



Cabinet Member (Education)

Time and Date

2.00 pm on Wednesday, 10th April, 2013

Place

Committee Room 3 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meeting held on 27th February 2013 (Pages 3 - 6)
 - (b) To agree the minutes of the Joint Meeting of Cabinet Member (Education) and Cabinet Member (City Development) held on 26th March 2013 (Pages 7 - 8)
 - (c) Matters arising
4. **Determination of Schools Terms and Holidays 2014 - 2015** (Pages 9 - 28)
Report of the Director of Children, Learning and Young People
5. **Impact of 2013 - 2014 School Funding Reform** (Pages 29 - 38)
Report of the Director of Children and Young People
6. **24+ Advanced Learning Loans**
 - (a) Bursary Fund (Pages 39 - 56)
Report of the Director of Community Services
 - (b) Fee Structure for Level 3 Courses 2013/14 (Pages 57 - 72)
Report of the Director of Community Services
7. **Closure of Chace Extended Learning Centre (Pupil Referral Unit)** (Pages 73 - 78)
Report of the Director of Children, Learning and Young People
8. **Appointment of Authority Governors** (Pages 79 - 80)
Report of the Director of Children, Learning and Young People

9. **Outstanding Issues** (Pages 81 - 84)

Report of the Director of Customer and Workforce Services

10. **Any Other Items of Public Business**

Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Bev Messinger, Director of Customer and Workforce Services, Council House Coventry

Tuesday, 2 April 2013

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services Officer - Tel: 024 7683 3065 E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillors D Kershaw (Cabinet Member)

Please note: a hearing loop is available in the committee rooms

If you require a British Sign Language interpreter for this meeting
OR if you would like this information in another format or
language please contact us.

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CABINET MEMBER (EDUCATION)

27th February 2013

Cabinet Member

Present: Councillor Kershaw

Employees Present: S. Durkin (Children, Learning & Young People Directorate)
C. Green (Children, Learning & Young People Directorate)
D. Haley (Children, Learning & Young People Directorate)
S. Heawood (Children, Learning & Young People Directorate)
M. Salmon (Customer & Workforce Services Directorate)
D. Wallis (Children, Learning & Young People Directorate)

Apologies: Councillor Williams

Public Business

41. Declarations of Interest

There were no declarations of interest.

42. Minutes

(a) The minutes of the meeting held on 16 January 2013 were agreed and signed as a true record.

(b) The minutes of the Joint Meeting of Cabinet Member (City Development) and Cabinet Member (Education) held on 29 November 2012 were agreed and signed as a true record.

(c) There were no matters arising.

43. Post-16 Transport Policy – Support to Access Education and Training

Further to minute 32/12, the Cabinet Member considered a report of the Director of Children, Learning and Young People that detailed the update of the current Post-16 Transport Policy to ensure accuracy in meeting statutory requirements. The report also sought approval of the publication of the Policy for the academic year 2013/2014 (attached as an appendix to the report) on the City Council's website by 31 May 2103.

Local Authorities (LA) had a duty to prepare and publish an annual Transport Policy Statement by 31 May each year which specified the arrangements that the LA considered necessary to 'facilitate the attendance of all persons of sixth form age receiving education or training'. From 1 April 2010 this duty was extended to require a Transport Policy Statement covering young people aged 19-24 who were continuing in learning and had learning difficulties and/or disabilities.

Following further work in collaboration with the Council's Community Services Directorate, a public consultation would be carried out on the Policy for future years. As part of the Special Educational Needs and Disabilities Fundamental Services Review, proposals for the consultation would be submitted to a future meeting of Cabinet Member (Education).

RESOLVED that, after due consideration of the report and matters raised at the meeting, the Cabinet Member (Education) approves the publication of the updated Post-16 Transport Policy on the City Council website by the 31st May 2013.

44. Co-ordinated School Admissions Schemes for 2014 and Community and Voluntary Controlled School Admissions Policies for 2014

The Cabinet Member considered a report of the Director of Children, Learning and Young People that sought approval of the co-ordinated admissions scheme for primary, infant and junior schools in Coventry, the admissions policy for community and voluntary controlled primary, infant and junior schools (attached as an appendix to the report), and the co-ordinated admissions scheme for secondary schools in Coventry, and the admissions policy for community schools, for 2014/15 (attached as a further appendix to the report).

The Department for Education required Local Authorities to determine the co-ordination schemes for school admissions in their areas and the admissions policies for community and voluntary controlled schools which are the responsibility of the local authority by 15 April annually. In April 2006, Cabinet (their minute 196/06 refers) approved the delegation of consideration of reports on school admission arrangements the relevant Cabinet Member in years where there were no significant changes to admission arrangements.

The School Admissions Code 2012 made changes to the consultation requirements for admission arrangements from 2013. Admissions authorities were required to consult on admission arrangements every seven years or more frequently where any significant changes were proposed. No significant changes were proposed to the scheme or the admissions policies for community and voluntary controlled schools since the last consultation for admission in September 2013. Therefore no consultation has been required for 2014. The increased admission numbers for primary schools had been subject to separate consultation arrangements the outcome and determination of which were considered by Cabinet.

The Cabinet Member noted that during September 2013, in addition to all maintained primary, junior and infant schools in Coventry receiving information for parents who wished to apply for admission to a Coventry primary, junior or infant school at the normal age of entry in 2014/15, information would also be made available in nurseries and other early years provision, and in other general community settings such as libraries and GP surgeries.

The Cabinet Member thanked Admissions staff for their dedicated work, often carried out in difficult circumstances, to ensure all children had a place in education through school admission arrangements and asked that his thanks be passed onto the officers concerned.

RESOLVED that, after due consideration of the report and matters raised at the meeting, the Cabinet Member (Education) approves:

- (1) the co-ordinated admissions scheme for primary, infant and junior schools in Coventry for 2014/15 and the admissions policy for community and voluntary controlled primary, infant and junior schools for 2014/15.**

(2) the co-ordinated admissions scheme for secondary schools in Coventry for 2014/15 and the admissions policy for community schools for 2014/15.

45. **Appointment of Authority Governors**

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, Cabinet Member (Education) approves the appointment and re-appointment of the persons listed below for the schools and terms of office indicated:-

Authority Governor: New Appointments

Name	School	Term of Office
Mr A Walmsley	Grangehurst Primary	26 February 2017
Councillor Ahktar	John Gulson Primary	26 February 2017
Miss K Jennings	Moathouse Primary	26 February 2015

Authority Governor: Re-Appointments

Name	School	Term of Office
Tom Ruddy	Potters Green Primary	25 May 2017
Gareth McNab	Stoke Primary School	21 April 2017

46. **Outstanding Issues**

There were no outstanding issues.

47. **Any Other Items of Public Business**

There were no other items of public business.

Private Business

Nil

(Meeting closed at 12.40 p.m.)

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**JOINT MEETING OF
CABINET MEMBER (CITY DEVELOPMENT) AND
CABINET MEMBER (EDUCATION)**

26th March 2013

Cabinet Members

Present: Councillor Kelly (Cabinet Member (City Development))
Councillor Kershaw (Cabinet Member (Education))

Shadow Cabinet

Members Present: Councillor Taylor (Shadow Cabinet Member (City Development))

Employees

Present: J. Applegarth (Children Learning and Young People)
C. Evans (Finance & Legal Services Directorate)
R. Moore (Children Learning and Young People)
M. Rossi (Customer & Workforce Services Directorate)
A. Walimia (City Services and Development Directorate)

Public Business

13. Appointment of Chair

Councillor Kelly was appointment as Chair of the meeting.

14 Apologies

There were no apologies for absence.

15. Declarations of Interest

There were no disclosable pecuniary interests declared.

16. Appropriation of Land at Gosford Park Primary School, Humber Avenue and Former Eburne Primary School, Deedmore Road

The Cabinet Members considered a report of the Director of City Services and Development relating to the appropriation of land at Gosford Park Primary School, Humber Avenue and former Eburne Primary School, Deedmore Road.

The two pieces of land were being appropriated from their current use within Children Learning and Young People to the City Services and Development portfolio.

The land at Gosford Park Primary School was approximately 92.29 square metres and was required to appropriate to create vehicular access which would serve both the school and a proposed housing development adjacent to the School.

The Cabinet Members noted that the new access proposals would enhance and regenerate the existing school entrance by improving the existing access from a safety aspect.

The land at the former Eburne Primary School was approximately 0.354 acres and consisted of a grassed area, a footpath and the former nursery building. The land was considered surplus to requirements.

