CSC | } all of | Contract values |
| | NCSC | TSC | } TRI | Utility costs |
| Staffing vs non-staffing | LC as % TTC. | MC as % TTC | | Exam costs |

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# Nuances and accuracies you need to be aware of/use

At the time of your ICFP analysis, know and be able to generate accurate values for….

- The values to use for pupil and teacher FTEs

- The actual hours of teaching of all your teachers and the cycle length to use

- The REAL value for TLRs and counting Leadership costs

- Amendments to NCSC for cleaning and catering

- Impact of the funding, cost pressures, deals available and social impacts of location

- Non-staffing ready reckoners

- Overall longer-term planning impacts

- The issues and constraints that ALL the ICFP models have

# How do you know if metric values show concern?

**What thresholds and/or benchmarks should you use for comparison?**

My Pupil Teacher Ratio is 19.5

My Pupil Adult Ratio is 12

My Leadership Costs are at 22% of my Total Teacher Cost

My Teacher Contact Ratio is 0.745

My Cumulative Revenue Balance is at 7% of my TRI

My In-Year Balance is -1.2% of my TRI

My Curriculum Support Staff Costs are at 14% of my TRI

My non-staffing spend is at 20% of my TRI

My Average Teacher Cost is £59K

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# Using most available systems' benchmark values

- All main benchmarks are calculated from data that is at least a year out of date

- Generally, they use a small sample size and/or a narrow range of schools/school types

- Only provide benchmarks that look backwards to previous years with no current or future values

- Provide benchmarks that use a single value for all schools: no regional/London variations

Other Benchmarking Values Available



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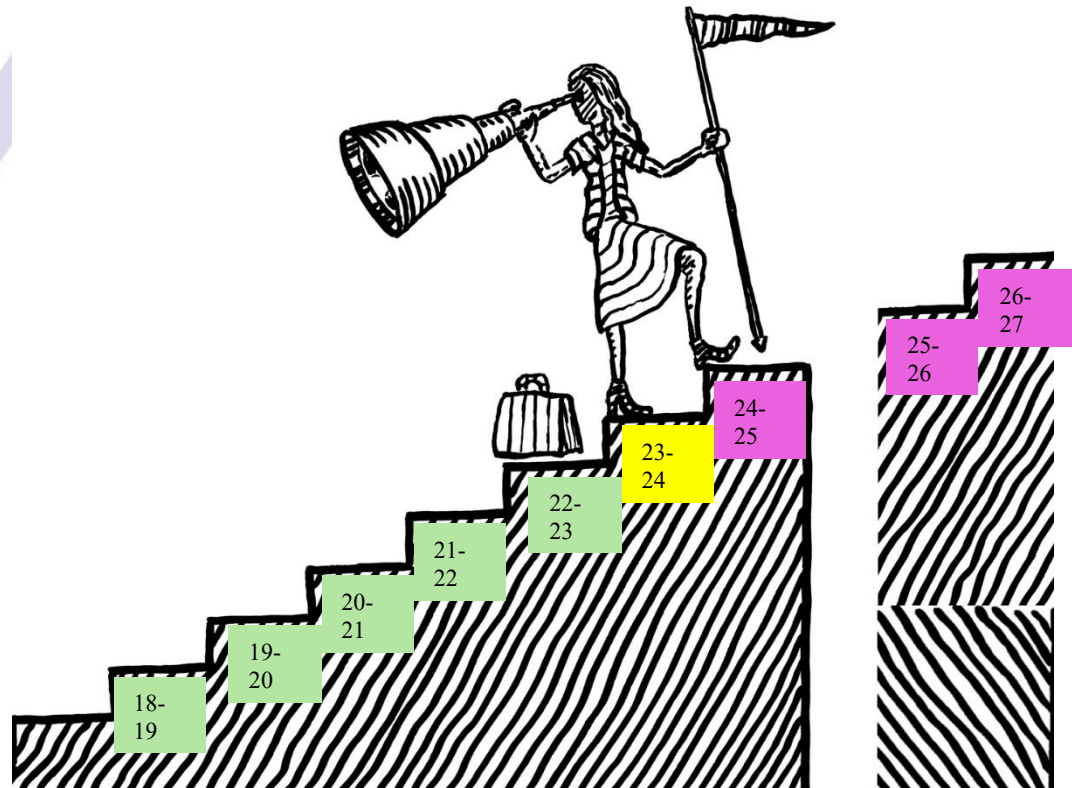
# Using ASOT thresholds and benchmark values

- All main benchmarks are calculated from data that is current and extrapolated based on latest data available

- They use the largest sample size and/or widest range of schools/school types available

- Provide benchmarks that look backwards to previous years' actuals, & calculates current/ extrapolates future values

- Provide benchmarks that use values that differentiate between London and national allowing for region variations

ISBL Benchmarking Values Available
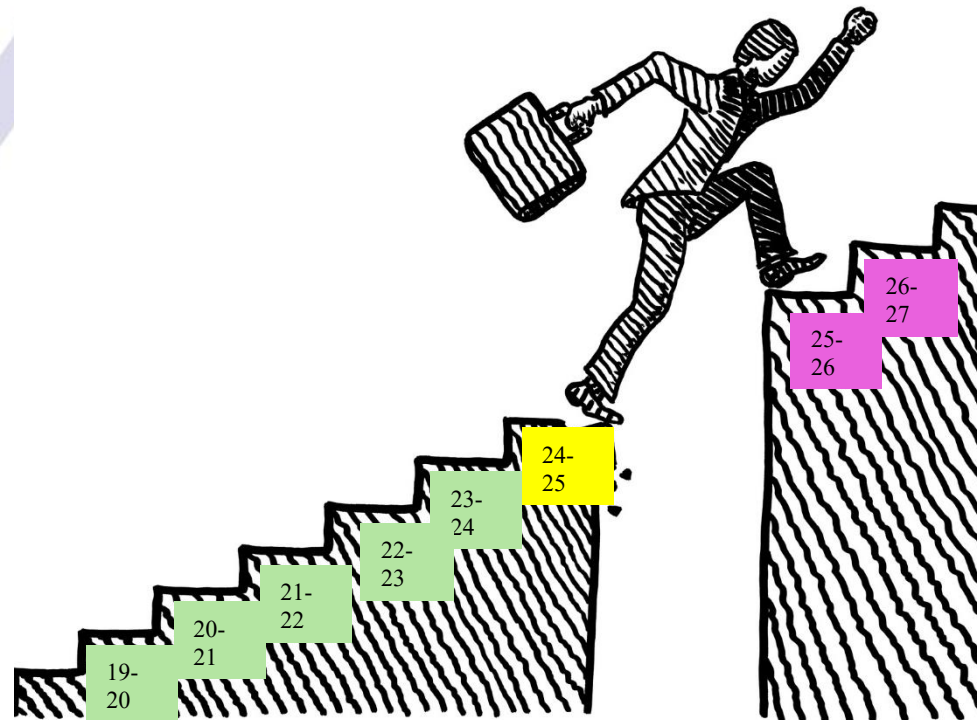
"Education is not the learning of facts, but the training of the mind to think."

