

SOLIHULL METROPOLITAN BOROUGH COUNCIL

Report to:	Forum Finance Group
Meeting date:	08 November 2017
Subject/Report Title:	SCHOOL FUNDING 2018-19 - CENTRAL SERVICES
Report Author	Steve Fenton
Schools affected:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> All Primary <input type="checkbox"/> All Secondary <input type="checkbox"/> All Special <input type="checkbox"/> All Primary and Secondary Only <input type="checkbox"/> Maintained Schools Only <input type="checkbox"/> Academy Schools Only <input type="checkbox"/> PVI Settings <input type="checkbox"/> PRUs <input type="checkbox"/> Other (specify)
Type of Report	For Group to Recommend to Forum
Forum Voting	As outlined in report For Decision
Public/Private report:	Public

1. Purpose of Report	
1.1	For Finance Group to make recommendations to Forum in respect of the budgets for various centrally held central services and also de-delegations applying to maintained schools only for 2018-19.
1.2	This report excludes consideration of Local Authority General Duties which is the subject of a report elsewhere on this meeting's agenda. This report also excludes any consideration of school improvement services.
2. Decision(s) Recommended	
2.1	<p>That Finance Group recommend to Forum:</p> <p>(a) That the growth fund be set at £350,000, and that the growth fund criteria is approved as shown in Appendix B</p> <p>(b) That the Central Services Block of £1,053,926 is approved as set out in this report, noting that this is equal to the amount of DSG grant received.</p> <p>(c) That the Central Service Block – historical commitments be approved at a budget level of £1,446,750, with the approval for combined services on a provisional basis, subject to the normal annual reports to Finance Group.</p>

	<p>(d) That central spend of £526,810 Early Years Team and £249,760 FIS team be approved for 2018-19 noting that this is below the statutory limit of 5% of EY pupil rate.</p> <p>(e) That the Inclusion fund remains at £250,000</p> <p>(f) That the EY contingency fund remains at £100,000</p> <p>(g) A primary school de-delegation of £100,000 (£6.40 per pupil) continues as for 2017-18</p> <p>(h) A de-delegation for Trade Union Duties of £7.50 (£125,000) per pupil continues as for 2017-18.</p>
3. Background	
<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>School Forum has formal powers to approve the level of budget for certain centrally held expenditure. These powers do not extend to centrally managed budgets within the High Needs Block.</p> <p>For 2018-19 the government have defined a new Central Services DSG (Dedicated Schools Grant) Block, which has its own DSG block allocation. However the rules still require Forum approval.</p> <p>Different rules apply to different elements of centrally held expenditure, and these rules are shown in Appendix A. Items that apply to Solihull are highlighted.</p> <p>The full schedule of proposed centrally held budgets, together with proposed de-delegations is shown in Appendix G.</p>
4. Central Services	
<p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>Finance Group should note that with the new Central Services Block, the status of Combined Services has changed. In previous years, combined services was treated as a “top-slice” from the Schools Block of the DSG. This meant that if Forum reduced the amount of spend, or did not approve to renew funding for a service, the default was that the funds would be applied to the Schools element of the schools block, i.e. the funding would flow to schools.</p> <p>However from 2018-19, the Schools Block is ring-fenced and fully funded by the national funding formula (NFF) element of the schools block DSG. This means that if there are savings in the central services block there is no presumption that funding would move to schools’ budgets.</p> <p>As the actual spend on Retained duties is significantly greater than the Central Services DSG allocation, any savings from Combined Services, or indeed, any other item within the Central Services Block would first be directed to reducing the subsidy on Retained Duties.</p>
5. Growth Fund	
<p>5.1</p> <p>5.2</p>	<p>Under the new arrangements the growth fund is funded at an actual basis, 1 year in arrears by the DfE. The 2017-18 budget approved by Forum is £250,000, but continuing pressure on places and the need to create bulge classes mean that the current spend is at £350,000.</p> <p>Therefore a 2018-19 budget of £350,000 is recommended as a sufficient</p>

	budget for 2018-19 and to ensure the 2019-20 baseline is adjusted by the DfE for current levels of spend.
5.3	Growth fund criteria: School Forum also approves the criteria by which growth fund is allocated. The current criteria are shown in Appendix B.
6.	Central Services Block
6.1	Solihull will receive a Central Services DSG allocation of £1,053,900 in respect of the following services: <ul style="list-style-type: none"> • School Admissions £223,260 • Servicing of School Forum £70,000 • Licensing Fees £162,270 • Retained Duties - All schools £598,296
6.2	For school admissions there is a separate report on this function elsewhere on the agenda of this meeting.
6.3	Servicing of Forum is unchanged for this year compared to last year and includes the functioning of school forum and the various subgroups networked to school forum.
6.4	Licensing fees – these are the licenses the DfE mandate that the LA must purchase on behalf of all schools within its area. The LA receives a charge from the EFA, there is no choice about paying, and thus Forum are not required to approve this spending, but it is reported for information as it is part of the Central Services Block.
6.5	Retained Duties covers the statutory functions that the LA must undertake in respect of the strategic management of education, including all pupils and schools in its area regardless of the status of the school. This is funded by means of a specific Central Services DSG formula allocation; it is not a top-slice of school budgets. In total, the actual budget is much greater than the DSG grant, therefore the LA will increase the amount of central services grant allocated to retained duties to match the available grant, until such point that the actual spend is in line with the grant.
6.6	Nonetheless School Forum are required to approve the level of spend on a line by line basis. Appendix C gives the government definitions of the areas of activity that count as being retained duties. Appendix H shows the estimated cost against a number of these activities.
6.7	School Improvement: this division is currently undergoing a significant management of change, so the costs shown here relate to the activities reported to Forum last year. The figures may well change depending on the outcomes of the management of change proposals. Therefore greater details on these functions are not provided at this stage.
6.8	Management Division: this reflects the statutory post of the DCS, and her immediate support staff. Also shown here are recharges from other corporate teams.
6.9	Access & Development Division: Appendix D provides a narrative on the specific functions described here.
6.10	The government seem to keep changing the definitions of central services from one year to the next, so there will be an on-going refinement of LA costing against the changing definitions. However it is clear that the DSG

allocation of £598,000 is significantly exceeded.

- 6.11 **Recommendation:** that Finance Group recommends to Forum that the Central Services Block of £1,053,926 is approved as set out in this report, noting that this is equal to the amount of DSG grant received.

7. Central Services Block – historical commitments

- 7.1 Solihull will receive a Central Services DSG allocation of £1,446,750 in respect of the following services:
- ExCom £60,300
 - Prudential Borrowing - North Programme £1,115,000
 - Combined Services £271,450
- 7.2 **ExCom** refers to the European grant funded facilities in the north of the borough. These facilities are now managed by Unity under a service level agreement, and the value requested represents the agreed annual figure in the SLA. The SLA has something like 20 years to run, until the grant conditions expire.
- 7.3 **Prudential borrowing** relates to the north Solihull school building programme, and represents the annual payments on a “bank loan” used to partially fund the project, as agreed by Forum in 2011.
- 7.4 **Combined services** - Finance Group should note that with the new Central Services Block, the status of Combined Services has changed. In previous years, combined services were treated as a “top-slice” from the Schools Block of the DSG. This meant that if Forum reduced the amount of spend, or did not approve to renew funding for a service, the default was that the funds would be applied to the Schools element of the schools block, i.e. the funding would flow to schools.
- 7.5 However as schools are fully funded from the NFF, any savings arising from Combined Services, or indeed, any other item within the Central Services Block, would first be directed to reducing the subsidy on Retained Duties as a first priority, and then be applied to pressures in the high needs block.
- 7.6 Finance Group normally considers a series of annual reports or presentations from the areas within combined services. Given the constraints on the agenda for this meeting, Finance Group may wish to recommend conditional approval, subject to those reports/presentations being considered in due course.