The Council leased the adjoining industrial premises and one of the occupiers was looking to expand its business within Coventry and had approached the Council to establish whether the Council was willing to lease the adjoining land currently held by the Council.

The inclusion of the 0.354 acres of the Eburne School site would allow a new vehicular access to be created and enable the proposed expansion. This area would be included within the lease of the tenant of the industrial estate for which an additional rent of £4,750 per annum would be paid, subject to upward only review.

RESOLVED, that after due consideration of the report and the matters raised at the meeting the Cabinet Member (Education) approved the appropriation of the land shown edged red on appendix A and B to the report from its current Education use to City Services and Development use.

The Cabinet Member (City Development) accepted the said land to be held for City Services and Development use on the basis set out in the report.

17. Any Other Items of Public Business

There were no items of urgent public business.

(Meeting closed: 3.17pm)



10 April 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People

Ward(s) affected: All

Title: Determination of School Terms and Holidays 2014-2015

Is this a key decision?

No

Executive Summary:

This report informs Cabinet Member of the outcome of the public consultation on the School Terms and Holidays dates for 2014/2015 and seeks Cabinet Member approval of the School Terms and Holidays Calendar for 2014/2015.

Under Section 32 of the Education Act 2002 in the case of a community, voluntary controlled or community special school or a maintained nursery school the Local Authority is required to determine the dates when the school terms and holidays are to begin and end and the Governing Body is required to determine the times of the school sessions.

In the case of Foundation, Voluntary Aided, Foundation Special Schools and Academies the Governing Bodies have the power to determine school terms and holidays dates.

A public consultation on the Coventry school terms and holidays dates 2014/2015 took place from 11 February 2013 to 11 March 2013. There were 160 valid replies to the consultation. The most popular of the four options available was Option 3. Details of the four options for School terms and holidays dates 2014/2015 can be seen on pages 4 and 5 of the Consultation Document, which is found in Appendix 1.

Recommendations:

The Cabinet Member is requested to:

- (1) Consider the outcome of the public consultation on School Terms and Holidays and agree a calendar of School Terms and Holidays for 2014/2015.
- (2) Adopt Option 3 as the School Terms and Holidays programme 2014/2015 for Community, Voluntary Controlled and Community Special Schools, and maintained Nursery Schools.
- (3) Invite the Catholic and Church of England Diocesan Authorities and the Governors of Trust Schools and Academies to recommend the same calendar for their schools.

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List of Appendices included:

Appendix 1: School Terms and Holidays 2013/2014 Consultation Document
Appendix 2: Examples of comments of respondents to the public consultation

Other useful background papers:

Education (School Day and School Year) (England) Regulations 1999 (for academic year length.)
<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00221847/school-day-school-year>

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

1. Context (or background)

- 1.1 Under Section 32 of the Education Act 2002 in the case of a community, voluntary controlled or community special school or a maintained nursery school the Local Authority is required to determine the dates when the school terms and holidays are to begin and end, and the governing body is required to determine the times of the school sessions.
- 1.2 In the case of Foundation, Voluntary Aided, Foundation Special Schools and Academies Governing Bodies have the power to determine school terms and holidays dates.
- 1.3 The current Coventry Local Authority principles and protocols were taken into account when setting the 4 options for consideration:
 - a school year is 195 days, with 190 pupil days and 5 teacher days;
 - 1 teacher day is determined by the Local Authority and 4 days by individual schools;
 - statutory holidays are observed;
 - schools prefer, especially secondary schools, full weeks of teaching wherever possible;
 - schools prefer a full week break at half term and two full weeks at Easter and Christmas;
 - half term holidays are set at the same time as those of neighbouring Authorities if possible.
- 1.4 The half term holidays in 2014/15 consultation options have been set to the same dates as those of Warwickshire and the neighbouring West Midlands authorities. Leicestershire half term holidays are the same dates for the spring and summer terms.
- 1.5 Birmingham and Warwickshire will be recommending Saturday 28 March 2015 as their preferred option for the start date of the school Easter holiday. Solihull, Herefordshire and Leicestershire have set this date. Easter Sunday is the 05 April 2015, the middle weekend of the two weeks beginning on the 28 March. Options 1 and 2 in the Coventry public consultation offered the same start date for the school Easter holiday.
- 1.6 There were 160 valid replies to the public consultation, which took place from 11 February 2013 to 11 March 2011. The most popular overall of the 4 options available was Option 3 with Friday 3 March 2015 as the start date of the school Easter holiday.

2. Options considered and recommended proposal

- 2.1 The full details of the 4 options for School terms and holidays dates 2014/2015 can be seen in the Consultation Document found in Appendix 1
- 2.2 The protocols in para 1.3 were complied with in all four options in the public consultation.
- 2.3 In previous consultations head teachers and members of the public have expressed a preference for school holidays to be set at the same time as those of neighbouring Authorities. This helps families with links to local authorities other than Coventry, such as:
 - families where children go to school in Coventry, but a parent is employed in a school in another authority.
 - families where one child goes to school in Coventry and another child goes to school in another authority.

- families of Coventry school staff that have children at school in another authority.

2.4 In consideration of the above viewpoint the four consultation options had the same dates set for the Christmas holiday and half term holidays :

- 25 October 2014 to 2 November 2014, Autumn half term holiday;
- 20 December 2014 to 4 January 2015, Christmas holiday;
- 14 to 22 February 2015, Spring half term holiday
- 23 to 31 May 2015. Summer half term holiday

2.5 These dates are the same as those preferred by Birmingham and Warwickshire and set by Solihull and Herefordshire. They also match the dates set by Leicestershire for their Christmas holiday and spring and summer half term holidays

2.6 Birmingham and Warwickshire will be recommending 28 March 2015 to 12 April as their preferred option for the school Easter holiday. Solihull and Leicestershire have set these dates. They are offered in Options 1 and 2 of the Coventry public consultation.

2.7 Teachers have expressed concern that pupils should have enough time in school after Easter to prepare properly for summer exams. They have also expressed a preference for equal term lengths. The table below shows the term lengths for each option offered in the consultation. Options 3 and 4 have a more equal term length than options 1 and 2.

Table 1: Term Lengths for Consultation Options

Term	Term length in days			
	Option 1	Option 2	Option 3	Option 4
Autumn	75	74	75	74
Spring	55	55	59	59
Summer	65	66	61	62
Total	195	195	195	195

Please note that these term lengths include the five teacher days.

2.8 Some schools prefer the week before Easter to be a teaching week, with the Friday before Easter Sunday as the first day of the school Easter holiday. Options 3 and 4 satisfy this preference .They also give more equal term lengths.

2.9 Options 1 and 2 comply with the preference for holidays being complete weeks (para 1.3) and align with the Birmingham and the Warwickshire preferred option for the school Easter holiday dates and the Solihull, Herefordshire and the Leicestershire set school Easter holiday dates.

2.10 Option 3 is recommended as the School Terms and Holidays calendar for 2013/2014 for Coventry Community, Voluntary Controlled and Community Special Schools, and maintained Nursery Schools.as it received the most votes.

3. Results of consultation undertaken

3.1 The public consultation on the Coventry school terms and holidays dates 2014/2015 took place from 11 February 2012 to 9:00am, 11 March 2012. The Consultation Document was sent to Head teachers and Chairs of Governing bodies of Coventry's schools, Diocesan Boards of Education, FE Colleges, Trade Unions, Early Years Providers, Libraries and was also available on the Coventry City Council website, www.coventry.gov.uk, and Coventry Learning Gateway.

- 3.2 The consultation was publicised in the local media: newspapers and radio. It was also publicised on the Council's website and intranet and the Council's social media pages, Facebook and Twitter.
- 3.3 Replies were invited in writing, by email or by the online response form.
- 3.4 There were 160 valid responses to the consultation coming from 135 individuals, 21 organisations and 4 respondents who chose not to give this information.
- 3.5 The most popular choice was option 3 with 55 votes (34%) followed by option 1 with 48 votes (30%), option 4 with 42 votes (26%) and option 2 with 14 votes (9%).
- 3.6 The results can be seen in Table 2 below.

Table 2: Summary of Replies

Response Type	Option 1	Option 2	Option 3	Option 4	Blank	Grand Total
On behalf of an organisation						
Coventry Diocesan Board of Education, Teaching Unions, Head teachers, teachers and other school employees, managers of early years settings.	3	0	10	8		21
As an individual						
Governors, head teachers, teachers, other school employees, parents, carers pupils, members of the public.	44	14	42	34	1	135
Unknown	1		3			4
Grand Total	48	14	55	42	1	160

A respondent with no option preference commented on teacher training days.