— Albert Einstein
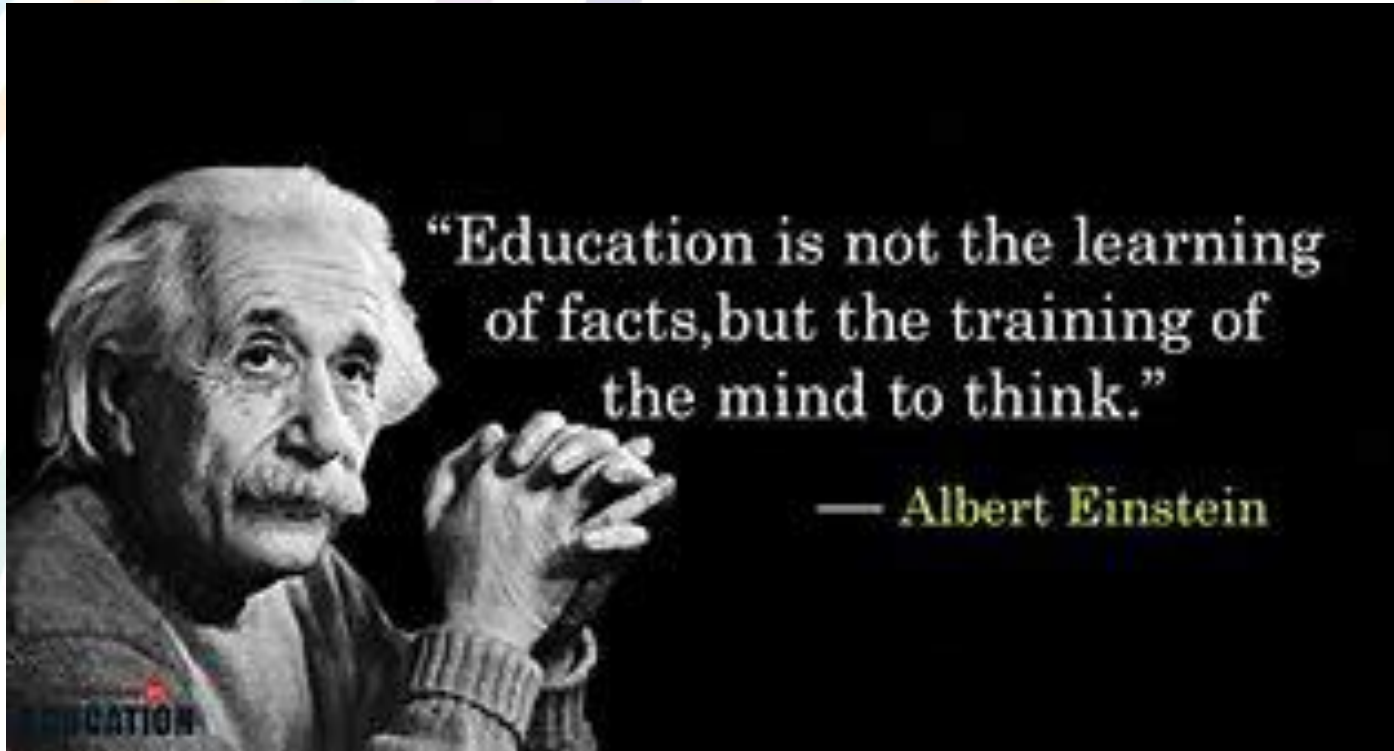
# Analysing and quantifying metrics to identify issues

**Average Teacher Cost (ATC)** → Is the average cost of our teachers too high and what is causing it?

Secondary School with 55.12 FTE teachers TRI = £7.2m and TTC = 50% of TRI = £3.6M

Average Teacher Cost £65.5K

Teacher Contact Ratio 0.70

So What?

| Metric | Secondary Green Thresholds 09/23 |
|---|---|
| | Upper: £63.5K |
| ATC | |
| | Lower: £59.5K |
| | Current Value: £65.5K |

Upper: £63.5K → 2K per FTE more

Lower: £59.5K → 6K per FTE more

2K per FTE more and 6K per FTE more → 55.12 FTE Teachers

55.12 FTE Teachers → £110K inefficient

55.12 FTE Teachers → £330K inefficient

£110K inefficient — Equates to around 1.7 FTE teachers

£330K inefficient — Equates to around 5 FTE teachers
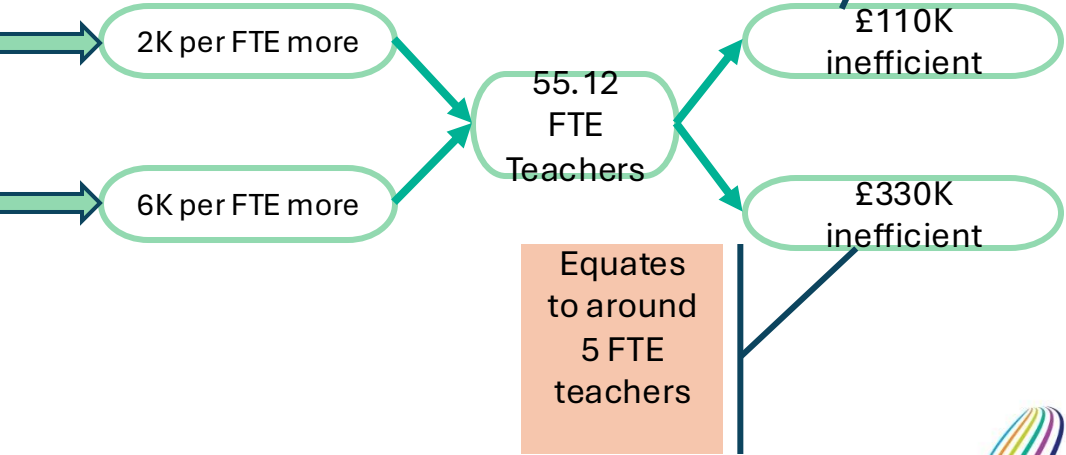
# Analysing and quantifying metrics to identify issues

| Teacher Contact Ratio (TCR) | → | Are our teachers teaching enough on our curriculum? |

Secondary School with 55.12 FTE teachers TRI = £7.2m and TTC = 50% of TRI = £3.6M

Average Teacher Cost £65.5K

Teacher Contact Ratio 0.70

So What?

| Metric | Secondary Green Thresholds 09/23 |
|--------|----------------------------------|
|        | Lower: 0.76 |
| TCR    |  |
|        | Upper: 0.78 |
|        | Current Value: 0.70 |

6% inefficient

8% inefficient

Of £3.6M

£216K inefficient

£288K inefficient

Equates to around 3.3 FTE teachers

Equates to around 4.4 FTE teachers

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# How can we make ICFP use easier/more accurate?