8. Early Years Centrally retained budgets

- 8.1 The Early Years Block is ring-fenced, and there are regulatory limits on central spending that can be held centrally, that central spend can be no more than 95% of the per pupil hourly rate. The proposals for FIS team and Early Years team equate to 4.5%, so are within the limits.
- 8.2 **Central Services** – Early Years Team (£526,810) & FIS (Family Information Service) team (£249,760) total £776,570. A description of the services and tasks undertaken by the two teams are shown in Appendix E and Appendix F.
- 8.3 **Inclusion Fund** £250,000 – the scheme has only been operating since September 2017, so it is too early to assess this fund. Therefore it is

recommended to remain at the 2017-18 level.	
8.4	Contingency Fund – £100,000 - this is a “hedge” against in-year grant payments being greater than the EY budget. We will not be able to assess this until year end, so it is recommended to remain at 2017-18 level.
9. De-delegation – Maintained Schools only	
9.1	Maintained school members of Forum must approve any proposals to de-delegate services from maintained schools.
9.2	Solihull seeks continuing de-delegation of 2 items:
9.3	Contingency fund £100,000 - £6.40 per pupil – this funds items where a school could not be reasonably expected to deal with from their delegated budgets, (e.g. back dated claims for pension payments), and has also been used predominantly to fund staff exit costs arising from funding reductions. . Note that in future years this item could probably be merged with General duties, but whilst General duties is still “new we will keep this as a separate item.
9.4	Trade Union Duties £7.50 per pupil (£125,000 total) – recommended to keep at the same level as 2017-18.
10.	
10.1	
11. List of Appendices Referred to	
11.1	Appendix A: Schools revenue funding 2018 to 2019 - Operational guide September 2017 (ESFA Education & Skills Funding Agency) extract showing Forum approval requirements for different elements of central spend.
11.2	Appendix B: Rules for Growth fund allocations.
11.3	Appendix C: Extract from operational guidance – Retained duties definitions
11.4	Appendix D: Narrative on Retained Duties functions within Access & Development Division
11.5	Appendix E: Narrative on FIS Team
11.6	Appendix F: Narrative on Early Years Service
11.7	Appendix G: Schedule of central service and proposed de-delegations.
11.8	Appendix H: Solihull schedule of retained duties
12. Background Papers and Web Links Used to Compile this Report	
12.1	
13. List of Other Relevant Documents	
13.1	

Appendix A

Extract from: Schools revenue funding 2018 to 2019 - Operational guide September 2017 (ESFA Education & Skills Funding Agency)

When using centrally held funding, local authorities must treat maintained schools and academies on an equivalent basis.

Centrally retained service	Approval required
high needs block provision central licences negotiated by the Secretary of State	Schools forum approval is not required (although they should be consulted)
funding to enable all schools to meet the infant class size requirement back pay for equal pay claims remission of boarding fees at maintained schools and academies places in independent schools for non-SEN pupils admissions servicing of schools forum contribution to responsibilities that local authorities hold for all schools (Retained Duties) contribution to responsibilities that local authorities hold for maintained schools (voted on by relevant maintained school members of the forum only) de-delegated services from the schools block (voted on by the relevant maintained school members of the forum only)	Schools forum approval is required on a line-by-line basis
central early years block provision any movement of funding out of the schools block any deficit from the previous funding period	Schools forum approval is required

Centrally retained service	Approval required
<p>that reduces the amount of the schools budget</p> <p>any brought forward deficit on de-delegated services which is to be met by the overall schools budget</p>	
<p>capital expenditure funded from revenue</p> <ul style="list-style-type: none"> projects must have been planned and decided on prior to April 2013; no new projects can be charged details of the remaining costs should be presented <p>contribution to combined budgets</p> <ul style="list-style-type: none"> where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources <p>existing termination of employment costs</p> <ul style="list-style-type: none"> costs for specific individuals must have been approved prior to April 2013; no new redundancy costs can be charged <p>prudential borrowing costs</p> <ul style="list-style-type: none"> the commitment must have been approved prior to April 2013 details of the remaining costs should be presented 	<p>Schools forum approval is required on a line-by-line basis.</p> <p>The budget cannot exceed the value agreed in the previous funding period, and no new commitments can be entered into.</p> <p>Read establishing local authority DSG baselines for more information.</p>
<p>funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy</p> <p>funding for good or outstanding schools with falling rolls where growth in pupil numbers</p>	<p>Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools</p>

Centrally retained service	Approval required
is expected within three years	

Table 9: Level of approval required for centrally retained services

De-delegated services

De-delegated services are for maintained schools only; funding for de-delegated services must be allocated through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with schools forum approval.

- 1.1. De-delegation does not apply to special schools, nursery schools, or PRUs.
- 1.2. Where de-delegation has been agreed for maintained primary and secondary schools, our presumption is that the local authority will offer the service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation.
- 1.3. In the case of special schools and PRUs, the funding to buy such services will be included in any top-up payments.

Any decisions made to de-delegate in 2017 to 2018 related to that year only; new decisions will be required for any service to be de-delegated in 2018 to 2019.

From 2017 to 2018, schools forums have been able to agree to de-delegate further funding for additional school improvement provision for maintained schools.

- 1.4. This provision sits alongside the new school improvement grant for statutory local authority intervention functions. This grant commenced in September 2017.
- 1.5. We've included [more information in the school improvement grant section of this guidance](#).

Schools forum members for primary maintained schools, and secondary maintained schools, must decide separately for each phase whether the service should be provided centrally; the decision will apply to all maintained mainstream schools in that phase.

- 1.6. They must decide on fixed contributions for these services so that funding can then be removed from the formula before school budgets are issued.
- 1.7. There may be different decisions for each phase.

1.8. The services which may be de-delegated are:

- additional school improvement services
- contingencies (including schools in financial difficulties and deficits of closing schools)
- behaviour support services
- support to underperforming ethnic groups and bilingual learners
- free school meals eligibility
- insurance
- museum and library services
- staff costs supply cover (for example, long-term sickness, maternity, trade union and public duties)
- licences and subscriptions; except for the following, which are paid for by DfE:
 - Christian Copyright Licensing International
 - Copyright Licensing Agency
 - Education Recording Agency
 - Filmbank Distributors Ltd. (for the public video screening licence)
 - Mechanical Copyright Protection Society
 - Motion Picture Licensing Company
 - Newspaper Licensing Authority
 - Performing Rights Society
 - Phonographic Performance Limited
 - Schools Printed Music Licence

Local authorities should make a clear statement of how the funding is being taken out of the formula for each de-delegated service.