- 3.7 Ninety six of the respondents gave one or more reasons for their choice. These were grouped into broad categories and a summary can be seen in Table 3.
- 3.8 The most common reason, given in the comments of 26 respondents, was school planning. The next most common reasons were family and faith, both mentioned by 21 respondents. A preference for where Easter occurred in the Easter holiday was mentioned by 16 respondents.
- 3.9 Other common reasons given were a preference for the option academic year end day or start day, mentioned by 14 and 13 respondents respectively. Alignment with Warwickshire holidays and cheaper holidays were both mentioned by 10 respondents.

Table 3: Summary of Reasons for Choice

Option	Response	Preference for Easter in the Start or Middle of the Holiday	Preference for Option Academic Year Start Day	Preference for Option Academic Year End Day	School Planning	Family	Alignment with Warwickshire	Cheaper Holidays	Faith	Employer
Option 1	As an Individual	3	1	7	8	10	8	0	2	1
	On behalf of an organisation									
	Total Option 1	3	1	7	8	10	8	0	2	1
Option 2	As an Individual	2	1	2	2	1	2	0	1	2
	On behalf of an organisation									
	Total Option 2	2	1	2	2	1	2	0	1	2
Option 3	As an Individual	3	2	2	5	4	0	4	6	0
	On behalf of an organisation	0	2	0	3	1	0	1	6	0
	Unknown	1	0	0	0	1	0	0	0	1
	Total Option 3	4	4	2	8	6		5	12	1
Option 4	As an Individual	6	5	3	4	3	0	4	5	1
	On behalf of an organisation	1	2	0	4	1	0	1	1	0
	Total Option 4	7	7	3	8	4	0	5	6	1
All Options	Grand Total	16	13	14	26	21	10	10	21	5

3.10 Examples of comments can be seen in Appendix 2

3.11 Easter at the start of the Easter holiday was more popular with respondents than Easter in the middle, with Options 3 and 4 jointly receiving 97 votes compared to Options 1 and 2 jointly receiving 62 votes. Option 3 was more popular than Option 4 so Option 3 is recommended as the School Terms and Holidays calendar for 2014/2015 for Coventry Community, Voluntary Controlled and Community Special Schools, and maintained Nursery Schools.

4. Timetable for implementing this decision

4.1 When the cabinet member decision becomes effective schools will be informed of the approved school terms and holidays calendar for 2014/15. The approved calendar will also be displayed on the City Council website and Coventry Learning Gateway.

4.2 Catholic and Church of England Diocesan Authorities and the Governors of Trust Schools and Academies will be informed and invited to recommend the same calendar for their schools

5. Comments from Director of Finance and Legal Services

5.1 Financial implications
There are no financial implications.

5.2 Legal implications

Under Section 32 of the Education Act 2002 in the case of a community, voluntary controlled or community special school or a maintained nursery school the Local Authority is required to determine the dates when the school terms and holidays are to begin and end. The Governing Body is required to determine the times of the school sessions.

The Governing Body in the case of Foundation, Voluntary Aided, Foundation Special Schools and Academies are required to determine school terms and holidays dates.

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The Local Authority is required to determine the dates when the school terms and holidays are to begin and end for community, voluntary controlled or community special schools or maintained nursery schools.

Appropriate school term and holiday dates can increase attendance and aid curriculum planning so helping pupil achievement.

6.2 How is risk being managed?

Current legislation on the number of teaching sessions has been complied with in all calendar options.

Trade unions were asked to consider the calendar options prior to the public consultation to ensure that the options were acceptable to their members.

The public consultation considered in this report has enabled various points of view from school staff and governors, parents and carers and pupils to be taken into account.

6.3 What is the impact on the organisation?

Centrally employed staff on Teachers Pay and Conditions will have their holiday pattern determined by this consultation.

6.4 Equalities / EIA

Whilst all the views of different groups are considered in setting term dates, Government legislation and the protocols given in paragraph 1.3 limit the flexibility of the dates for school terms and holidays.

Before the start of the public consultation on School Terms and Holidays 2014/15 Warwickshire and West Midlands local authorities and unions were consulted to find out if there were any issues they believed would affect setting the school term and holiday dates 2014/15. No specific equalities issues were identified through this process.

The public consultation on the Coventry school term and holiday dates 2014/2015 took place from 11 February 2013 to 9:00am, 11 March 2013. The consultation aimed to establish the views of governors, head teachers, teachers, parents and carers of pupils and other school employees.

The Consultation Document was sent to head teachers and Chairs of Governing bodies of Coventry's schools, Diocesan Boards of Education, FE Colleges, Trade Unions, Early Years Providers, Libraries and was also available on the Coventry City Council website,

www.coventry.gov.uk, and Coventry Learning Gateway. The public consultation was publicised in the local media and internet social media. The consultation document was available in other formats and languages on request.

The survey asked for comments from respondents to further inform the decision.

The data received mainly reflected the views of governors, teachers, and parents and carers of pupils and did not raise any equalities issues. The data will be examined further and it will be considered if any action needs to be taken before the next school terms and holidays consultation takes place.

6.5 Implications for (or impact on) the environment

No impact

6.6 Implications for partner organisations?

It is desirable to align school holidays with those of neighbouring local authorities to minimise the difficulties to families such as those where parents work or live in a different authority to that of the school attended by their children or where siblings attend schools in different authorities.

[Type text]

Report author(s):

Name and job title:

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Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Margaret Halpin	Information Analyst	Children, Learning and Young People	20/03/2013	20/03/2013
Names of approvers for submission: (officers and members)				
Colin Green	Director	Children, Learning and Young People	20/03/2013	20/03/2013
Teng Zhang	Senior Accountant for Schools	Finance & legal	19/03/2013	19/03/2013
Elaine Atkins	Solicitor	Finance & legal	20/03/2013	20/03/2013
Neelesh Sutaria	Human Resources Manager	Human Resources	20/03/2013	20/03/2013
Councillor Kershaw	Cabinet Member (Education)	Children, Learning and Young People	20/03/2013	20/03/2013

This report is published on the council's website: www.coventry.gov.uk/councilmeetings

Appendices

Appendix 1

Coventry Children, Learning and Young People's Directorate

School Terms and Holidays 2014/2015 Consultation

11 February 2013 to 11 March 2013

INTRODUCTION

The Local Authority is responsible for setting the dates on which the school terms and holidays will begin and end for community, voluntary controlled, community special and maintained nursery schools. The Governing Body of the school determines the times of the school day.

The Governing Bodies of Academies, Foundation/Trust and Voluntary Aided schools have the power to set the term and holiday dates for their own schools.

Coventry Local Authority is now seeking your views on the calendar options for the 2014/2015 academic year.

BACKGROUND

Coventry takes into account the following principles in setting calendars for school terms and holidays:

- a school year is 195 days, with 190 pupil days and five teacher days;
- One teacher day is determined by the Local Authority and four days by individual schools;
- statutory holidays are observed;
- schools prefer, especially secondary schools, full weeks of teaching wherever possible;
- schools prefer a full week break at half term and two full weeks at Easter and Christmas;
- half term holidays are set at the same time as those of neighbouring authorities if possible.

TEACHER DAYS

The Teacher Day is a work day for teachers, but not a pupil teaching day.

Schools need to ensure there are 190 pupil days set. One Teacher Day is set at the beginning of the academic year by the Local Authority, leaving four days to be set by the individual schools with regard to the agreed principles and protocols.

If a Community or Voluntary Controlled school decides to close to pupils on an election day then one of the remaining four Teacher Days must be used for this purpose. The same procedure is recommended for Foundation/Trust and Voluntary Aided schools and for Academies.

In 2015 the proposed date for the Coventry City Council (Local) election and Parliamentary (General) election is 7 May 2015.

OPTIONS FOR THE 2014/2015 ACADEMIC YEAR

The School Terms and Holidays options have proposed half term holiday dates that synchronise with those proposed by other West Midlands Authorities and Warwickshire.

Easter Sunday is 5 April in the 2014/2015 academic year. Solihull will begin the school Easter holiday on Saturday 28 March 2015 and return to school on Monday 13 April 2015.

Until other West Midlands Authorities and Warwickshire have finished their own consultations their term and holiday dates are unknown.

Coventry City Council is asking for your preference for the start date of the academic year in 2014/15 and start date of the school Easter holiday in 2015. Four options are listed below.

Option 1

- The first day of the Academic Year is Monday, 1 September 2014 for teachers and Tuesday, 2 September for pupils.
- The Easter Holiday dates are Saturday, 28 March 2015 to Sunday, 12 April 2015. Easter Monday is in the middle of the school Easter holiday.
- The last day of the Academic Year is Monday, 20 July 2015 for teachers and pupils.