ASOT
Advanced Strategic Optimisation Tool


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# ASOT and all the data you now need …

| School/Academy Structural Data | INSTRUCTIONS<br>Only enter data into the empty white cells.<br>The grey cells in this chart contain formulas to manipulate the data. Do not edit them.<br>When your schools data is ready, you can cut and paste data from the white cells into the I-SOT. | | | | |
|---|---|---|---|---|---|
| **Financial Year** | | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| | ICFP LABEL | Outturn | Outturn | Current | Forecast | Forecast |
| Pupil Numbers FTE | N | | | | | |
| Timetable Cycle in Hours | TC | | | | | |
| Timetable Cycle Weeks (1 or 2) | TW | | | | | |
| Total Support Staff FTE | SS | | | | | |
| Total Teaching Staff FTE | T | | | | | |
| Total Hours Taught in the Cycle in the School/Academy | TLPU | | | | | |
| Maximum Teaching Hours available in the cycle | MTPA | 0 | 0 | 0 | 0 | 0 |
| Cumulative Revenue Carry Forward From Previous Year | RCF | | 0 | 0 | 0 | 0 |
| Self-Generated Income | SGI | 0 | 0 | 0 | 0 | 0 |
| Direct Grant Funding: total non-self-generated income | DGI | | | | | |
| Total Revenue Income | TRI | | | | | |
| Total Revenue Expenditure | TRE | | | | | |
| MAT Top-Slice/Levy Percentage | MTS | | | | | |
| Total Teaching Staff Expenditure | TTC | | | | | |
| Total Curriculum Support Staff Expenditure | CSC | | | | | |
| Internal Non-Curriculum Support Staff Expenditure | I-NCSC | | | | | |
| External Non-Curriculum Staff Expenditure Adjustment | E-NCSC | | | | | |
| MAT Central NCSC Contribution Adjustment | M-NCSC | 0 | 0 | 0 | 0 | 0 |
| Total Non-Curriculum Support Staff Expenditure | NCSC | 0 | 0 | 0 | 0 | 0 |
| Total Staffing Costs | TSC | 0 | 0 | 0 | 0 | 0 |
| Total Non-Staffing Staffing Costs | TNSC | 0 | 0 | 0 | 0 | 0 |
| Total Teaching Staff Spend on Senior Leadership Pay | LC | | | | | |
| | LR | | | | | |
| | MC | 0 | 0 | 0 | 0 | 0 |

Cut and Paste the data directly into ASOT

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# Simplifying ICFP calculations and analysis

| Characteristic | Green RAG rating thresholds | | 2021-22 Value | FLAG | Per Pupil | 2022-23 Value | FLAG | Per Pupil | 2023-24 Value | FLAG | Per Pupil | 2024-25 Value | FLAG | Per Pupil | 2025-26 Value | FLAG | Per Pupil |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pupil Numbers FTE | | | 872 | | | 889 | | | 891 | | | 865 | | | 885 | | |
| Timetable Cycle in Hours | | | 50 | | | 50 | | | 50 | | | 50 | | | 50 | | |
| **Balances Metrics** | | | | | | | | | | | | | | | | | |
| Direct Grant Funding | | | £8,623,116 | | £9,889 | £9,118,144 | | £10,257 | £9,698,360 | | £10,885 | £9,322,791 | | £10,778 | £9,357,086 | | £10,573 |
| Self-generated Income | 6% | 10% | £68,172 | Red Low | £78 | £72,985 | Red Low | £82 | £36,000 | Red Low | £40 | £37,800 | Red Low | £44 | £39,690 | Red Low | £45 |
| Total Revenue Income | | | £8,691,288 | | £9,967 | £9,191,129 | | £10,339 | £9,734,360 | | £10,925 | £9,360,591 | | £10,821 | £9,396,776 | | £10,618 |
| Total Revenue Expenditure | | | £8,929,614 | | £10,240 | £9,142,145 | | £10,284 | £9,540,577 | | £10,708 | £9,780,880 | | £11,307 | £10,258,559 | | £11,592 |
| Percentage of TRI Spent | 98% | 100% | 102.7% | Red High | | 99.5% | Green | | 98.0% | Green | | 104.5% | Red High | | 109.2% | Red High | |
| Total Staffing Expenditure | | | £6,429,763 | | £7,374 | £6,664,285 | | £7,496 | £7,270,407 | | £8,160 | £7,463,848 | | £8,629 | £7,858,011 | | £8,879 |
| Staffing Spend as % of TRI | 72% | 75% | 74.0% | Green | | 72.5% | Green | | 74.7% | Green | | 79.7% | Red High | | 83.6% | Red High | |
| Total Non-Staffing Expenditure | | | £2,499,851 | | £2,867 | £2,477,860 | | £2,787 | £2,270,171 | | £2,548 | £2,317,032 | | £2,679 | £2,400,548 | | £2,712 |
| Non-Staffing Spend as % of TRI | 25% | 28% | 28.8% | Amber High | | 27.0% | Green | | 23.3% | Amber Low | | 24.8% | Amber Low | | 25.5% | Green | |
| Current Year In-Year Deficit/Surplus | 0% | 2% | -£238,326 | Red Deficit | -£273 | £48,984 | Green | £55 | £193,783 | Green | £217 | -£420,289 | Red Deficit | -£486 | -£861,784 | Red Deficit | -£974 |
| Percentage Current Year In-Year Deficit/Surplus | | | -2.74% | | | 0.53% | | | 1.99% | | | -4.49% | | | -9.17% | | |
| B/F cumulative Deficit/Surplus from Previous Year | 0% | 5% | -£38,923 | Amber Deficit | | -£277,249 | Amber Deficit | | -£228,265 | Amber Deficit | | -£34,482 | Amber Deficit | | -£454,771 | Red Deficit | |
| Percentage cumulative Deficit/Surplus from Previous Year | | | -0.45% | | | -3.02% | | | -2.34% | | | -0.37% | | | -4.84% | | |
| C/F Cumulative Deficit/Surplus to Next Year | 0% | 5% | -£277,249 | Amber Deficit | -£318 | -£228,265 | Amber Deficit | -£257 | -£34,482 | Amber Deficit | -£39 | -£454,771 | Red Deficit | -£526 | -£1,316,555 | Red Deficit | -£1,488 |
| Percentage Cumulative Deficit/Surplus to Next Year | 0% | 5% | -3.19% | | | -2.48% | | | -0.35% | | | -4.86% | | | -14.01% | | |
| **Teaching Staff Metrics** | | | | | | | | | | | | | | | | | |
| Average Teacher Cost | Varies by year | | £71,633 | Red High | | £66,345 | Green | | £74,641 | Red High | | £76,417 | Amber High | | £79,397 | Amber High | |
| Per (Hour) Lesson Cost: cost of an hour of Teaching per week per year | Varies by year | | £4,697 | Red High | | £4,451 | Red High | | £4,926 | Red High | | £5,195 | Red High | | £5,620 | Red High | |
| Teacher Contact Ratio | 0.76 | 0.78 | 0.610 | Red Low | | 0.596 | Red Low | | 0.606 | Red Low | | 0.588 | Red Low | | 0.565 | Red Low | |
| Pupil Teacher Ratio | Varies by year | | 14.58 | Red Low | | 14.07 | Red Low | | 15.00 | Red Low | | 14.71 | Red Low | | 14.85 | Red Low | |
| Pupil Adult Ratio | 10.5 | 12 | 7.50 | Red Low | | 7.80 | Red Low | | 8.23 | Red Low | | 8.21 | Red Low | | 8.51 | Red Low | |
| Deployed Average Class Size | 25 | 27 | 23.90 | Amber Low | | 23.59 | Amber Low | | 24.75 | Amber Low | | 25.00 | Green | | 26.28 | Green | |
| **Staff Income and Expenditure Metrics** | | | | | | | | | | | | | | | | | |
| **Percentage of Total Revenue Income spent on** | | | | | | | | | | | | | | | | | |
| Teaching Staff % of TRI | 49% | 54% | 49.3% | Green | | 45.6% | Amber Low | | 45.5% | Amber Low | | 48.0% | Amber Low | | 50.4% | Green | |
| Curriculum Support Staff % of TRI | 10% | 12% | 14.2% | Red High | | 15.7% | Red High | | 17.3% | Red High | | 18.2% | Red High | | 19.0% | Red High | |
| Non-curriculum Support Staff % of TRI | 9% | 11% | 10.5% | Green | | 11.2% | Amber High | | 11.9% | Amber High | | 13.5% | Red High | | 14.2% | Red High | |
| All Staff pay % of TRI | 72% | 75% | 74.0% | Green | | 72.5% | Green | | 74.7% | Green | | 79.7% | Red High | | 83.6% | Red High | |
| **Percentage of Total Revenue Expenditure spent on** | | | | | | | | | | | | | | | | | |
| Teaching Staff % of TRE | 49% | 54% | 48.0% | Amber Low | | 45.9% | Amber Low | | 46.5% | Amber Low | | 45.9% | Amber Low | | 46.1% | Amber Low | |
| Curriculum Support Staff % of TRE | 10% | 12% | 13.8% | Amber High | | 15.8% | Red High | | 17.6% | Red High | | 17.4% | Red High | | 17.4% | Red High | |
| Non-curriculum Support Staff % of TRE | 9% | 11% | 10.2% | Green | | 11.3% | Amber High | | 12.1% | Amber High | | 12.9% | Amber High | | 13.0% | Red High | |
| All Staff pay % of TRE | 72% | 75% | 72.0% | Green | | 72.9% | Green | | 76.2% | Amber High | | 76.3% | Amber High | | 76.6% | Amber High | |
| **Total Teaching Staff Expenditure on Senior Leadership Team** | | | | | | | | | | | | | | | | | |
| Senior Leadership Team Expenditure as % of TRI | 7.5% | 9.0% | 8.4% | Green | | 8.0% | Green | | 8.3% | Green | | 8.9% | Green | | 9.2% | Amber High | |
| Senior Leadership Team Expenditure as % of TTC | 13.0% | 16.0% | 17.1% | Amber High | | 17.5% | Amber High | | 18.2% | Amber High | | 18.6% | Amber High | | 18.4% | Amber High | |
| **Total Teaching Staff Expenditure on Management costs (SLT+TLRs)** | | | | | | | | | | | | | | | | | |
| Management Expenditure as % of TRI | 9.0% | 10.5% | 9.8% | Green | | 9.3% | Green | | 10.2% | Green | | 11.0% | Amber High | | 11.4% | Amber High | |
| Management Expenditure as % of TTC | 15.0% | 18.0% | 19.9% | Amber High | | 20.5% | Amber High | | 22.4% | Red High | | 22.9% | Red High | | 22.6% | Red High | |