1.9. For example:

- primary insurance £20 per pupil
- secondary behaviour support services £30 per FSM pupil

- 1.10. There should be a clear statement of how contingencies and other resources will be allocated.

Growth Fund

Summary of method for allocating funding:

- Methodology 1: where a specific additional class is agreed: $7/12$ of teacher value ($7/12 \times £35,400$)
- Methodology 2: where $1/2$ class of 15 pupils commissioned, in year 2 we fund difference between actual roll in that year group and whole numbers of 30 at per pupil rate of £1180 per pupil (30 pupils=£35,400). For example if extra class has 16 pupils, we will top up 14 pupils @ £1180 per pupil, and we continue this method until the bulge works its way through the infant phase. Funding will not continue into the junior phase.
- Methodology 3: we will consider contributing additional funds for furniture and equipment where a new class is established. Normally at a rate of £7,000 per class of 30. This is not paid where pupil number variation has been applied.
- Methodology 4: Where permanent pupil growth more than a single class (e.g. 2 classes), and a pupil number variation is not applied to the funding formula, in-year pupil growth funding will be the expected growth in pupils times the full AWP factor times $7/12$ for September intake. This sum is also expected to pay any class set-up costs.
- Methodology 5: a tailored approach specific to the needs of the school, e.g. a school facing growth across a number of year groups arising from housing developments, and the approaches above would not be appropriate.

Qualification for funding through the scheme is based upon principles as follows:-

1. Additional funding will be made available to schools and academies in circumstances where:-

- The Council carries out a formal consultation and approves to increase the capacity of a school.
- A school/academy carries out a formal consultation at either the request of the Council or supported by the Council.
- The Council requests a school/academy to increase their PAN to meet localised demand.
- A school/academy admits a significant increase in pupils to meet demand from new housing developments at the request of the Council.

2. Additional funding will be made in relation to the number of additional pupils taken or the number of agreed places purchased. Reference may be made to the number of classes required and may include consideration of the number of pupils leaving the school in that year. Where a ½ class is commissioned (e.g. a 75), the funding provided will be for a teacher for the period September to March, and then an ongoing top-up to see the bulge through the school (teacher AWPU * (90-actual pupil numbers))

3. Any allocation will be based on the teacher element of the AWPU within the local funding formula, and will reflect the period September to March only (as additional funding will then flow through the October pupil count) for maintained schools and September to August for academy schools (as additional funding does not flow through until the start of the next academic year). Additional funding up to a maximum of £7,000 may be made available for pupil resources for each newly established class, where the provision is a significant expansion of provision, particularly where a new key stage is being provided.

4. No allocation will be made to a school/academy where the school/academy:

- Has surplus places and then takes additional children up to the PAN
- Admits over PAN at their own choice.
- Admits extra pupils where those pupils have a reasonable alternative school place.
- Is directed and/or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc as these numbers will be extremely low on an individual school basis.
- Provides an additional infant class to meet class size legislation

5. Any under or overspend of funds at 31 March form part of the schools block and will be carried forward to the following year as part of the general schools block allocation.

6. Where growth is ongoing, e.g. an extension of the age range, or a permanent expansion from intake year then funding will be provided by applying a pupil number variation to the October count. This will feed additional pupil funding to the school budget based on all pupil related factors at the full pupil factor unit rates. Where a pupil number variation is applied there will be no additional funding from the growth fund.

Retained Duties - Statutory and regulatory duties

(Extract from Schools revenue funding 2018 to 2019 - Operational guide September 2017 (ESFA))

(references refer to the relevant schedules in the current [schools and early years finance \(England\) regulations 2017](#))

Responsibilities held for all schools

Central services responsibilities held by local authorities (statutory and regulatory duties)

- Director of children's services and personal staff for director (Sch 2, 15a)
- Planning for the education service as a whole (Sch 2, 15b)
- Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)
- Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c)
- Formulation and review of local authority schools funding formula (Sch 2, 15d)
- Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)
- Consultation costs relating to non-staffing issues (Sch 2, 19)
- Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)
- Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)
- Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)

Education welfare

- Functions in relation to the exclusion of pupils from schools, excluding

Responsibilities held for all schools

any provision of education to excluded pupils (Sch 2, 20)

- School attendance (Sch 2, 16)
- Responsibilities regarding the employment of children (Sch 2, 18)

Asset management

- Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a)
- General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b)

Retained Duties functions within Access & Development Division

Integrated Childrens Information System – Pupil Database (Children’s Hub)
£301,000, 4 core staff

Background

The Integrated Childrens Information System (ICIS) Programme was developed in 2008 to provide a joined up system that delivered a ‘single view of the child’ for children aged 0-25 and significantly improve capacity and capability for sharing information. Servelec (formerly known as Tribal) has replaced disparate systems, unsupported Microsoft Access databases and manual processes across Education, Schools and Children Services. There are over 40,000 pupils records held securely on the Children’s Hub. There are a host of modules e.g. Admissions, SEND, and these are charged to the specific service. However this cost represents the provision of a core pupil database. The cost is the full cost of the core pupil database, plus the cost of staff time in populating, maintaining and validating the data. In Solihull, the different modules are fully integrated; this means we have a higher cost of the core database, but lower costs in services, and a far more efficient system, e.g. an address is known once to the system and validated, rather than 6 different addresses in 6 different modules.

Why have a pupil database?

Customer – only has to tell their story once. As each team has access to this story, and all subsequent events/interventions with the customer are also available. Services can be designed more appropriately giving more timely and effective interventions, reducing the probability of requiring more intensive and expensive services later on. Parents can apply on line for services

Financial – At a high level, the customer benefits out-lined above will lead to less demand for complex and acute needs to be met, which are often very high cost services. There are significant efficiency opportunities by exploiting the technology.

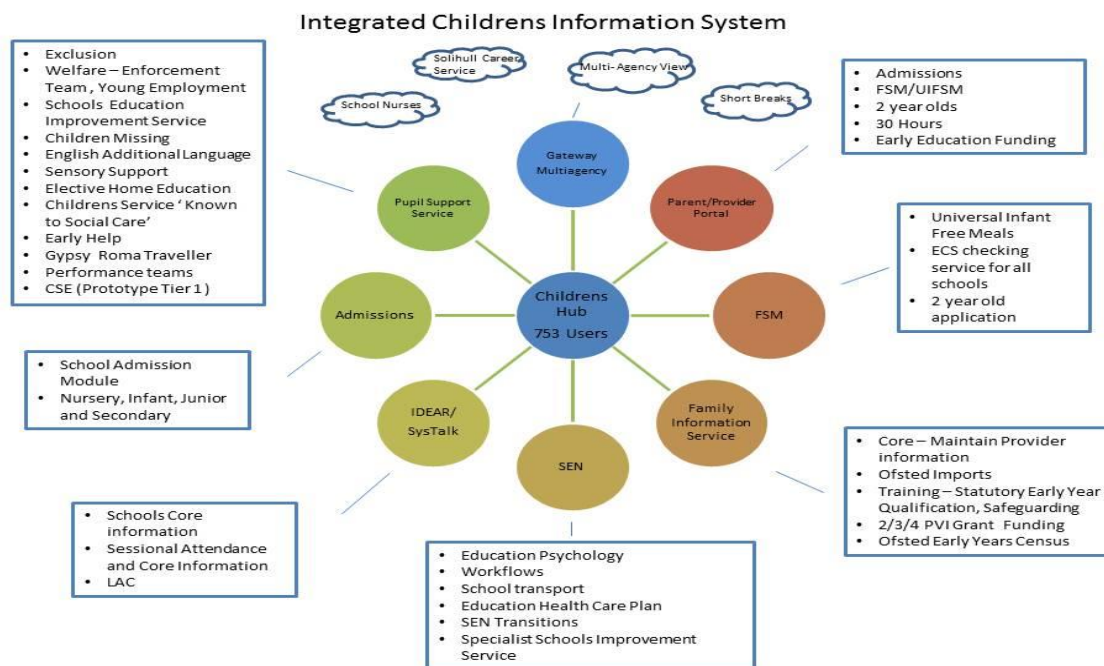
Process – core data entered once, used many times, core data more extensively validated, more timely and accurate. Providing a “backbone” infrastructure” to new ways of working utilising a common system across many teams, giving improved business resilience.