Option 2

- The first day of the Academic Year is Tuesday, 2 September 2014 for teachers and Wednesday, 3 September for pupils.
- The Easter Holiday dates are Saturday, 28 March 2015 to Sunday, 12 April 2015. Easter Monday is in the middle of the school Easter holiday.
- The last day of the Academic Year is Tuesday, 21 July 2015 for teachers and pupils.

Option 3

- The first day of the Academic Year is Monday, 1 September 2014 for teachers and Tuesday, 2 September for pupils
- The Easter Holiday dates are Friday, 3 April 2015 to Sunday, 19 April 2015. Easter Monday is at the start of the school Easter holiday.
- The last day of the Academic Year is Tuesday, 21 July 2015 for teachers and pupils.

Option 4

- The first day of the Academic Year is Tuesday, 2 September 2014 for teachers and Wednesday, 3 September for pupils.
- The Easter Holiday dates are Friday, 3 April 2015 to Sunday, 19 April 2015. Easter Monday is at the start of the school Easter holiday.
- The last day of the Academic Year is Wednesday, 22 July 2015 for teachers and pupils.

These options are given in calendar format on pages 4 and 5.

PLEASE MAKE YOUR VIEWS KNOWN

This consultation document is currently available for all to read and make their views known on the Coventry City Council website and also available to view on request at your local school.

Your views are important. Please make them known using one of the following:

the online feedback form on the Council's website by following the link

<http://www.coventry.gov.uk/schoolholidayandtermdates14-15>
or <http://www.coventry.gov.uk/consultations>

or completing the questionnaire on pages 6 and 7 and sending it to:

**Margaret Halpin
Data Team
Children, Learning and Young People's Directorate
Room 246, Civic Centre 1
Earl Street
COVENTRY
CV1 5RS**

**or e-mail to: margaret.halpin@coventry.gov.uk
using Term Dates 2014/15 in the message subject title**

PLEASE REPLY BEFORE 9:00AM MONDAY 11 MARCH 2013.

What Happens Next

The consultation period runs from Monday 11 February 2013 to 9:00am Monday 11 March 2013. All responses arriving during the consultation period will be collated and reported to Cabinet Member (Education), on 10 April 2013, for his decision.

Following the decision by the Cabinet Member (Education), the dates of the Terms and Holidays for Academic Year 2014/15 will be available on the [School Term and Holiday](#) page of the Coventry City Council website

Coventry City Council School Terms and Holidays Options Option 1

July 2014							August 2014							September 2014							October 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	3	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

November 2014							December 2014							January 2015							February 2015							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
					1	2	1	2	3	4	5	6	7					1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28			

March 2015							April 2015							May 2015							June 2015						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1			1	2	3	3	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31						30	31																			

July 2015							August 2015							September 2015							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
		1	2	3	3	5						1	2			1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					
							31														

Days:						
Autumn Term 1st Half	40					
Autumn Term 2nd Half	35					
Spring Term 1st Half	30					
Spring Term 2nd Half	25					
Summer Term 1st Half	29					
Summer Term 2nd Half	36					
Total	195					

Holiday
 Bank Holiday
 Teacher Day
 Pupil Day

Half terms align with other West Midlands and Warwickshire Local Authority preferred options.
 Teachers return to school on 1 September 2014 and pupils return on 2 September 2014.
 Easter Sunday is in the middle of the Easter holiday. This is likely to be Warwickshire's preferred option
 The date for the next Local and General Election is currently set at 7 May 2015.

Option 2

July 2014							August 2014							September 2014							October 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	3	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

November 2014							December 2014							January 2015							February 2015							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
					1	2	1	2	3	4	5	6	7					1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28			

March 2015							April 2015							May 2015							June 2015						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
						1			1	2	3	3	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31						30	31																			

July 2015							August 2015							September 2015							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
		1	2	3	3	5						1	2			1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					
							31														

Days:						
Autumn Term 1st Half	39					
Autumn Term 2nd Half	35					
Spring Term 1st Half	30					
Spring Term 2nd Half	25					
Summer Term 1st Half	29					
Summer Term 2nd Half	37					
Total	195					

Half terms align with other West Midlands and Warwickshire Local Authority preferred options.
 Teachers return to school on 2 September 2014 and pupils return on 3 September 2014.
 Easter Sunday is in the middle of the Easter holiday. This is likely to be Warwickshire's preferred option
 The date for the next Local and General Election is currently set at 7 May 2015.

Option 3

July 2014						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2014						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2014						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2014						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2014						
M	T	W	T	F	S	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2014						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2015						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2015						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2015						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2015						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2015						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2015						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days:

Autumn Term 1st Half	40
Autumn Term 2nd Half	35
Spring Term 1st Half	30
Spring Term 2nd Half	29
Summer Term 1st Half	24
Summer Term 2nd Half	37
Total	195

Legend: Holiday Bank Holiday Teacher Day Pupil Day

Half terms align with other West Midlands and Warwickshire Local Authority preferred options. Teachers return to school on 1 September 2014 and pupils return on 2 September 2014. Easter Sunday is at the beginning of the Easter holiday. Solihull begin their Easter holiday one week earlier. The date for the next Local and General Election is currently set at 7 May 2015.

Option 4

July 2014						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2014						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2014						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2014						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2014						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2015						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2015						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2015						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2015						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2015						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2015						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days:

Autumn Term 1st Half	39
Autumn Term 2nd Half	35
Spring Term 1st Half	30
Spring Term 2nd Half	29
Summer Term 1st Half	24
Summer Term 2nd Half	38
Total	195

Legend: Holiday Bank Holiday Teacher Day Pupil Day

Half terms align with other West Midlands and Warwickshire Local Authority preferred options. Teachers return to school on 2 September 2014 and pupils return on 3 September 2014. Easter Sunday is at the beginning of the Easter holiday. Solihull begin their Easter holiday one week earlier. The date for the next Local and General Election is currently set at 7 May 2015.

School Terms and Holidays 2014/2015 Questionnaire

This survey is being carried out by Coventry City Council, in line with the Data Protection Act 1998. The data controller is Coventry City Council. The information collected in this survey will be used by Coventry City Council for the purposes of setting the School Term and Holiday Dates for Community Schools in 2014/15. A final report will be published here: www.coventry.gov.uk/previousconsultations after 26 April 2013. All information produced will be anonymised.

1) In what capacity are you responding (please tick one)?

- As an Individual
- On behalf of an Organisation

If you are replying on behalf of an organisation please could you give the name of the organisation.

2) Please tick the description that best fits you (select all that apply).

- | | |
|---|--|
| <input type="checkbox"/> Head Teacher | <input type="checkbox"/> Pupil, primary age |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Pupil, secondary age |
| <input type="checkbox"/> Chair of Governors | <input type="checkbox"/> Pupil, sixth form |
| <input type="checkbox"/> Governor | <input type="checkbox"/> Local business employer |
| <input type="checkbox"/> Trade Union representative | <input type="checkbox"/> Member of the public |
| <input type="checkbox"/> Other school employee | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Parent/carer | |

If you ticked Other, please provide details:

3) Please tick your preferred academic year option

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Option 1 | <input type="checkbox"/> Option 3 |
| <input type="checkbox"/> Option 2 | <input type="checkbox"/> Option 4 |

4) **Additional Comments:**

A brief statement of the reason for your decision gives a better understanding of the priorities for schools and their users when term dates are set. Reasons might include curriculum planning, family holidays coinciding, culture or faith.

About you:

Please provide some information about yourself so that we can monitor which groups of people are taking part in the consultation. Please be advised that the information you provide will be stored on servers in the United States of America and SurveyMonkey gives an undertaking never to disclose the survey questions or your response to others without permission. All data will be held securely. You are under no obligation to complete this section of the survey if you do not wish to.

How old are you?

<input type="checkbox"/>	Under 16	<input type="checkbox"/>	55 – 64
<input type="checkbox"/>	16 - 24	<input type="checkbox"/>	65 – 74
<input type="checkbox"/>	25 - 34	<input type="checkbox"/>	75 – 84
<input type="checkbox"/>	35 - 44	<input type="checkbox"/>	85+
<input type="checkbox"/>	45 - 54	<input type="checkbox"/>	

What is your gender?

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

What is your ethnic background?