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# ICFP analysis: quantifying issues

| Characteristic | | Quantification of Potential Inefficiency in Year: Variances from thresholds and Quantified Values | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | |
| **Balances Metrics** | | Low | High | Low | High | Low | High | Low | High | Low | High |
| **Percentage of TRI Spent** | Variance from Green Threshold | 2.7% | 4.7% | -0.5% | 1.5% | -2.0% | 0.0% | 4.5% | 6.5% | 9.2% | 11.2% |
| | Quantified Inefficiency | £238,326 | £412,152 | -£48,984 | £134,839 | -£193,783 | £904 | £420,289 | £607,501 | £861,784 | £1,049,719 |
| **Staffing Spend as % of TRI** | Variance from Green Threshold | -1.0% | 2.0% | -2.5% | 0.5% | -0.3% | 2.7% | 4.7% | 7.7% | 8.6% | 11.6% |
| | Quantified Inefficiency | -£88,703 | £172,036 | -£229,062 | £46,672 | -£30,363 | £261,667 | £443,405 | £724,223 | £810,430 | £1,092,333 |
| **Non-Staffing Spend as % of TRI** | Variance from Green Threshold | 0.8% | 3.8% | -1.0% | 2.0% | -4.7% | -1.7% | -3.2% | -0.2% | -2.5% | 0.5% |
| | Quantified Inefficiency | £66,290 | £327,029 | -£95,656 | £180,078 | -£455,450 | -£163,419 | -£303,934 | -£23,116 | -£230,549 | £51,354 |
| **Current Year In-Year Deficit/Surplus as % of TRI** | Variance from Green Threshold | 2.7% | 4.7% | -0.5% | 1.5% | -2.0% | 0.0% | 4.5% | 6.5% | 9.2% | 11.2% |
| | Quantified Inefficiency | £238,326 | £412,152 | -£48,984 | £134,839 | -£193,783 | £904 | £420,289 | £607,501 | £861,784 | £1,049,719 |
| **B/F cumulative Deficit/Surplus from Previous Year as % of TRI** | Variance from Green Threshold | 0.4% | 5.4% | 3.0% | 8.0% | 2.3% | 7.3% | 0.4% | 5.4% | 4.8% | 9.8% |
| | Quantified Inefficiency | £38,923 | £473,487 | £277,249 | £736,805 | £228,265 | £714,983 | £34,482 | £502,512 | £454,771 | £924,610 |
| **C/F Cumulative Deficit/Surplus to Next Year as % of TRI** | Variance from Green Threshold | 3.2% | 8.2% | 2.5% | 7.5% | 0.4% | 5.4% | 4.9% | 9.9% | 14.0% | 19.0% |
| | Quantified Inefficiency | £277,249 | £711,813 | £228,265 | £687,821 | £34,482 | £521,200 | £454,771 | £922,801 | £1,316,555 | £1,786,394 |
| **Staff Ratio Metrics** | | | | | | | | | | | |
| **Average Teacher Cost** | Variance from Green Threshold | £5,883 | £9,883 | -£655 | £3,345 | £3,141 | £7,641 | £2,167 | £6,667 | £2,897 | £7,397 |
| | Quantified Inefficiency | £351,789 | £590,989 | -£41,416 | £211,384 | £186,582 | £453,882 | £127,408 | £392,008 | £172,679 | £440,879 |
| **Per Hour Lesson Cost of an hour of Teaching per week per year** | Variance from Green Threshold | £1,322 | £1,522 | £1,026 | £1,226 | £1,251 | £1,501 | £1,270 | £1,595 | £1,695 | £1,920 |
| | Quantified Inefficiency | £1,205,639 | £1,388,039 | £966,634 | £1,155,034 | £1,126,182 | £1,351,182 | £1,098,183 | £1,379,308 | £1,427,229 | £1,616,679 |
| **Teacher Contact Ratio** | Variance from Green Threshold | -15.0% | -17.0% | -16.4% | -18.4% | -15.4% | -17.4% | -17.2% | -19.2% | -19.5% | -21.5% |
| | Quantified Inefficiency | £642,403 | £728,075 | £686,800 | £770,660 | £682,518 | £771,192 | £770,893 | £860,759 | £922,279 | £1,016,921 |
| **Pupil Teacher Ratio** | Variance from Green Threshold | -1.42 | -2.42 | -2.43 | -3.43 | -1.50 | -2.50 | -1.79 | -2.79 | -1.65 | -2.65 |
| | Inefficiency in Teacher FTEs | 5.30 | 8.51 | 9.32 | 12.40 | 5.40 | 8.49 | 6.38 | 9.37 | 5.96 | 9.03 |
| | Quantified Inefficiency | £379,654 | £609,300 | £618,413 | £822,674 | £403,062 | £633,383 | £487,215 | £716,135 | £473,497 | £716,844 |
| **Pupil Adult Ratio** | Variance from Green Threshold | -3.00 | -4.50 | -2.70 | -4.20 | -2.27 | -3.77 | -2.29 | -3.79 | -1.99 | -3.49 |
| | Inefficiency in Adult FTEs | 33.25 | 43.63 | 29.33 | 39.92 | 23.34 | 33.95 | 23.02 | 33.32 | 19.71 | 30.25 |
| **Staff Percentage Metrics** | | | | | | | | | | | |
| **Teaching Staff Costs as % of TRI** | Variance from Green Threshold | -4.7% | 0.3% | -8.4% | -3.4% | -8.5% | -3.5% | -6.0% | -1.0% | -3.6% | 1.4% |
| | Quantified Inefficiency | -£409,657 | £24,908 | -£770,226 | -£310,669 | -£822,872 | -£336,154 | -£561,411 | -£93,382 | -£342,180 | £127,659 |
| **Curriculum Support Staff Costs as % of TRI** | Variance from Green Threshold | 2.2% | 4.2% | 3.7% | 5.7% | 5.3% | 7.3% | 6.2% | 8.2% | 7.0% | 9.0% |
| | Quantified Inefficiency | £188,273 | £362,099 | £339,721 | £523,543 | £514,710 | £709,398 | £583,132 | £770,344 | £659,876 | £847,812 |
| **Non-curriculum Support Staff % of TRI** | Variance from Green Threshold | -0.5% | 1.5% | 0.2% | 2.2% | 0.9% | 2.9% | 2.5% | 4.5% | 3.2% | 5.2% |
| | Quantified Inefficiency | -£41,145 | £132,681 | £17,621 | £201,443 | £83,111 | £277,799 | £234,472 | £421,684 | £304,798 | £492,733 |
| **Total Staff Costs as % of TRI** | Variance from Green Threshold | -1.0% | 2.0% | -2.5% | 0.5% | -0.3% | 2.7% | 4.7% | 7.7% | 8.6% | 11.6% |
| | Quantified Inefficiency | -£88,703 | £172,036 | -£229,062 | £46,672 | -£30,363 | £261,667 | £443,405 | £724,223 | £810,430 | £1,092,333 |
| **Leadership and Management Costs** | | | | | | | | | | | |
| **Senior Leadership Team Costs as % of TTC** | Variance from Green Threshold | 1.1% | 4.1% | 1.5% | 4.5% | 2.2% | 5.2% | 2.6% | 5.6% | 2.4% | 5.4% |
| | Quantified Inefficiency | £47,270 | £175,779 | £61,775 | £187,564 | £96,267 | £229,277 | £116,727 | £251,526 | £111,634 | £253,597 |
| **Management Expenditure as % of TTC** | Variance from Green Threshold | 1.9% | 4.9% | 2.5% | 5.5% | 4.4% | 7.4% | 4.9% | 7.9% | 4.6% | 7.6% |
| | Quantified Inefficiency | £81,131 | £209,641 | £102,915 | £228,705 | £195,093 | £328,104 | £221,861 | £356,660 | £218,228 | £360,190 |