Developmental – gaining a better understanding of our children base and its changing demand on services. It will also contribute to the delivery of trusted information in which partners can take intelligence led decisions.

Legal – the LA has a wide range of statutory functions – statistical government returns, safeguarding, eligibility checking, pupil tracking, attendance that require us to have a complete record of every pupil.

Programme Outline

The following diagram highlights the integration with the Childrens Hub.



We use tools (SysTalk) that allows the mass import data into the Synergy Core applications such as Pupil details, Addresses, and Attendance details. Data items for 41,000 pupils are updated in Synergy on a termly (census), fortnightly (school MIS) and daily (LA Officers) basis. It allows data to be imported from any supported source file format and is used to minimise duplicate data. We now receive and validate data from every school in Solihull (bar Grace Academy) fortnightly.

Technical Support

With the wide range of services that utilise Synergy, designing, managing and transforming their business processes into a complex system requires a firm understanding of the system and the service. This is then designed into the system and rolled out to ensure a smooth transition with minimal disruption.

There are over 750 users utilising the Synergy client and web application who are dispersed across the Borough. It is important to note that some users are external to SMBC and work within partner organisations. The support functionality covers the following areas:

Support & Quality Management	Release Management	System Admin	Infrastructure Management
<ul style="list-style-type: none"> o Servelec Helpdesk o Super User Group Meetings o Servelec Training o Data Quality Checks o Servelec System Design Meetings o System Development o System Update Requests 	<ul style="list-style-type: none"> o System Upgrades o Software release cycle implementation o Super User participation o System Configuration o User Acceptance Testing o Change Advisory Board Approval 	<ul style="list-style-type: none"> o Database Administration o Security Administration o External Access o Licencing o System changes 	<ul style="list-style-type: none"> o Hardware Maintenance o Server Upgrades o Business Continuity o Disaster Recovery

Data and performance team

The statutory basis for the service

1. The data and performance team is regulated by the **Education (Pupil Information) (England) Regulations** and other related legislation.

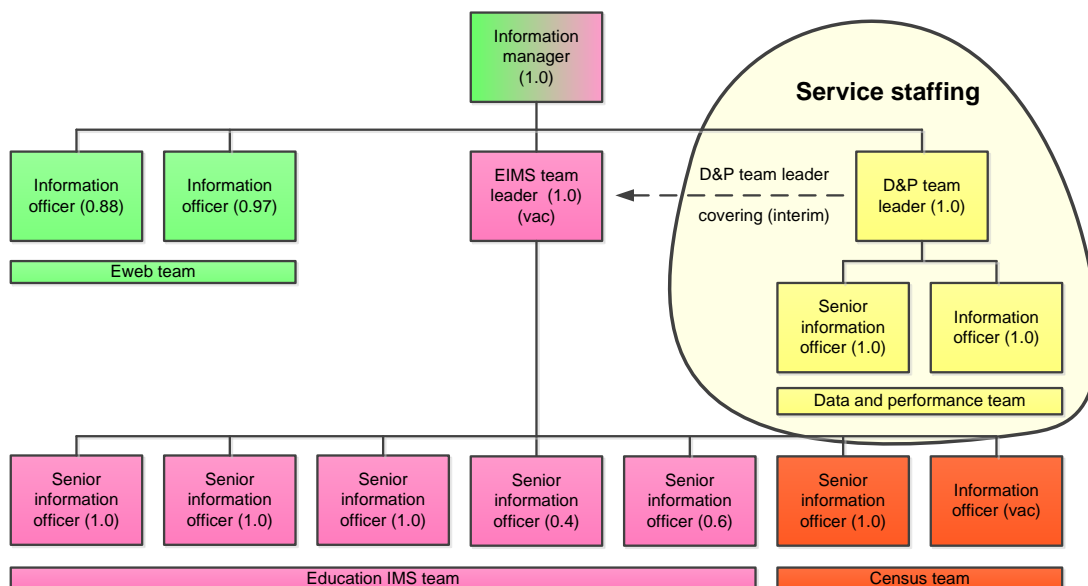
All maintained schools including academies, community schools, foundation schools, voluntary-aided schools, voluntary-controlled schools, free schools, UTCs and studio schools must act in accordance with the codes and legislation.

Related legislation includes:

- **Section 40(2)(a) of the Childcare Act 2006** stipulates that early years providers must secure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (S.I. 2007/1772). The Act states that this Order can specify the arrangements which are required for assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals.
- All English local authorities (LAs) must have regard to guidance given by the Secretary of State for Education in exercising their function under the **EYFS (Learning and Development Requirements) Order 2007 (article 4(2))**. The Order is made in exercise of the Secretary of State's powers under **sections 39 (1)(a), 42 and 44 of the Childcare Act 2006**. Failure to have regard to this guidance will breach this statutory requirement.
- The ARA contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2003, as amended. This Order is made under section 87 of the Education Act 2002.
- The ARA contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, as amended. This Order is made under section 87 of the Education Act 2002.

Service structure

2. The service is delivered by 3 people.
3. The total cost of the service is £138,000, which is split between Retained duties (statutory functions all schools £106,000) and General Duties £32,000



Statutory support for schools

4. The data and performance team is responsible for the statutory end of key stage data collections for both maintained schools, academies, and private, voluntary and independent provisions. This includes ensuring that all provisions have a method of entering and transferring data, the collection process, validation of the data collected and submission to the Department for Education.

This includes:

- Early years foundation stage profile
 - Year one phonics
 - Year two phonics
 - End of key stage one
5. The team also supports schools in their submission of the end of key stage two teacher assessment (TA) submission. By submitting through the Council, schools can ensure that the data is quality assured before onward submission to the Standards and Testing Agency. This is of particular importance as the writing teacher assessment is used within the accountability framework.
 6. The team also has a responsibility to quality assure all data where schools have been moderated to ensure data submitted is in line with that agreed during moderating visits. The team also has to identify where data appears outside the normal parameters for that school.

	Number of data items
EYFSP	119,351
Year 1 Phonics	26,028
Year 2 Phonics	4,068
Key Stage 1	53,980
Key Stage 2	39,360

From the statutory data collections the team is also able to provide schools with analysis of the data submitted for use by schools, and across the directorate.