<input type="checkbox"/>	White - British (includes English / Welsh / Scottish / Northern Irish)	<input type="checkbox"/>	Asian/ Asian British - Pakistani
<input type="checkbox"/>	White - Irish	<input type="checkbox"/>	Asian/ Asian British - Bangladeshi
<input type="checkbox"/>	White - Gypsy/Irish Traveller	<input type="checkbox"/>	Chinese
<input type="checkbox"/>	White - Other	<input type="checkbox"/>	Asian/ Asian British - Other
<input type="checkbox"/>	Mixed - White and Black Caribbean	<input type="checkbox"/>	Black/ Black British - African
<input type="checkbox"/>	Mixed - White and Black African	<input type="checkbox"/>	Black/ Black British - Caribbean
<input type="checkbox"/>	Mixed - White and Asian	<input type="checkbox"/>	Black/Black British - Other
<input type="checkbox"/>	Mixed - Other	<input type="checkbox"/>	Arab
<input type="checkbox"/>	Asian/ Asian British - Indian	<input type="checkbox"/>	Any other ethnic group

What is your religion?

<input type="checkbox"/>	No religion	<input type="checkbox"/>	Jewish
<input type="checkbox"/>	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input type="checkbox"/>	Muslim
<input type="checkbox"/>	Buddhist	<input type="checkbox"/>	Sikh
<input type="checkbox"/>	Hindu	<input type="checkbox"/>	Any other religion

Do you consider yourself to be a disabled person?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Thank you for taking the time to complete this survey.

[Type text]

Please Return before 9:00am Monday 11 March 2013 to:

**Margaret Halpin
CLYP
Data Team
Room 246, Civic Centre 1
Earl Street
Coventry CV1 5RS**

Alternatively reply using the online feedback form on the Council's website:

www.coventry.gov.uk/schoolholidayandtermdates14-15 or
<http://www.coventry.gov.uk/consultations>

**or e-mail to: margaret.halpin@coventry.gov.uk
using Term Dates 2014/15 in the message Subject title.**

If you need this information in another format
or language please contact us.

Telephone: (024) 7683 1581

Fax: (024) 7683 3899

e-mail: margaret.halpin@coventry.gov.uk



Coventry City Council

www.coventry.gov.uk

Appendix 2

Examples of Comments

Option 1 Comments

Coincides with likely Warwickshire holidays: preferable as a family. Gives 6 weeks after Easter: better balance of time, as teacher and parent. Gives 6 full weeks after Easter: exam preparation. Good Friday and Easter holiday included: as faith.

“Option 1 fits best with how I would plan the year for my staff and pupils”

I like the idea that the school year starts on a Monday, makes it easy to remember. I like Easter Monday being in the middle so it guarantees Maunday Thursday and Good Friday is a holiday which is good for Christians to attend their religious events.

Planning work and holidays around school term holidays

This option would maybe fit in better with families planning holidays for the start of the school holidays

I would like Coventry holiday dates to coincide with Warwickshire as my children go to Coventry schools and I work for Warwickshire as a teacher.

Planning family holidays away etc means starting holiday and school terms at the beginning of the week much easier. Mondays are preferred.

Exams start early May coursework has to be with exam boards normally by 10th May students need to be back to school well before these dates. The earlier we are back from easter the better.

It is likely to be in line with holiday dates for Warwickshire schools.

It is easier to co-ordinate childcare for full weeks - including holiday activities.

Early finish for school holiday in the summer

I would prefer to start the year with a whole week and start the summer holiday earlier, to give a person and their family an extra full week (minus 1 day) at the start of the holiday.

I think, as a teacher, it is better for the first week back to be a close to a full week as possible, because when it is not it can feel still like a holiday to the children and makes planning for the first week back more difficult.

Option 2 Comments

First week back middle of week. Easter falls in middle of holiday.

Planning around work commitments

Option 3 Comments

More even length of terms

[Type text]

As a school employee who has to take holidays during school holidays, when Easter Monday is the first Monday of the holiday, family holidays are easier and less costly to book for the second week.

Easter is a little later allowing a good run up for teaching of syllabuses and therefore more useful revision for students--a lot of which takes place in the Easter Holidays. September the first is a snappy start to the school year and gives pupils a 4 day week which is better than 3 days when it comes to settling back in. As a church school, it is nice to be with pupils as they celebrate holy week.

This spreads out the half terms better.

I like Easter at the start of the holiday.

Better distribution of possible teaching days.

In order to facilitate work necessary for Financial Year End procedure.

When the holidays are not in-line with other authorities it is much easier for me to get annual leave as there are less people asking for the same dates. Easter has been one of the few holidays I have been able to easily get time off to spend with my family as the Warwickshire dates have been different.

Option 4 Comments

I believe these dates will best fit with my family and the local community.

Gives a better option for family holidays

More even term lengths, not long terms then some shorter ones.

I believe starting the summer term on the 2nd September is better for both pupils and staff.

Better weather for holidays in April! Having a 4 day start to the term (3 days for children) helps them to break in gently

The Easter holiday has one week where no bank holiday is included and therefore will be cheaper to plan a family holiday

This option, I believe, provides the best opportunity for people to prepare for the start of the academic year allowing the bank holiday in August to be taken into consideration before returning to school. I also believe that the Easter Holiday dates are better because it evens out the length between February half term and Easter; unlike this year in which there is only four weeks in the Warwickshire LA (I understand it is a week later in Coventry). Ending the academic year on a Wednesday as well allows the last three days to be taken more seriously than just returning for the Monday and Tuesday.

The delayed start in September (by one day) can be significant in terms of families returning from holidays - having pupils in from Wednesday does also allow for an additional teacher day set by the schools of the number that is required. The delayed start of the Easter holidays maximises teaching time before Easter and eases exam preparation for secondary age pupils. One week of teaching time before Easter is known to be worth at least 2 weeks after !! Additionally there is the possibility of a second week in which a family holiday can be taken at Easter (and this would be at reduced prices!)

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Cabinet Member (Education)

10 April 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Children, Learning and Young People – Colin Green

Ward(s) affected:

All

Title:

Impact of 2013 - 2014 School Funding Reform

Is this a key decision?

No

Executive Summary:

The School Funding Reform directed local authorities to implement significant changes in local school funding arrangements for the 2013/14 financial year. Coventry Schools Forum had set up 2 working groups to facilitate the School Funding Reform for 2013/14 and fair funding formula change proposals were developed and consulted on with all stakeholders via the Fair Funding Consultation. The outcome of the consultation was approved by Cabinet in Oct 2012.

The deployment of the School Budget was approved by the Schools Forum in January 2013, and maintained mainstream schools have now received their budget shares for 2013/14. The School Funding Reform also directed local authorities to implement the Place-plus funding methodology for special schools. One of the key features of this funding approach is that an element of the funding is pupil led therefore this means that special school budgets will not be finalised until the end of the financial year. Indicative budgets have been issued to special schools based on the best estimates.

Recommendations:

Cabinet Member (Education) is requested to:

1. Endorse the school level budget impact of the 2013/14 School Funding Reform on maintained schools;
2. Note the different funding approach for pupils with high needs and potential impact on schools and local authority high needs place planning;

List of Appendices included:

Appendix A: Analysis of the School Funding Changes between 2012/13 and 2013/14

Other useful background papers:

The Fair Funding Consultation 2013/14 can be accessed via:

http://clg.coventry.gov.uk/downloads/download/1000/fair_funding_consultation

The Department for Education papers on the School Funding Reform 2013/14 can be accessed via:

<http://www.education.gov.uk/aboutdfe/executiveagencies/efa/fundingallocations/a00215225/school-funding-reform>

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Impact of 2013/14 School Funding Reform

1. Context (or background)

- 1.1 The School Funding Reform directed local authorities to implement significant changes in local school funding arrangements for the 2013/14 financial year. Coventry Schools Forum had set up 2 working groups to facilitate the School Funding Reform for 2013/14 and fair funding formula change proposals were developed and consulted on with all stakeholders via the Fair Funding Consultation. The outcome of the consultation was approved by Cabinet in Oct 2012.
- 1.2 The deployment of the School Budget was approved by the Schools Forum in January 2013. The 2013/14 school budget proforma had been submitted to the Education Funding Agency (EFA) in Jan 2013. Maintained mainstream schools have received their budget shares and special schools have also received their indicative budgets for 2013/14.