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# Simplifying structures using ICFP analysis: Secondary

| School Pupil FTE Size | 800 | | 1000 | |
|---|---|---|---|---|
| **Senior Leadership Team** | | | | |
| Range | Min | Max | Min | Max |
| Year Group Sizes | 160 | 0 | 200 | 0 |
| School Point Count | 7840 | | 9800 | |
| School Group Size | V Small 6 | | Mid 6 | |
| Likely Head's ISR | 22-28 | | 24-30 | |
| Likely DHT's ISR | 15-19 | | 16-20 | |
| Likely AHT's ISR | 10-14 | | 11-15 | |
| | | | | |
| **Likely Number of:** | | | | |
| **Heads** | 1 | | 1 | |
| **Deputy Heads** | 1 | | 1 | |
| **Assistant Heads** | 2 | | 3 | |

| Senior Leadership Team | | | | |
|---|---|---|---|---|
| Likely Range | Min | Max | Min | Max |
| Headteacher | 22 | 28 | 24 | 30 |
| Deputy Head 1 | 15 | 19 | 16 | 20 |
| Deputy Head 2 | | | | |
| Deputy Head 3 | | | | |
| Assistant Head 1 | 10 | 14 | 11 | 15 |
| Assistant Head 2 | 10 | 14 | 11 | 15 |
| Assistant Head 3 | | | 11 | 15 |
| Assistant Head 4/Head of Sixth | | | | |

| Senior Leadership Team | | | | |
|---|---|---|---|---|
| Range | Min | Max | Min | Max |
| Headteacher | 88,035 | 100,552 | 92,006 | 105,159 |
| Deputy Head 1 | 75,545 | 82,432 | 77,323 | 84,255 |
| Deputy Head 2 | | | | |
| Deputy Head 3 | | | | |
| Assistant Head 1 | 67,880 | 73,932 | 69,406 | 75,545 |
| Assistant Head 2 | 67,880 | 73,932 | 69,406 | 75,545 |
| Assistant Head 3 | | | 69,406 | 75,545 |
| Assistant Head 4/Head of Sixth | | | | |
| | | | | |
| **Total SLT Cost - Basic** | 299,339 | 330,848 | 377,548 | 416,048 |
| **Total SLT Cost - With on costs (roughly)** | 404,108 | 446,645 | 509,689 | 561,665 |

| Possible Management Structure | | | | |
|---|---|---|---|---|
| Departments or Faculties | Depts | Faculties | Depts | Faculties |
| Head of Faculty: Communication | | 1.1 | | 1.1 |
| Head of English | 2.3 | | 1.1 | |
| Second in English/ic KS4 | 2.2 | 2.1 | 2.2 | 2.2 |
| Third in English/ic KS5 | | | | |
| Fourth in English/ic KS3 | | | | |
| Head of MFL | 2.2 | 2.2 | 2.2 | 2.2 |
| Second in MFL/ic German | | | | |
| Third in MFL/ic Spanish | | | | |
| Head of Faculty: Maths and Computing | | 1.1 | | 1.1 |
| Head of Maths | 2.3 | | 1.1 | |
| Second in Maths/ic KS4 | 2.2 | 2.2 | 2.2 | 2.2 |

| | | | | |
|---|---|---|---|---|
| Head of Music | 2.2 | 2.2 | 2.2 | 2.2 |
| Head of Faculty: Learning Support | | | | |
| SENCo | 2.3 | 2.3 | 1.1 | 1.1 |
| Deputy SENCo | | | | |
| Head of BTEc | | | | |
| Head of Careers & Work Exp | 2.2 | 2.2 | 2.2 | 2.2 |
| Head of Year 7 | 2.2 | 2.2 | 2.3 | 2.3 |
| Head of Year 8 | 2.2 | 2.2 | 2.3 | 2.3 |
| Head of Year 9 | 2.2 | 2.2 | 2.3 | 2.3 |
| Head of Year 10 | 2.2 | 2.2 | 2.3 | 2.3 |
| Head of Year 11 | 2.2 | 2.2 | 2.3 | 2.3 |
| Head of Sixth | | | | |
| Deputy Head of Sixth/ic Year 12 | | | | |
| Deputy Head of Sixth/ic Year 13 | | | | |
| **Total of Exepected TLR Values** | 122,541 | 128,571 | 147,323 | 150,327 |
| **Minimum Expected TLR VALUES** | 110,287 | 115,714 | 132,591 | 135,294 |
| **Maximum Expected TLR VALUES** | 134,795 | 141,428 | 162,055 | 165,360 |