Data collected from statutory data submissions such as end of key stage and census data is drawn together to support the directorate in its statutory function to ensure that all children and young people receive good quality education. The team provide a comprehensive analysis of both school attainment and progress from foundation stage through to key stage four, identifying schools that are below floor standards, or a coasting school, or at risk of becoming a coasting school.

In addition data is matched to pupil characteristics in order that the LA can monitor underperforming groups of children and young people.

Using the data collected from statutory and non-statutory returns, the team works with other colleagues across the directorate to identify vulnerable groups of children and young people. For example, children who are looked after, service children and travellers. In particular, the team works with the LACES team, supporting them in analysing data of this group of children and young people, and identifying where children are potentially not of track to achieve their potential.

7. The data and performance team service also provides support as follows:
 - Guidance and support for local collections as agreed by Solihull schools and academies (early years tracker and Y1-Y6 tracker). The team has recently been asked to add a new collection for phonics to support the CLLD network which will be extended to all schools.
 - Support and guidance for using Analyse School Performance (the new tool to replace RAISEonline) and interpreting analysis.
 - Support and guidance in new accountability frameworks and any new statutory data collections.
 - Facilitate easy data sharing between schools, academies and collaboratives to support self-evaluation and peer-to-peer challenge.
 - Guidance and support for schools using Fischer Family Trust (FFT) analyses through the *FFTAspire* website along with first line support.
 - Providing access to prior attainment information for pupils on roll.
 - Comparative information to support the target setting process.
 - Access to comparative information to support self- evaluation.

Strategic IT - connectivity, contracts, school extranet and technical developments

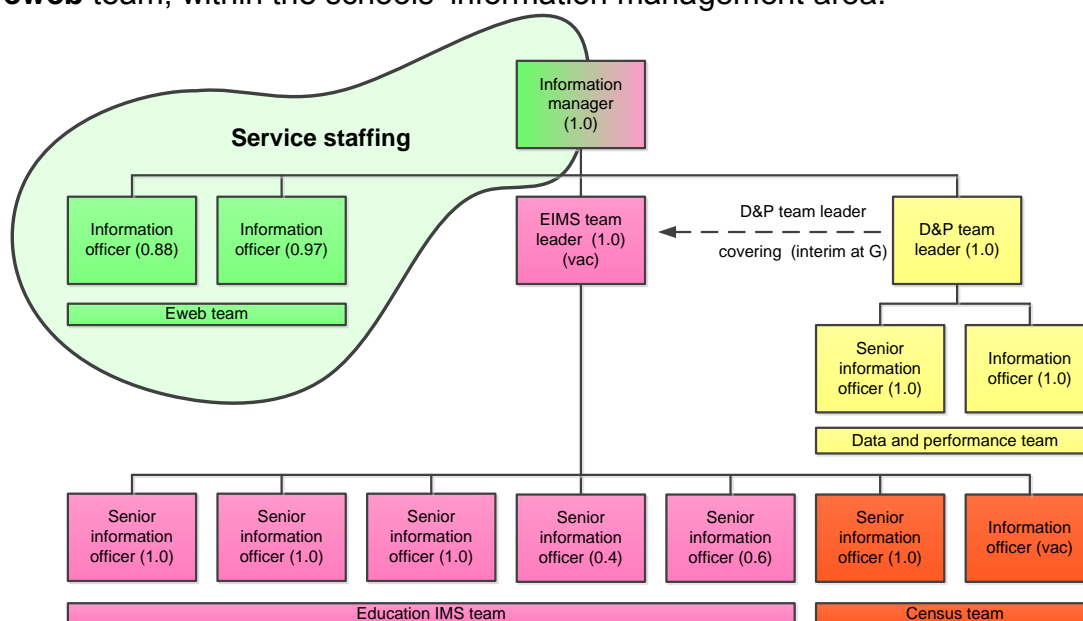
The statutory basis for the service

This document sets out the complete work of the team, but the charge to Statutory duties retained duties of £95,000 refers specifically to the Solihull School Extranet, specific projects to do with all schools, and the contribution to safeguarding within the realm of information management.

The total cost of the service, including all overheads is £130,000.

Service structure

The services are delivered by 2.35 people. The services are mainly delivered by the **eweb** team, within the schools' information management area.



Closely linking the services to other education IT/information management services offers advantages:

- These services provide platforms upon which these other services are dependent. As an example, the data and performance team is dependent on data collection and distribution supplied using the Solgrid extranet supported and maintained as part of the service: with schools using training and support from education IMS to transfer the data to the benefit of data and performance.
- All of the individual teams are small. Close working arrangements between the teams helps mitigate impacts caused by issues such as staff absence or during periods of acute demand.

Strategic IT - connectivity, contracts, technical developments

Strategic ICT support for schools

We provide strategic support and advice to schools and groups of schools. This ensures that:

- School use of technology is aligned to school systems, process and needs.

- Schools have appropriate technologies *for schools* – which are often often different technologies to corporate or corporate systems.
- Schools can get benefits (including significant savings) by implementing common (or even shared) systems where there is a common need.

Implementation, support and use of Office 365

The service currently leads on the implementation of Microsoft *Office 365*. The existing email system had been supported in part, for school administration staff, by education IMS. However, Office 365 is a far broader collection of collaboration tools and is already being used more intensively by a wider range of school staff than email was previously. This has led to capacity issues with education IMS which has been addressed by providing schools' support as part of these services. The close working relationship with education IMS has ensured that support is coherent for school users.

A minority of schools have implemented their own Microsoft Office 365 systems. We are able to offer help and support – including assistance with implementation – to these schools where wanted.

The service leads on the implementation, *adoption* and *support* of Microsoft Office 365. This includes email but also includes a range of other collaboration tools. During the last year, this has included:

- Training and user support in Microsoft *Groups* for document collaboration, shared email and using shared calendars across collaboratives for headteachers, subject specialists, special needs co-ordinators and school staff.
- Training and support to whole-school staff meetings in Microsoft Groups, *OneDrive* (cloud storage for files) and *OneNote class notebooks*.
- Training and support for school governors in Microsoft Outlook and Microsoft Groups.
- Training and support for schools in Microsoft *Skype for Business*, the messaging application. This includes supporting schools videoconferencing between schools and using instant messenger for school-wide staff messaging.
- Implementing Microsoft OneDrive cloud storage for key stage 2 pupil use in all supported schools, allowing pupils to safely transfer their work between home and school.
- Supporting the implementation and development of Microsoft *SharePoint 365*, to help schools create their own private extranet sites.
- Supported the implementation of Microsoft *Office ProPlus* allowing staff and pupils to download and use Microsoft products on their own, home, devices at no additional charge.
- *We have also recently been asked by SSSAB to pilot and support videoconferencing across groups of schools to enable collaborative school councils to host virtual meetings – this is planned for testing (with the Synergy collaborative) in December 2018 – January 2018.*

The service also uses Microsoft SharePoint 365 as the technology platform for the new SMBC schools' extranet, which is currently being implemented. The service

has supported Council teams such as HR, information and governance and EICTS to use the technology provide a portal for Solihull Council to support services and communicate with schools.