2. Options considered and recommended proposal

- 2.1 Changes required by the School Funding Reform on mainstream school funding formula include:
 - Allowable formula factors are reduced from 37 previously to 12
 - Measurement of formula factors are prescribed by the Department for Education (DfE)
 - Pupils with high needs are funded via the Place-plus methodology. Schools are expected to pay for the first 10K (referred to as place funding) and the Local Authority to pay for the balancing figure based on actual pupil movements (referred to as top up funding)
 - 2.2 Changes required by the School Funding Reform on funding for special schools include:
 - Funding special school pupils using Place-plus methodology. The place led funding is 10K per place and is fixed for a financial year. The plus funding is from local authorities, being the balancing figure based on pupil's assessed needs (referred to as top up funding). The pupil led top-up funding follows pupil real time movements
 - Other local authorities can commission places with Coventry special schools directly
 - 2.3 These are Department for Education directed changes with little local flexibility. Where there are choices, e.g. around delegation factors, options were provided to the Schools Forum Working Group for consideration and proposals were drawn on the recommendations from the Working Group. Final proposals were consulted with all stakeholders via the Fair Funding Consultation 2013/14 and were approved by Cabinet in Oct 2012 and implemented for 2013/14.
- ### **3. Results of consultation undertaken**
- 3.1 A consultation on the required changes by the Reform had been carried out through the 2013/14 Fair Funding Consultation with Head Teachers/Principals of maintained and Academy schools, Chairs of Governing Bodies, Trades Unions, Diocesan authorities, the Coventry Governors Organisation, members of the Coventry Schools Forum. The changes have been approved by Cabinet and implemented for 2013/14.

3.2 No consultation is undertaken on this report as the purpose of the report is to update the Cabinet Member Education on the impact of the School Funding Reform. There is no decision required for this report.

4. Timetable for implementing this decision

4.1 No decision is required from this report.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

Overall city level school funding 2013/14

Nationally the DSG has been kept at the same cash per pupil level as 2010/11 for the current comprehensive spending review period. The 2013/14 school funding position for Coventry schools is slightly better than the national position with schools seeing small investments after funding the budgeted inflationary costs pressures.

This local position is largely due to continued increase in overall pupil numbers in the city although this is a balancing picture of a growing primary phase population and a declining secondary phase population with the growth significantly outweighing the decrease. The delegation of previously centrally retained DSG to schools in 2013/14 also contributed to the 2013/14 school funding position. The total amount delegated to schools from centrally retained DSG is around £1.2m net of the funding returned to the LA.

The Pupil Premium Grant (PPG) funding for 2013/14 is set to increase significantly. The total projected amount of PPG for 2013/14 is £13.3m (an increase of approx. £4.1m compared with 2012/13) for Coventry schools. Majority of the PPG is distributed via deprivation factor (i.e. the Ever 6 Free School Meal factor) therefore schools with few FSM eligible pupils will see little increase in this funding whilst schools with high number of FSM eligible pupils will see a significant increase.

The individual school level funding position varies depending on pupil numbers and historical budget allocation positions. Appendix 1 is a summary of the school 2013/14 budget position compared with 2012/13. This excludes PPG funding.

In terms of mainstream schools:

The impact of the resultant changes of the School Funding Reform has been masked by various other factors, e.g. pupil number changes, local funding settlement position, delegation of previously centrally retained Dedicated Schools Grant etc. Although it is difficult to separate the impact of the School Funding Reform completely the general following trends are identified:

- More funding is pupil led therefore generally schools that are smaller or experience significant pupil number reduction will be worse off under the new formula
- There is very little flexibility to fund school specific characteristics therefore schools who had previously received higher levels of funding for specific circumstances (e.g. Advanced Skill Teachers, former mainstreamed grants, higher number of teachers on Upper Pay Scales etc.) will lose out under the new formula

- Significant funding fluctuations are also caused by the DfE restrictions on factor measurement and banding. For example, we continue to use the Income Deprivation Affecting Children's Index (IDACI) factor, but DfE have imposed some restrictions. This means there are a number of less deprived schools that no longer receive funding (if they measure below 0.2). The highest band captures the population of pupils with IDACI score above 0.6 but fails to consider the degree of deprivation. This means pupils with 0.61 IDACI will receive the same funding as pupil with 0.8 IDACI. This is different to how we were using IDACI previously, and therefore the least and most deprived schools have lost some funding and schools in the middle have gained.
- No other protection or transitional arrangements allowed apart from the Minimum Funding Guarantee (MFG). Previously there was a budget protection mechanism, which provided additional funding for 1 year only where schools had lost significant funding due to pupil number reductions.

Table 1 and Table 2 in the Appendix A demonstrate that significant funding was re-distributed through the MFG. Whilst MFG is a cash per pupil protection and therefore has its limitations, there are schools that were protected from significant funding losses by this mechanism.

In terms of the special schools:

The Place-plus funding approach means the pupil led element of the funding needs to reflect in-year pupil movements therefore the school level impact will depend on the pupil movements during the financial year. To support special schools to manage their budgets in the first year of implementing the Place-plus methodology, the Local Authority has aimed at providing as much funding stability as possible through the calculation of the top-up rates, which means all pupils in each school have the same top-up rate and the take-up trend of each school has also been taken into consideration in the top-up rate calculation. The direction of travel for funding special school remains a banded framework that is linked to individual pupil needs.

The 'Place-plus' funding approach for high needs pupils also changes the commissioning relationship between schools and other local authorities, i.e. other local authorities will commission places with schools directly. This will add planning pressures to home local authorities although special schools have agreed for the Local Authority to take an active role in the dealing with other local authorities in 2013/14 financial year. On top of planning pressure there is also potentially significant financial implication. The Local Authority may be put into the position of having to place Coventry pupils in out of city placements due to the lack of places in home schools, which will not only cost more but will also have transport costs implications.

5.2 Legal implications

None

6. Other implications

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

6.2 How is risk being managed?

The Local Authority School Finance Officers will work closely with schools to support them in managing the funding changes and setting a balanced budget. Any potential deficit or long term sustainability issues will be reported back to the Local Authority as early as possible to enable plans to be put into place to manage the situation.

6.3 What is the impact on the organisation?

Schools may not be able to balance budgets. If as a consequence of implementing some of the proposals there are surplus staff in individual schools then full consultation will be undertaken with both staff and the trade unions in accordance with city council policies.

6.4 Equalities / EIA

There is limited flexibility in the School Funding Reform that the Local Authority can use to reflect the needs of all the pupils in their local funding formula. The proposals are largely driven by existing factors in current fair funding formula and reflect that additional funding is targeted towards social deprivation and pupils from ethnic minority background in the current formula. As part of the DfE's new announcement in June, local authorities are allowed to use a mobility factor to recognise the additional costs associated with increasing the achievement of transient pupils. Evidence suggests some Coventry schools have big transience issues therefore the working group supported the inclusion of Mobility factor for 2013/14. The only relevant factor that the Local Authority does not propose to use is the Looked After Children (LAC) factor. This is not an existing factor and the needs of this group of children are being monitored and managed by the Looked After Children Education Service. There is also additional funding targeted at LAC in the pupil premium grant. Therefore the proposal is not to use this factor for 2013/14 but keep this under review.

6.5 Implications for (or impact on) the environment

The operation of the high needs Place-plus methodology may lead to higher transport costs if all special schools are full by taking pupils from other local authorities.

6.6 Implications for partner organisations?

None.

Report author(s):**Name and job title:**

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Director: Colin Green	Director	Children, Learning and Young People	15/03/13	20/03/13
Member: Councillor Kershaw	Cabinet Member (Education)		15/03/13	20/03/13

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Appendix A: Analysis of the School Funding Changes between 2012/13 and 2013/14

The table 1 and table 2 below summarise the school budget comparison between the 2012/13¹ financial year and 2013/14 financial year for the primary and secondary phase respectively.

Table 1: Primary School Funding Changes between 2012/13 and 2013/14

Primary	No of school cash change in each range before MFG	of which No of sch below MFG funding level*	School level impact (cash level) aft MFG	
			No of school	No of School on MFG
above 100K	17	1	15	2
50K to 100K	12	0	17	6
30K to 50K	19	2	15	2
20K to 30K	9	0	9	2
10K to 20K	8	3	10	1
0 to 10K	5	2	8	1
0K to -10K	5	1	7	2
-10K to -20K	1	1	1	0
-20K to -30K	3	2	2	1
-30K to -50K	2	2	0	0
-50K to -100K	2	2	0	0
Over -100K	1	1	0	0
Total	84	17	84	17
Maximum Gain	333,895		276,744	
Maximum loss	(158,167)		(22,164)	

Table 1 above demonstrates that in the primary phase:

- Majority of schools had received funding increase after the Minimum Funding Guarantee (MFG). This is mainly a reflection of significant pupil number increase in the primary phase (968 additional pupils from Oct 11 to Oct 12, 3.7% increase).
- There are 17 schools on MFG, out of which 14 had budget increase and 3 had budget decrease after the MFG.
- The same school had the maximum gain before and after MFG (£334K before and £277K after MFG). This is mainly due to significant pupil number increase in the school (61 additional pupils, a 17% increase in Oct 12 compared with Oct 11).
- School with the maximum loss before MFG (£158K) is not the school with the maximum loss after MFG (£22K).
 - The school with maximum loss before MFG historically had received high level of funding through former grants that were mainstreamed into the DSG. These funding was delegated based on pupil numbers in 2013/14, which had led to funding being diverted away from the school. Under the EFA prescribed IDACI banding system, deprivation funding was diverted away from affluent school and deprived school, this school has comparatively high level of deprivation and were adversely affected by this change. This school had also received additional £97K funding via MFG in 2012/13, which represented

¹ 2012/13 budget shares are adjusted for High Needs Place-plus De-delegation and Growth Fund to ensure they are comparable with 2013/14 school budget shares.

a large proportion of the loss. However the 2013/14 MFG had put £215K additional funding back into this school, resulting in an overall budget increase of 57K compared with 2012/13. This school is also due to receive significant amount of Pupil Premium Grant increase.