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# Simplifying structures using ICFP analysis: Primary

| School Entry Cohort | 1.5FE | | 2FE | |
|---|---|---|---|---|
| Probable pupil FTE range (non-nursery) | 290-315 | | 360-420 | |
| Probable school pupil FTE max (non-nursery) | 315 | | 420 | |
| | | | | |
| **Senior Leadership Team** | | | | |
| Range | **Min** | **Max** | **Min** | **Max** |
| School Point Count | 2030-2205 | | 2520-2940 | |
| School Group Size | Large 2 | | Low to Mid 3 | |
| Likely Head's ISR | L16-20 or L17-21 | | L17-21 or L18-22 | |
| Likely DHT's ISR | L6-9 or L7-10 | | L7-10 or L8-11 | |
| Likely AHT's ISR | | | L3-6 or L4-7 | |
| | | | | |
| **Likely Number of:** | | | | |
| **Heads** | 1 | | 1 | |
| **Teaching** | 0-0.2 | | 0 | |
| **Deputy Heads** | 1 | | 1 | |
| **Teaching** | 0.5-0.7 | | 0.4-0.6 | |
| **Assistant Heads** | 0 | | 1 | |
| **Teaching** | - | | 0.7-0.8 | |
| | | | | |
| **Likely Range** | | | | |
| Headteacher | 16 | 21 | 17 | 22 |
| Deputy Head 1 | 6 | 10 | 7 | 11 |
| Assistant Head 1 | | | 3 | 7 |
| Assistant Head 2 | | | | |
| | | | | |
| Range | **Min** | **Max** | **Min** | **Max** |
| Headteacher | 70,933 | 79,112 | 72,603 | 80,861 |
| Deputy Head 1 | 57,279 | 62,349 | 58,500 | 63,736 |
| Assistant Head 1 | | | 53,790 | 58,500 |
| Assistant Head 2 | | | | |
| | | | | |
| **Total SLT Cost - Basic** | 128,212 | 141,461 | 184,893 | 203,097 |
| **Total SLT Cost - With on costs** | 173,086 | 190,972 | 249,606 | 274,181 |

| Management and TLR Structure | | | | |
|---|---|---|---|---|
| School Entry Cohort | 1.5FE | | 2FE | |
| | TLR | L&M Time | TLR | L&M Time |
| SENCo | 2.2 | 0.3-0.5 | 2.2 | 0.4-0.6 |
| KEY STAGE COORDINATOR EYFS | | | 2.1 | 0.05 |
| KEY STAGE COORDINATOR KS1 | 2.1 | 0.1 | 2.2 | 0.1 |
| KEY STAGE COORDINATOR Lower KS2 | | | 2.1 | 0.05 |
| KEY STAGE COORDINATOR Upper KS2 | 2.1 | 0.1 | 2.2 | 0.1 |
| Additional TLR Responsibilities | 2.1 | 0.05 | 2.1 | 0.05 |
| Additional TLR 3 | 1000 | 0.05 | 1000 | 0.05 |
| | | | | |
| **Total of Exepected TLR Values** | 15,673 | | 26,717 | |
| **Minimum Expected TLR VALUES** | 14,106 | | 24,045 | |
| **Maximum Expected TLR VALUES** | 17,240 | | 29,389 | |

| Additional Structure Information | | | | |
|---|---|---|---|---|
| School Entry Cohort | 1.5FE | | 2FE | |
| Non-Teaching L&M Time | Min | Max | Min | Max |
| Head | 0.8 | 1 | 1 | 1 |
| Other Total SLT | 0.2 | 0.4 | 0.4 | 0.6 |
| SENCo | 0.3 | 0.5 | 0.4 | 0.6 |
| Total TLRs | 0.2 | 0.35 | 0.3 | 0.45 |
| | | | | |
| **Total FTE of all Non-Teaching L&M Time** | 1.5 | 2.25 | 2.1 | 2.65 |

| How many FTE Teachers are needed? | | | | |
|---|---|---|---|---|
| School Entry Cohort | 1.5FE | | 2FE | |
| Class Structure (non-nursery) | Min | Max | Min | Max |
| Likely Number of Classes (non-nursery) | 9 | 11 | 12 | 14 |
| Number of Hours of TA/HLTA time pw Min | 225 | 275 | 300 | 350 |
| Number of Hours of TA/HLTA time pw Max | 270 | 330 | 360 | 420 |
| Additional TA/HLTA Hours for Out of Hours | 10 | 12.5 | 10 | 15 |
| Total Teaching FTE Required Min (all PPA done by support staff) | 9 | 11 | 12 | 14 |
| Teaching FTE Required Max (all PPA done by teachers) | 9.9 | 12.1 | 13.2 | 15.4 |
| Total Teaching FTE of non-Teaching L&M Time Min | 1.5 | 1.5 | 2.1 | 2.1 |
| Total Teaching FTE of non-Teaching L&M Time Max | 2.25 | 2.25 | 2.65 | 2.65 |
| **Total Teacher FTE Reqired in School Min** | 10.5 | 12.5 | 14.1 | 16.1 |
| **Total Teacher FTE Reqired in School Max** | 12.15 | 14.35 | 15.85 | 18.05 |

| What additional staff FTE are needed? | | | | |
|---|---|---|---|---|
| School Entry Cohort | 1.5FE | | 2FE | |
| Class Structure (non-nursery) | Min | Max | Min | Max |
| School Business Management | 0.6 | 0.8 | 0.8 | 1 |
| Additional Admin/Reception | 1.4 | 1.6 | 1.6 | 1.8 |
| Site Staff | 1 | 1 | 1 | 1.5 |

# Exporting key forms to Excel for reporting

# ICFP analysis: not all schools are the same …

**Always remember the importance of…**

Metrics should not be taken in isolation

There is a range for each metric for a reason

Always take account of the school's nature

## CONTEXT

Threshold Values are not absolutes

Metrics should be User-friendly

No set of thresholds is completely sound

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# What are the next steps for you?

| | |
|---|---|
| 🔍 | Do an analysis of your own school |
| 🎯 | Ensure you are using accurate data |
| 🔧 | 'Correct errors in your data set |
| 🖩 | Calculate metrics appropriately and consistently |
| ⚖️ | Analyse what all the balances show |
| 🧠 | Analyse and quantify identified issues |
| 💬 | Identify conversation starters |
| 📋 | Detail all the opportunities & recommendations |
| 🖥️ | Have robust conversation on findings at SLT |

**Research ICFP:**
- Use the DfE's ICFP pages
- Research different ICFP models
- Choose your preferred model
- Learn how to apply your model

**Practise:**
- Your ICFP calculations
- Your identification of issues
- Quantifying issues
- Identifying causes
- Writing recommendations

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# Questions?

# Thank you for your attention

For more information about ASOT (the ISBL ICFP Tool) and further training opportunities, visit: www.isbl.org.uk

You can contact me at:
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# Schools Responsibility

- Comply with Schools Financial Value Standards.
- Have written Procurement Processes
- Benchmark against DofE
- Ensure Value for Money
- Manage conflict of interest
- Follow Council Rules and Procurement Legislation

- Procurement is one of the biggest areas of audit failure for schools.

**ENFIELD** *Council*

# Schools Procurement Governance

- Must have written procurement processes
- Skilled, trained staff*
- Clear roles and responsibilities around financial management
- Proportional management of spend and risk
- Management of payments, invoices and goods receipting.
- Managing end of life, contracts, disposal etc
- *New Act refers to NPP, which asks commissioners to ensure resources and skills.