Liaison with ICT services and contract support

The services work closely with Solihull Council's ICT services and education ICT services divisions to ensure that school needs are reflected appropriately.

This year, this has included re-contracting the Schools' internet access, network security and related services for 2017-20 with 84 schools and education centres using the service. This included developing the offer, service agreement and service information provided to schools.

The services work closely with ICT services to provide protection and filtration levels that meet education requirements and expectations for safeguarding.

The internet service is kept under constant review.

The services also work closely with education ICT services, advocating the educational requirements of the systems the EICTS provides.

Communications with schools

The services also update schools with IT information regularly, both by email and using the Solgrid intranet site – privately accessible by all connected schools.

These communications include appropriate security updates schools to emergent system threats. We also provide inset training courses for school staff to help use IT safely at school with some information given about safe home use of technology.

We also provide help and support to schools in the use of social media – such as Facebook and Twitter – to publicise school activities.

Online safety support

We provide online safety guidance, advice and support for all schools across Solihull where requested.

- We have provided training and support to schools in developing their online safety policies, using the South West Grid for Learning's online safety toolkit¹. This training and support has been delivered jointly with SEIS staff, providing a combination of technical and behavioural support for staff. The training has included termly meetings; open to all schools, delivered jointly as twilight meetings at Sans Souci.
- We provide training and support to schools to help the deliver Safer Internet Day.
- We offer evening sessions to all schools to help them deliver online safety messages to parents and carers. These can be standalone events or as part of parent/carers curriculum meetings.
- We offer staff training in online safety for school staff, delivered as either insets or staff meetings. These focus on the safe use of social media but also include more general use of IT, both at home and at school.
- We support schools in implementing and using social media –such as Twitter or Facebook – safely and professionally.

¹ <http://www.solgrid.org.uk/wellbeing/online-safety/managing-online-safety/>

- We support schools when a school has specific online safety incidents. This includes investigating the incident and suggesting potential courses of action, liaising with safeguarding staff, meeting parents/carers as necessary to resolve the issues.

Strategic project support

The services also provide specialist consultation and support for development projects for schools and other education sites. This year, we have worked closely on the Solihull AP academy implementation, provide contract guidance, technical support and project management. We have worked closely with the management board, principal, building contractors and EFA.

School intranet and web publishing

The services support the existing schools' extranet which is the main method of private communications between the directorate and schools (including academy schools). It is the only service that all Solihull schools – regardless of their own ICT services and infrastructure – can access and is used widely to support schools' business processes. As examples, it is used to distribute budgetary information, to support HR transaction processing and for the collection of data and performance information, including the statutory key stage 2 collections.

The existing extranet is hosted on servers in the Solihull IT data centre with the platform (hardware and *Windows Server* operating system) supported by education ICT services. The application (*Windows SharePoint Services*) and user support is provided as part of the services described in this document.

The current extranet is currently being replaced, with some services already live on a new extranet, hosted on Microsoft's Office 365 as part of the Solgrid tenancy (see above).

The services are supporting SharePoint 365 (part of Office 365) and have already built the replacement site. Some services have already been migrated with other service migrations expected during autumn 2017. These include:

- | | |
|------------------------|--------------------------|
| ▪ Data and performance | ▪ Health and safety |
| ▪ Education IMS | ▪ Human Resources |
| ▪ Finance | ▪ Information governance |

The services also support two websites that are accessible by the general public, <http://www.solgrid.org.uk> and <http://socialsolihull.org.uk>.

Each of these sites has one main site with a series of subsidiary micro sites that are linked (to simplify support and provide a coherent user experience) but managed independently by each service using the site.

Support includes some platform and application support as the site use *open source* software that is different to that used by the Councils' IT services. The directorate did this to reduce costs and enable the service to be provided as the cost of commercial solutions was prohibitive.

The services support the site publishers in maintaining and updating their own site content.

www.solgrid.org.uk is focussed on education services and provide information that is useful to Solihull schools as well as the general public. The directorate took the

view, some time ago, that we should publish education information publicly (where possible) as part of our commitment to open government. Examples of education services using this site include:

- Early years and childcare
- Governor services
- Health and wellbeing
- Sacre
- Safeguarding
- SEIS

SocialSolihull.org.uk provides information to more relevant to citizens (rather than education services) and also provides a curated space for Council services and partner organisations who publish information. The structure of the site is similar to www.solgrid.org.uk, using the same technology platform to simplify use. Microsites include:

- Children's social work in Solihull
- Early help
- Fostering and adoption
- Schools forum
- Solihull SEND local offer
- SSSAB

The service supports users to update their own content.

The services have also been working with some schools to help them develop their own websites – in a simple and cost-effective way. We have used the existing web space and application platform to build school websites where we support the underlying technology and the schools update the sites themselves. Examples include:

- www.dickens-heath.solihull.sch.uk
- www.langleyprimary.solihull.sch.uk
- www.stalphege.solihull.sch.uk
- www.triple-crown.solihull.sch.uk

Again, support is provided to school staff in keeping their sites updated. This support includes use of the web application but also includes providing information and guidance to ensure that their sites meet statutory expectations from the DFE and Ofsted. We propose to develop this activity into a traded service.

School Funding, School Forum Support, EFA Returns

A proportion cost of £25,000 representing an element of the Head of Service Access & Development.

This includes calculating the budgets for all maintained and academy schools and submitting data to the EFA (APT Tool and S251 returns), servicing school forum and sub groups through reports so that Forum can discharge their statutory responsibilities. Budget consultations with schools on changes to the funding formula. Design and maintenance of the Early Years Funding Formula and Special school purchased places and top-ups. Ensuring compliance with school funding regulations and DSG grant conditions.

The strategic planning of the deployment of resources across each DSG block.

Exclusions

This is a statutory function and involves 1 person, with a budget cost of £40,000

This function requires the local authority to record all exclusions, both fixed term and permanent.

The Exclusions Officer ensures that schools excluding students are properly observing the legal framework. Permanently excluded children are referred to appropriate provision from the 6th day.

The service provides advice and guidance to schools and parents. This includes home visits to parents of students that have been permanently excluded, to advise and support them through the process. This visit often takes place within 5 days of the exclusions and helps parents understand the process, including their right to appeal against the decision. Where parents request it, an exclusions officer will attend the Governors exclusion hearing.

Education Enforcement

This is a team of 3.73FTE, 5 people, budget £162,000

The key functions of this team are:

- To provide advice, support and guidance to schools regarding the legal enforcement of non-school attendance
- At the request of school undertake the legal enforcement process arising from a pupil's non-attendance at school, through the issuing of legal warning letters, fixed penalty fines and/or court action as appropriate.
- Discharging the local authority's responsibility for administering and enforcing requirements and protections for those children below compulsory school leaving age taking part in employment or performances (Part 2, Children and Young Persons Act 1933, Part 2, Children and Young Persons Act 1963, Children (Performances) Regulations 1968) by

- a) Issuing child employment and entertainment licences and or exemptions
- b) Registering chaperones.
- c) Monitoring employment / entertainment venues to ensure compliance with employment and entertainment licence requirements.