- The school with the maximum cash loss of 22K had decrease in pupil numbers (by 6 pupils), which is the main reason for the budget reduction.

Table 2 below demonstrates that in the secondary phase:

Table 2: Secondary School Funding Changes between 2012/13 and 2013/14

Secondary	No of school cash change in each range before MFG	of which No of sch below MFG funding level*	School level impact (cash level) aft MFG	
			No of school	No of School on MFG
Range of Change				
above 100K	7	1	6	2
50K to 100K	3	0	4	1
30K to 50K	1	0	0	0
20K to 30K	0	0	1	0
10K to 20K	2	1	1	0
0 to 10K	0	0	0	0
0K to -10K	0	1	0	0
-10K to -20K	1	0	1	0
-20K to -30K	1	0	0	0
-30K to -50K	1	0	2	0
-50K to -100K	0	0	1	0
Over -100K	3	2	3	2
Total	19	5	19	5
maximum Gain	333,603		298,864	
Maximum loss	(879,738)		(438,988)	

- Significant gains and losses are observed in the secondary phase. This is the impact from both the pupil number changes and the School Funding Reform fair funding formula changes. Overall pupil number in secondary phase reduced by 110 (a 0.6% reduction) with some schools' pupil numbers increased significantly and some schools' pupil numbers decreased significantly.
- 13 (68%) out of 19 (including academies) secondary schools received funding increase before MFG and 12 (63%) of schools experienced funding increase after MFG.
- There are 5 schools on MFG and 3 of them had significant cash increase and 2 of them had significant cash decrease.
- The maximum gain before the MFG is £334K and after the MFG is £299K and they are not the same schools.
 - The school with the maximum gain before MFG had increased pupil number (moderate increase of 5 pupils) and the main reason for the budget increase is the School Funding Reform related formula changes. E.g. funding previously targeted at school specific characteristics is now delegated via pupil numbers and this school had benefited from this change significantly. This school had an average deprivation profile and it had also benefited through the IDACI banding system prescribed by the EFA/DfE. Secondary school Special Education Needs budgets were delegated via prior attainment factor

(previously via deprivation factor) and the school had gained significantly from this change too.

- The budget increase of the school with the maximum gain after MFG is mainly caused by significant pupil number increase. The school had 59 additional pupils between Oct 11 and Oct 12, the largest secondary pupil increase. The MFG also put £89K additional funding into the school, which had resulted in an overall funding increase of £299K.
- The school with the maximum loss before and after MFG is the same school. The substantial funding loss is caused by both significant pupil number reduction at the school and the School Funding Reform formula changes.
 - The school's pupil number reduced by 56 (10% of the overall pupil number of the school).
 - The school had received significant level of funding based on its specific characteristics previously, e.g. £83K funding vacant places funding, £165K former Teacher's Pay Grant funding, £168K budget protection factor funding, and high level of former mainstreamed grant (£208K) etc. All these budgets were allocated via pupil numbers for 2013/14. This had led to significant funding reduction for the school.
 - The school had also received significant transitional protection funding in relation to the change in the delegation of deprivation budgets in 2012/13. The Local Authority can no longer operate local protection arrangements under the School Funding Reform therefore the school had lost the protection funding.
 - MFG had put £470K back into the school and this had reduced the school's loss to £439K.



10th April 2013

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report: Director of Community Services

Ward(s) affected: All

Title: 24+ Advanced Learning Loans Bursary Fund

Is this a key decision?

No

Executive Summary:

The Government via the Skills Funding Agency (SFA) will be introducing a new model of funding for courses for adults who are aged 24+, and where the course is at Level 3 or above for courses commencing September 2013. The scheme involves the use of loans administered by the Student Loans Company in a similar style to the system which already exists for Higher Education loans. To support this new funding model a new bursary fund has been made available for vulnerable adults in this age and qualification category. The Adult Education Service already provides course up to and including Level 3, therefore requiring a policy to deal with this change. The Level 3 courses currently offered are all in vocational areas. Prior to this change the Adult Education Service (AES) was able to use the Discretionary Learner Support Fund to support these learners. This paper presents the policy of how AES will implement the fund in line with guidelines provided by the SFA.

Recommendations:

That the Cabinet Member approves the proposed policy for the implementation of the 24+ Adult Learning Loans Bursary Fund for use by the Adult Education Service.

List of Appendices included:

Appendix 1: 24+ Advanced Learning Loans Bursary Fund Policy
Appendix 2: Equality Impact Assessment

Other useful background papers:

Document: 24+ Advanced Learning Loans (Policy Overview & Frequently Asked Questions)
Date: December 2012
Location (URL): http://readingroom.lsc.gov.uk/SFA/FINAL24+_Advanced_Learning_Loans_-_December_2012Policy_Overview_and_Frequently_Asked_Questions.pdf

Document: A guide to 24+ Advanced Learning Loans

Date: May 2012

Location (URL):

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/24plusall_updated_guide_and_faqs_may_2012.pdf

Document: Further Education – 24+ Advanced Learning Loans Equality Impact Assessment

Date: 2012

Location (URL):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32314/12-872-further-education-advanced-learning-loans-equality-impact.pdf

Document: Funding Rules 2013/2014 (Version 1)

Date: January 2013

Location (URL): http://readingroom.lsc.gov.uk/SFA/Funding_Rules_2013_14_Jan_2013.pdf

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: 24+ Advanced Learning Loans Bursary Fund

1. Context (or background)

- 1.1 The Government, via the Skills Funding Agency (SFA), has introduced the 24+ Advanced Learning Loan scheme whereby learners aged 24+ and doing a Level 3 course must apply to the Student Loans Company (SLC) for a loan for their fees. These learners are not eligible to apply to the Discretionary Learner Support Fund for help with any additional costs. The 24+ Advanced Learning Loan Bursary is intended to support vulnerable learners such as those with learning difficulties or disabilities, parents who need help with childcare and ex-military personnel. This paper presents the policy of how AES will implement the fund, in line with guidelines provided by the SFA.

2. Options considered and recommended proposal

- 2.1 As the administration of the Bursary Fund is now a requirement by the SFA, no other options were considered. The delivery of the policy is in line with guidelines provided by the SFA and in line with the 16-19 Bursary Fund policy which was agreed in June 2012.
- 2.2 Proposal: The Cabinet Member approves the proposed policy for the implementation of the 24+ Advanced Learning Loans Bursary Fund (copy of proposed policy attached).

3. Results of consultation undertaken

- 3.1 A consultation was undertaken by BIS in 2011 with the sector and stakeholders and the policy documents above were issued as a result of this. Discussion has also taken place with colleagues within AES to agree if the policy could be implemented in AES in the same way as has occurred with the 16-19 Bursary Fund.

4. Timetable for implementing this decision

- 4.1 Implementation: Immediate
- 4.2 Monitoring: termly and at the end of each academic year.

5. Comments from Director of Finance and Legal Services

- 5.1 Financial implications
AES has been allocated £8,020 by the SFA for the academic year 2013/14 for distribution to learners who meet the criteria of the Bursary Fund. The fund is a discretionary fund, which in line with SFA guidance is to support those from low income households (household income less than £16,190/annum), to support the purchase of such items as travel, books and equipment. Once the monies in the fund are used, AES will not be able to support any additional applications until the following academic year when another allocation is expected from the SFA. The Council will therefore not be at risk of having to provide funding for this scheme.
- 5.2 Legal implications
The Skills Funding Agency have set out funding rules relating to learning and skills provision which has been provided by the Funding Skills Agency or through loans including the 24+ Advanced Learning Loans Bursary Fund. Providers must operate to comply with the terms and conditions contained within the Funding Rules 2013/14 and where they fail to do so action may be taken against them by the Skills Funding Agency.