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# Procurement Act 2023

- New Procurement Act will come into effect 28th October 2024.
- Key changes:
  - Reduced number of routes to market for above threshold
  - Two types of contract:
    - Regulated (below threshold)
    - Public Contract (above threshold)
  - Must be able to estimate the whole live value of a Contract or will have to do an above threshold procurement
  - Extensions that take below threshold contracts over threshold make contract a converted contract and must follow above threshold rules going forward

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# Procurement Act 2023

- – Procurement Act is not retrospective
    - Contract let under PCR 2015 will continue to follow these rules
    - Call off from framework agreements let un PCR 2015 will follow this legislation to natural end.

- – Contract Management is now part of the Procurement Act
    - Contracts over £5m will need published KPIs & performance reports

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# Procurement Act 2023

- 17 notifications throughout the process
- Must manage Conflict of Interest throughout life cycle of contract
- Must check is supplier is an Excludable & Excluded/Debarred Supplier
- Schools exempt from:
  - Publishing details of contract payments over £30,000
  - Publishing 30 day payment compliance notices
  - Below Threshold Tender Notice
  - Below Threshold Award notice

  - Do not have to use Council e-tendering portal but should do electronic over threshold and must be free to use to bidders.

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# Procurement Act 2023

- Updated rules on Contract Modifications:
  - Rules on what is permissible for above threshold
  - Rules on what is permissible for below threshold
  - Above threshold need notifications
- Updated rules on exceptions
  - Direct award permissible in certain circumstances
  - Single supplier
  - Additional goods or services
  - Urgency/emergency

# Procurement Act 2023

- Need to ensure compliant to new Act for all procurement started after 28th October, and comply with notifications.


- [Knowledge Drops](#) overviews on YouTube

- e-training on [Government Commercial college](#).

# Pupil Planning

**Neil Best
Head of Service
Education Strategic Resourcing
& Partnerships (ESRP)**

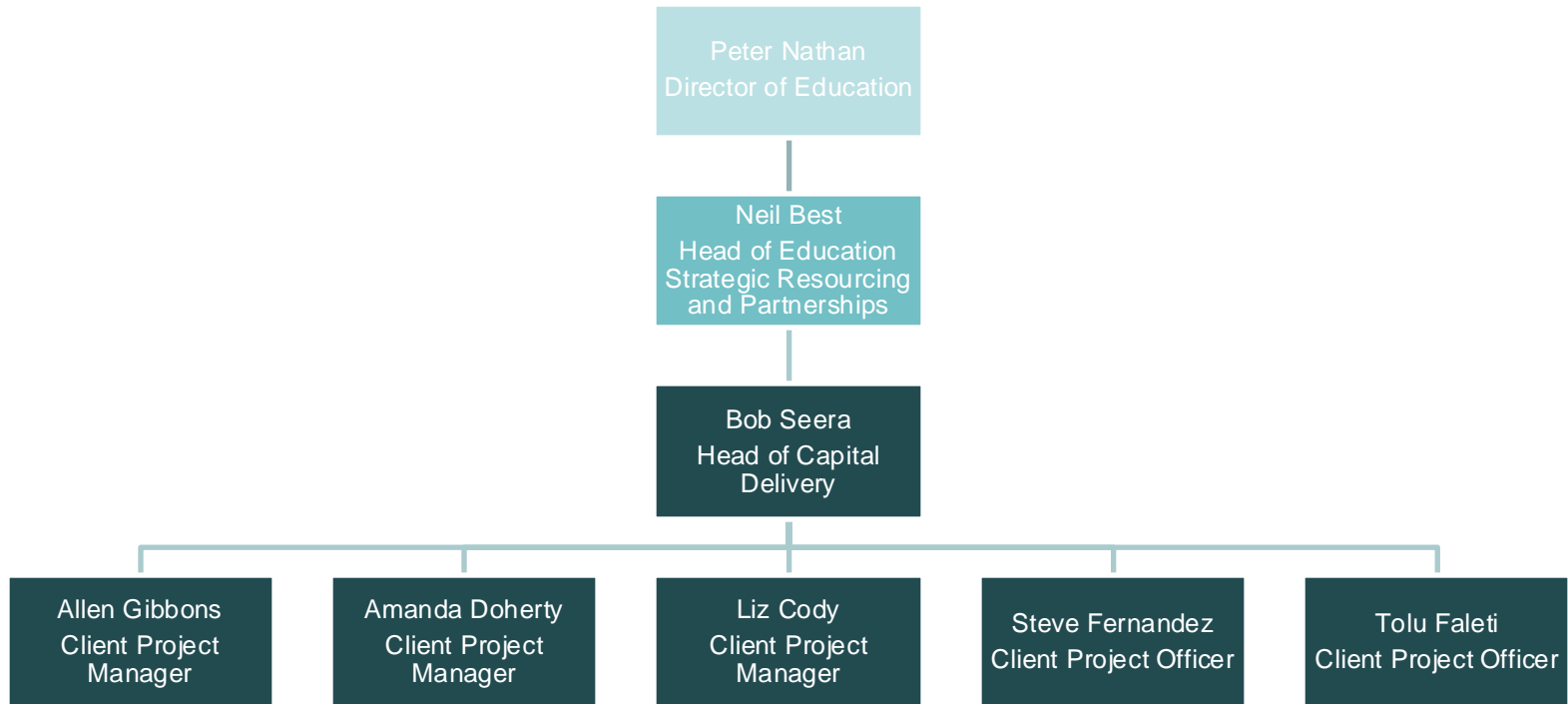Striving for excellence

★ ★ ★ ★

**www.enfield.gov.uk**

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# Estate Management

## Bob Seera
## Head of Capital Delivery
## Education Strategic Resourcing
## & Partnerships (ESRP)

# Capital Delivery Team

Peter Nathan
Director of Education

Neil Best
Head of Education
Strategic Resourcing
and Partnerships

Bob Seera
Head of Capital
Delivery

| Allen Gibbons Client Project Manager | Amanda Doherty Client Project Manager | Liz Cody Client Project Manager | Steve Fernandez Client Project Officer | Tolu Faleti Client Project Officer |
| --- | --- | --- | --- | --- |

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# Supporting role

- Team of 5 Client Project Managers and Officers assigned to build relationships with all Community schools and Foundations Schools

- Get to know the Head, SBM and Site Management team (essential)

- Get to know Chair of Governors or governors responsible for premises (optional)

- Build knowledge about land and buildings and any issues you are aware of

- First step towards improving Asset Management Planning

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# Condition Surveys

- 21 Surveys completed last year and 6 this year for the Community Schools and a Foundations School

- Remaining not required as premises are relatively modern or going through major works.