Summary of Education Enforcement Activity : 2015-16 academic year and 2016-17 year to date

Activity	2015/2016	Autumn Term 2016
Penalty Notice (Fines) Holidays	863	55
Penalty Notice (Fines) Poor attendance	251	21
Penalty Warning Notice Letter	789	281
Advisory Letters Process	41	19
Court files	41	2
Chaperone Licence Issued	54	4
Employment Licence Issued	332	16
Performance Exemption letter	111	0

Early Years Block: Solihull Family Information Service

Solihull Family Information Service (FIS) fulfil duty 12 of the Childcare Act 2008 for Solihull MBC which is **‘to provide information, advice and assistance’** to families to help them to access childcare and services. This was recently re-enforced in the updated Early education and childcare statutory guidance (March 2017).

See appendix A

Overview:

The FIS, (formerly the Children’s Information Service) has been running since 1999 and was originally set up to provide information to families on Ofsted registered childcare for children aged under 8. The service is free and impartial.

The service has evolved to fulfil the above duty and includes a service directory of both activities and support services for families in Solihull and our age range is to support families with children aged 0-19 (0-25 for young people with additional needs and/or disabilities). We also support practitioners working with families to access information on services. We link into a range of plans including Parenting and Early Help.

Our team is made up of 7.62 FTE staff with an annual budget of £249,760. We have 1 Family Information Service Manager, 2 Family Information Service Officers, 3 Information Assistants, 1 Early Education Funding Administrator and 1 Free School Meals Officer.

We provide the following statutory functions

Information, Brokerage and Support on Childcare, Support Services and Activities

Information is provided on a range of topics including:

- Ofsted registered childcare including what is available locally, what to look for when choosing a quality childcare setting and help with childcare costs.
- Things to do and places to go including positive activities, sports and leisure clubs, uniformed groups and local events for families
- Support services for families on topics such as health, finance and benefits, family support, parenting and safeguarding.

FIS have a helpline available to parents/carers and professionals Monday to Friday 9am-2pm and can be contacted via email and online forms.

In addition, FIS offers a ‘brokerage service’, providing advice and assistance to parents who;

- want to know more about their childcare options, the financial support available and how to choose quality childcare that meets their needs and the needs of their child,
- have complicated childcare needs due, for example, to changing shift patterns
- have attempted to find childcare without success,
- have children with additional needs and need to find a provider that meets the needs of their child,
- may otherwise find it hard to understand and navigate the information available.

Information is made available in a variety of formats including online via the FIS directory. The childcare, activities and support services records are regularly maintained and updated according to a regular timetable to ensure information is accurate, detailed and up to date.

FIS publish information on the Solihull Council website for families and practitioners in order to let parents know how to access services and find the information required. FIS webpages are regularly reviewed and updated.

Factsheets, leaflets and postcards are available as resources for families and practitioners explaining childcare options and funding.

The FIS maintain a Parents' Network of parents, carers and practitioners who would like to receive regular news and activities for families in Solihull. FIS send out a monthly ebulletin which includes local activities and generate the hugely popular Summer Activities Booklets which provide information on Holiday Schemes, events and activities during the 6 weeks summer holidays.

FIS attend outreach sessions within the borough in order to reach parents who are not aware of the service and support other teams (e.g. Early Help) who have access to families.

Figures: For the academic year 2016-17 FIS had 2,749 enquiries via their duty helpline.

2 year old funding

FIS co-ordinate the 2 year old funded early education places for Solihull MBC which involves receiving and processing all applications from parents and answering any queries, liaising with parents/carers, brokering all new approved childcare placements, liaising with families and settings and providing all administration as required. FIS ensure childcare providers are paid termly and support with making the funding process as easy as possible. FIS market the 2 year old offer via the SMBC website, outreach events, Parents' Network and networking with other stakeholders to ensure a high take up with the borough.

FIS work with the LACES team to identify children who would qualify for 2 year old funding under the looked after criteria and notify families and practitioners and offer support in finding and booking childcare place.

FIS receive regular lists of eligible parents from the Department of Work and Pensions (7 times per year) and will contact eligible parents from the list by post. This ensures a high take up within the borough. FIS monitors child attendance and will liaise with Social Workers and Health Visitors where a family meet the criteria due to a child's disability or if they are looked after. This tailored support and monitoring ensures families have had all the support needed to access 2 year old funding and children attendance is shared with all professionals on our central database.

Figures: For the academic year 2016-17 FIS processed payments totalling £1,668,732.45 to childcare providers for 2 year old funding. 1,492 applications for 2 year old funding were processed and 982 applications were approved.

3 and 4 year old funding (including 30 hours, Early Years Pupil Premium, Disability Access Funding and SEN Funding)

FIS are responsible for processing 3 and 4 year old funding payments to childcare providers and School nursery classes, including the extended 30 hours funding. FIS ensure

that providers are aware of the statutory guidance for Early Education Funding and support providers to adhere to this.

FIS also process Early Years Pupil Premium (EYPP) applications from Schools and childcare settings for 3 and 4 year olds. EYPP is additional funding for childcare settings to improve the education for 3 and 4 year olds. EYPP is paid to settings where a child is eligible and FIS provide information on how much money childcare settings receive each term so they know how much money to allocate for expenditure.

FIS process Disability Access Fund (DAF) applications from childcare settings. DAF is additional money for childcare settings in order to support children with disabilities or additional needs to access a childcare place. Applications are checked and processed by FIS, ensuring that a family has nominated a setting and that only one payment is made on behalf of the family per year.

Inclusion Funding payments are made by the FIS on a termly basis. FIS work with the Specialist Inclusion Service (SISS) to identify children in need of additional support within a childcare setting and monitor and pay for any children approved of the additional funding to childcare settings. FIS attend the Inclusion funding panel on a half term basis.

FIS Perform an annual Early Years Census to ensure the correct level of funding is allocated to Solihull.

FIS are responsible for the funding directory and take applications from childcare providers and process these requests. New providers are fully inducted once they become funded and receive assistance with how to claim and any issues they have are resolved.

Figures: For the academic year 2016-17 FIS processed payments of £3,010,112.52 for 3 and 4 year old funding, £586,472.52 EYPP and Deprivation payments to childcare providers and Schools, £10,455 DAF payments to childcare providers and Schools and £128,199.45 Enhanced Funding payments to childcare providers and Schools.

Sufficiency

FIS monitor childcare places, vacancy information and costs to ensure data is fed into the childcare sufficiency. With additional figures for number of children accessing 2, 3 and 4 year old funding FIS identify areas of the borough where there are shortage of places and feed this back to the Early Years team to help find new providers.

Free School Meals

FIS provide the following services for Free School Meals:

- Free school meals processing and eligibility checking and notification for all families eligible for Universal Infant Free School Meals. (all children in reception, year 1 and year 2).
- Inputting, eligibility checking and outcomes notification of Early Years Pupil Premium applications. (All children in maintained nursery classes).
- Reporting on eligible children to Schools
- Responding to any change of circumstances that could impact on Free School Meals eligibility status and notifying parents and Schools in a timely manner of action taken.
- Performing regular checks of claimants details and reporting on changes to parents and Schools.

- Provide reports to Schools for School Census to ensure the correct funding is allocated.