- Shared with schools to help understand and prioritise maintenance as well as looking at opportunities to decarbonise our buildings

- Important step towards building an Asset Management Plan

- Help develop a Capital Programme to manage competing priorities across our schools and use our funding wisely

- Will move data onto Concerto

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# Maintenance types

**Planned preventative maintenance (PPM)**

PPM includes works or activities that are undertaken:

–before something fails

–to prevent or stop building condition or equipment failure

–to fulfil a legal duty

**Reactive maintenance**

Reactive maintenance covers works or activities that are not planned or cyclical. They will be undertaken because of:

•unexpected failure of a component

•vandalism

•accidental damage

You should consider the balance between PPM and reactive maintenance. It is recognised good practice to allocate PPM and reactive maintenance budgets in the region of a 70:30 ratio (CIPFA)

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# Benefits of strategic estate management

Taking a strategic approach to estate management can have a positive impact for us all

1. Prevention is better than cure
2. Procuring efficiently
3. Prioritising investment
4. Reducing accidents
5. Better learning environments
6. Creating a good impression
7. Improve sustainability

# Schools Capital Programme

Annual Programme approved by Cabinet with
4 Strategic Objectives



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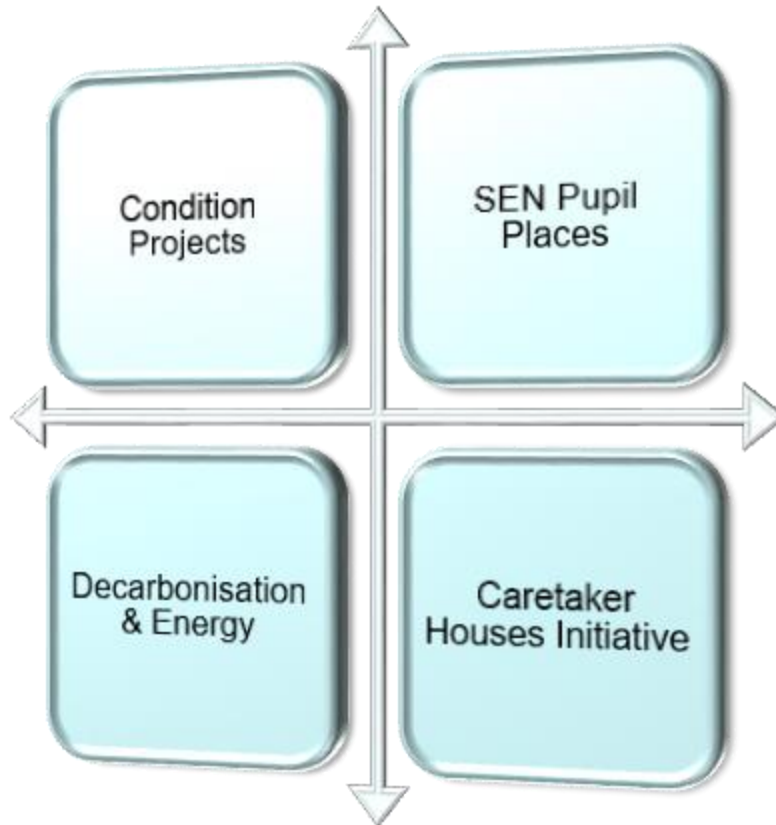
# SO1: Condition Related Projects

- Windows/ doors
- Reroofing
- Rewiring
- Fire and Security alarms
- Fire Safety
- Heating, plumbing and ventilation
- Refurbishments
- Structural defects/ RAAC
- New Builds



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# SO2: Special Education Needs Pupil Places

**Current projects**
- Fern House
- Swan Annexe
- Winchmore 6th Form
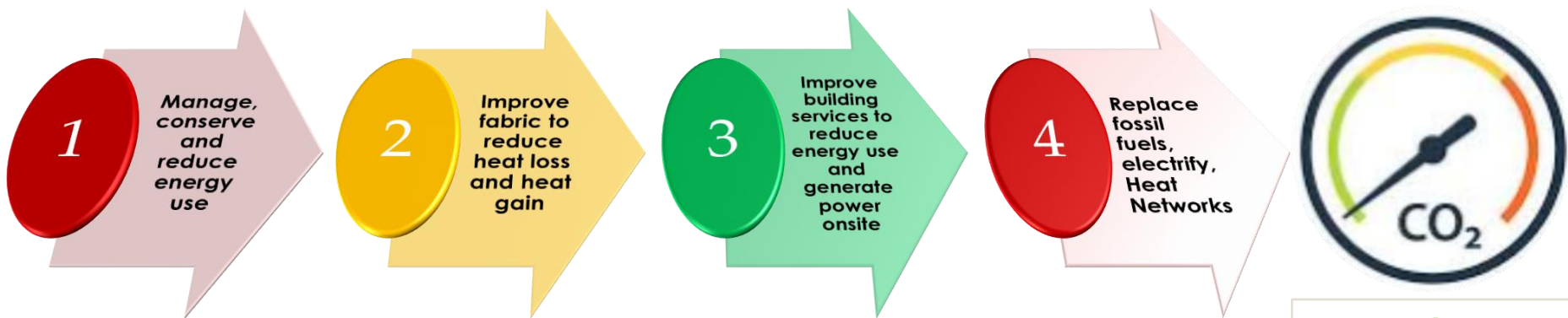- Oaktree
- Portcullis Lodge
- Addison House

**Future**
- Inclusive Campuses
- "Super" Units



SEND and Inclusion

valued confident

welcomed enabled

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# SO3:Decarbonisation & Energy Projects

- Enfield Schools 30% of Councils direct carbon emissions
- Manage existing assets and conserve energy
- Fully utilise building management systems where installed
- Focusing on improving time expired building envelope
- Moving away from gas where feasible
- Replacing lighting with LED and better controls
- Attracting Salix funding and other grants
- Facilitating third party delivery/ funding

# Decarbonisation Journey

**1** — Manage, conserve and reduce energy use

**2** — Improve fabric to reduce heat loss and heat gain

**3** — Improve building services to reduce energy use and generate power onsite

**4** — Replace fossil fuels, electrify, Heat Networks

$CO_2$

Carbon Neutral Council by 2030

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# SO4:Caretaker Houses Disposal

- Policy agreed to take back vacated caretaker houses as no longer offering accommodation with caretaker roles.

- Obtaining General Consent Orders from DfE for disposal and alternative uses

- Sold one by auction and two by appropriation to Children's Services

- Five for disposal this year

- Net capital income generated being invested into delivery of SEND places

Building Safety Act 2022

2022 CHAPTER 30

...ke provision about the safety of people in or
...ings, to amend the Architects Act 1997, a...
...housing ombudsman.

...'s most Excellent Maj...
... and Commons...

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# Building Safety Act 2022

- Came into effect on 1$^{st}$ October 2023 (with a transition period to April 2024)
- A reform to the Building Regulations following the Grenfell tragedy
- Primarily about High Rise Buildings
  - 18m tall OR
  - 7 Storeys AND contains at least 2 residential units
- Secondary Legislation
  - Enhanced Client duties over and above CDM Regs 2015
  - Applies to ALL building work to which the Building Regulations 2010 apply –not just higher-risk buildings (HRBs)

# Building Safety Act 2022- Client Duties

- The Client must make suitable arrangements for planning, managing and monitoring a project (including the allocation of sufficient time and other resources) to ensure compliance with the Building Regulations.

- Must **ensure** design and building works are in compliance with Building Regulations

- BSA Principal Designer must be appointed

- BSA Principal Contractor must be appointed

- **If a client does not appoint a BSA Principal Designer or BSA Principal Contractor, they must fulfil the duties of those roles!**

- It's all about **competency** and extra level of duties over CDM Regulations 2015

# **Building Safety Act 2022-**

- Planning to undertake any projects that include construction works?

- Will any part of the works fall under the Building Regulations?

- If so, then Client duties over and above CDM Regulations apply and needs formal appointments of Principal Designer and Principal Contractor!

- If unsure, please seek professional advice!

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- GEMS https://www.gov.uk/guidance/good-estate-management-for-schools

- Capital Delivery Team bob.seera@enfield.gov.uk

- Construction, Maintenance and Facilities Management (CMFM)

  CorporateMaintenanceConstructionCareline@Enfield.gov.uk

# Your turn!

**Learning from each other
Tried and tested ideas
Sharing information
Networking**

Striving for excellence
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# Thank you

## Wendy Ochs, Chair

Striving for excellence
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