Figures: In the academic year 2016-17 FIS processed 3150 applications for Free School Meals

Sponsored Day-care

FIS provides support to the Children's Social Work teams to set up sponsored day-care placements for children. As FIS keep a list of all registered childcare with Solihull they are able to find and book placements and offer the following support to the Children's Social Work team:

- Staffing a duty helpline for sponsored day-care enquiries
- providing brokerage to source a choice of available placements to ensure impartiality
- Discussing childcare options with social workers
- Discussing the process with childcare providers and supporting them through it if they are new to it
- Booking all placements with childcare providers and notifying the social workers
- Arranging payments to the childcare providers for the care provided
- Logging placement details using the TRIBAL integrated database
- Sending out all paperwork to settings and parents
- Reviewing all ongoing placements by liaising with social workers and childcare providers and extending or ending placements as appropriate
- Sending out end of placements paperwork to parents and settings
- Gathering feedback from providers, parents and social workers to ensure we are continually improving the service we offer

Figures: In the academic year 2016-17 FIS set up 110 sponsored day-care placements for children.

Local Offer Website

The Family Information Service designed and created the local offer website and work with other Solihull Council services to ensure the local offer website is updated and regularly reviewed.

It is a Statutory requirement for every local authority to have local offer website. The website describes what help, support and services are available for children and young people in Solihull.

The Family Information Service online directory is on the local offer website and this is maintained by the service.

All feedback received on the local offer website is actioned by the team and they ensure enquirers have an answer to their query.

Social Media

FIS have a twitter feed and Facebook page and they tweet regularly about key messages including early education funding including the 30 hours free childcare, school admissions, 2 year old funding, free school meals, accessing childcare and services and retweeting relevant news and events items for families.

Appendix: Early education and childcare Statutory Guidance (March 2017)

Local authorities **must**:

C.1 Maintain a service that provides information for parents and prospective parents on the provision of childcare in their area as listed in Schedule 1 to the Childcare Act 2006 (Provision of Information to Parents) (England) Regulations 2007¹²) and from 1 September 2017, to publish this information electronically on the local authority website and update it at a minimum termly on 1 January, 1 April and 1 September.

Early Years Block – Solihull Early Years and Education Improvement Service (SEYEIS) – Early Years

Early education and childcare: Statutory guidance for local authorities. March 2017

This guidance outlines statutory duties which LAs must and should do and links to the Childcare Acts 2006 and 2016. This includes:

Sections 1 to 5 require local authorities and their partners to improve the outcomes of all children under 5 and reduce inequalities.

Section 6, which places a duty on English local authorities to secure sufficient childcare for working parents. In Solihull we prioritise good and outstanding providers for our LA register of providers. SEYEIS supports settings to maintain their quality grades and improve if they are not yet judged by Ofsted as good or outstanding.

Section 13, which places a duty on English local authorities to provide information, advice and training to childcare providers.

The Childcare Act Section 39(1) (a) 2006

This stipulates that early years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). The Act states that this Order can specify the arrangements required for assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs). LAs have a statutory duty to ensure the accuracy and consistency of the assessments made by early years providers in their area. 25% of providers within an LA must receive a moderation visit each year. SEYEIS ensures these statutory functions are carried out.

Overview:

The Early Years team within SEYEIS have supported schools and settings to continuously improve and meet statutory requirements including the childcare and early years regulation framework. We have seen a rise in the quality of provision in Solihull inspected by Ofsted, from 74% good or better in 2014 to 93% good or better in 2017. The Early Years Foundation Stage Profile results have been maintained at 72% of children attaining a Good Level of Development (GLD) this year, which remains above the national 71% and has increased from 56% in Solihull in 2013. Our remit is to support the Early Years Foundation Stage for children from birth to the term after their fifth birthday and into key stage one.

We are currently undergoing a management of change review. The team is made up of:

- 2 full-time Early Years Advisers
- 1 full-time and 2 x3 day Learning and Development Advisers
- 1 full time Welfare and Safeguarding Officer
- 1 part-time and term time Inclusion Support Worker

The charge to the Early Years central services block is currently £526,810

We provide the following statutory functions:

Information, Advice and Training

The Childcare Providers Regulations require LAs to secure the provision of information, advice and training, for childcare providers, prospective providers and childcare employees. This includes support during their 'pathway to registration' for providers who have not yet had an inspection report. To support quality we provide childminder information briefings,

Solihull Childminder Induction Programme and more frequent in-setting support for providers just starting up in the borough.

We currently offer an annual joint self-evaluation visit to identify celebrations and aspects needing further development for all Ofsted registered provision (schools, day nurseries, pre-schools, child-minders etc) Areas in need of further development are identified through data analysis, Ofsted inspection reports, and our 'Setting Improvement Strategy' joint evaluation visits. Central training is provided to address these areas. We also provide training for employees who hold key posts within their organisation such as setting/ phase leaders, designated safeguarding leads, and special needs co-ordinators. Continuing professional development training such as safeguarding, health and safety, effective teaching events and provider network meetings are some of those also regularly held for early year's practitioners.

LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it. There are termly moderation and agreement training events which includes summer term moderation visits to settings. LAs must ensure that EYFS profile assessment judgements are moderated. This means appointing and training moderators with appropriate experience of the EYFS and the ELGs to secure consistent standards in assessment judgements. LAs must ensure that assessments made by early years providers in their geographical area are accurate and consistent. LAs must do this by ensuring moderation of the EYFS profile is carried out in all schools (including academies) and other providers.

Quality

Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes. The evidence also shows that high quality provision at age two brings benefits to children's development. The Government's intention is that, as far as possible, free places are delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report.

The Early Years Foundation Stage (EYFS) statutory framework is mandatory for all early years providers in England. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Ofsted and inspectorates of independent schools have regard to the EYFS in carrying out inspections and report on the quality and standards of provision. The team supports settings to ensure they maintain this high quality to ensure sufficient quality provision for children within the LA. Those settings who are not yet good receive more intensive support to ensure quality improves swiftly.

Inclusion

SEYEIS training, network meetings, facilitation of peer-to-peer support and in-setting coaching focusses on the following aspects of inclusive quality teaching practices that are required by settings.

- To promote equality and inclusion in settings; to ensure every child has the best start in life in Solihull. The borough currently has 108% take up of 3 and 4 year early education funding (EEF) in settings of quality. This includes children who live out-of-borough who are educated in Solihull.
- To ensure that the provider meets the needs of children including disabled children, children with special educational needs, and those receiving additional funding.
- To ensure effective safeguarding and promotion of welfare of the children for whom the early education and childcare is provided.
- To ensure providers actively promote fundamental British values.
- Monitoring and support to ensure the early years provider takes any measures identified in a report from Ofsted to improve the overall effectiveness of the provision.

- To promote multi-agency partnership working for example to liaise with parents and health visitors when the child has the 2 year old 'Ages and Stages' check.

Further information:

<http://www.solgrid.org.uk/eyc/> - SEYEIS website Solihull information and guidance

<https://www.foundationyears.org.uk/eyfs-statutory-framework/> EYFS Statutory Framework

<https://www.gov.uk/government/publications/early-education-and-childcare--2> LA Statutory Guidance

<https://www.gov.uk/government/publications/2018-early-years-foundation-stage-assessment-and-reporting-arrangements-ara> - Assessment and Reporting Arrangements 2018

<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015> Early Years Inspection Handbook