6. Other implications

None.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The Bursary Fund will provide additional monies to allow adults aged 24+ to remain in and achieve in education, when they may not otherwise have been able to do so. This will support them in gaining skills and qualifications that will allow them to meet standards within their workplace and may improve their job prospects, thus supporting economic activity in the city.

6.2 How is risk being managed?

The bursary is a discretionary fund and will be allocated on a first come basis. Once the allocation is used, additional bursaries will not be able to be allocated.

6.3 What is the impact on the organisation?

Additional administration time is required to administer and monitor the Bursary Fund but this will be achievable within the current staffing arrangement.

6.4 Equalities / EIA

An EIA was completed in March 2013 with no negative impacts identified.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None.

Report author(s): Heather Blevins

Name and job title: Heather Blevins, Service Manager, Adult Education Service

Directorate: Community Services

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Councillor Kershaw	Cabinet Member (Education)		20/03/2013	22/03/2013

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Equality and Consultation Analysis Template

Guidance for completion

- Equality analysis is a way of considering the effect on different groups protected from discrimination by the Equality Act 2010, during the Council's decision making processes.
- These 'protected groups' are those defined by race, age, gender, disability, sexual orientation, gender reassignment, religion or belief, pregnancy, maternity or breastfeeding.
- Please remember to consider children and young people as a specific group that you may need to consider the impact on, and engage with during this analysis.
- Equality analysis will help you consider whether the decision you want to take:
 - will have unintended consequences for some groups; and
 - if the service or policy will be fully effective for all target groups.
- The Council also has a statutory duty to consult.
- This equality and consultation analysis template will require you to demonstrate how equality information and the findings from consultation with protected groups and others, has been used to understand the actual or potential effect of your service or policy on the protected groups and to inform decisions taken.
- The template should summarise key issues arising from information that has been collected, analysed and included in other key documents e.g. Needs Analysis, Baseline Reports etc.
- This form should be completed on an ongoing basis at each stage of any formal decision making process. Failure to comply with this will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review.
- For further help and support please contact Helen Shankster on 7683 4371 (consultation advice), Sheila Bates on 7683 1432 (CLYP consultation advice) or Jaspal Mann on 7683 3112 (equalities advice).

Context

Name of analysis	24+ Advanced Learning Loans Fees & Bursary Fund - Adult Education Service
Officer completing analysis	Heather Blevins
Date	5 March 2013

1. Briefly describe the area of work this analysis relates to:

The Government, via the Skills Funding Agency, will be introducing a loans system, in line with already existing Higher Education loans with effect from August 2013 for all learners aged 24+ who wish to undertake a course at Level 3 or above. Colleges and training providers have also been allocated funds to help vulnerable learners meet the costs of courses. This bursary fund is a discretionary fund to support learners with the costs of transport, childcare and/or books & equipment.

Scoping the analysis

2. Who are the key stakeholders, both existing and potential, that could be impacted by this work?

Learners aged 24+
FE colleges, training providers

3. From the list above, which of these constitute protected groups?

Learners aged 24+

4. Which of the key stakeholders (including representatives of protected groups) will need to be kept informed, consulted or actively involved in this area of work?

Key Stakeholder	Type of Involvement*	Method(s) used
Learners aged 24+	Information	Written communication e.g. posters, leaflets, adverts, Verbal communication e.g. advice and guidance from tutors at enquiry/interview stage for a course

* Information, Consultation or Involvement

5. Which, if any, parts of the general equality duty is the service relevant to? Please mark with an 'X'.



Eliminate discrimination, harassment and victimisation.



Advance equality of opportunity between people who share relevant protected characteristics and those who do not.



Foster good relations between people who share relevant protected characteristics and those who do not.

6. What information is available to be used as part of this analysis?

Equality Impact Analysis completed by the Department for Business Innovation & Skills completed in 2012 with regards to 24+ Advanced Learning Loans (copy attached for information).

Existing data on current learners in the Service accessing Level 3 courses:

Gender: female = 71, male = 6

Race: African = 1; any other White = 2; Bangladeshi = 1; White English = 61; Indian = 7, Irish = 2; White Asian = 2, White & Black Caribbean = 1

Age: under 24= 8; 24-30 = 9; 31-40 = 26; 41-50 = 27; 51-60 = 6; 61+ = 2.

7. What are the information gaps?

Information is not available in the BIS EIA with regards to the following categories: sexual orientation, gender reassignment, pregnancy and maternity or breastfeeding.

Information is not currently collected on AES learners in the following categories: sexual orientation, gender reassignment, religion or belief, pregnancy and maternity or breastfeeding.

Data analysis

8. Please summarise below the key issues that your data is telling you.

Issues from BIS EIA

Race - no evidence has been found to suggest that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to ethnicity as a result of the introduction of 24+ Advanced Learning Loans).

Religion or belief - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to race, religion or belief, as a result of the introduction of 24+ Advanced Learning Loans).

Disability - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (5% thought that people with disabilities might face barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Gender - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought that gender might raise barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Age - Most people felt that they would not be put off taking out a 24+ Advanced Learning Loan once they understood the full details. However those aged 40 and over seeking a route back into the labour market were still negative. BIS will closely monitor the take up of 24+ Advanced Learning Loans by this group and consider further action as necessary.

Alternative Finance systems - to meet the concerns of members of religious groups and those more generally opposed in principle to paying interest on a loan, BIS has investigated Alternative Finance systems for both HE loans and 24+ Advanced Learning Loans which do not formally involve interest, but ensure that the overall repayments are identical. BIS is currently exploring legislative options to enable the Secretary of State to implement an alternative finance system.

Issues linked to AES learners

There is a wide range in both race and age of learners accessing Level 3 courses but as the majority of learners accessing Level 3 courses are aged 24+ they will be affected by the changes in funding arrangement.

Generating and evaluating options

9. What are the different options being proposed to stakeholders?

There is only one option being proposed with regards to both the loan structure (fees) and the bursary fund as this is what has been stipulated by the Government.

10. How will the options impact on protected groups or those experiencing deprivation?

The bursary fund will support them to access learning opportunities that they may not be able to do so otherwise.

The loan structure will allow learners to access learning opportunities that they may not be able to do so otherwise and learners will not be required to pay back any of their loan until they are earning £21,000/annum.

11. Please detail how you could mitigate any negative impacts.

N/A

12. Identify which contractors or service users would be negatively affected by the options

None.

Formal consultation

13. Who took part in the consultation? *Please also specify representatives of any protected groups.*

No consultation has been undertaken by AES as a government consultation took place in August 2011 by the Department for Business, Innovation & Skills when the introduction of loans were announced and have since been implemented.

14. What were the key findings of the consultation?

24+ Advanced Learning Loans are likely to have a disproportionate impact on black and minority ethnic students and groups for whom English is not their first language.

There is an issue for some people about borrowing funds which attract above inflation interest, particularly in Muslim and Christian communities.

Some Learners with Learning Difficulties and/or Disabilities (LLDDs) may take longer to complete Level 2 courses and so may already be 24 when they commence courses at Level 3.

Women will be disproportionately affected because they make up the majority of adult learners studying at Level 3 or above, including women returning to learning to re-skill or change career.

There is an inherent unfairness that some people are able to access free education at a young age, whilst adult learners who chose to undertake a course at a later point would have to pay.

Government should establish benchmarking studies so that the effect of change on demand from particular groups of learners could be measured.

15. Are there any gaps in the consultation?

N/A

16. Following the consultation, what additional equality issues have emerged?

See 8 above.

17. Which of the options have changed following consultation and equality analysis, and how?

N/A

Equality impact of final option

18. Please confirm below which option has been chosen for implementation.

See 9 above.

19. Please indicate which of the following best describes the equality impact of this analysis.

There will be no equality impact if the proposed option is implemented.



There will be **positive equality impact** if the proposed option is implemented.



There will be **negative equality impact** if the preferred option is implemented, but this can be objectively justified.

Please state clearly what this justification is and what steps will be taken to ameliorate the negative impact.

[Click **here** and type]

20. What will be the impact on the workforce following implementation of the final option? Please make reference to relevant equality groups (with protected characteristics under the Equality Act).

N/A - does not impact on workforce.

Formal decision-making process

Please detail below the committees, boards or panels that have considered this analysis

Name	Date	Chair	Decision taken
N/A - has been discussed within Adult Education Service and implementation will be in line with the Skills Funding Agency guidelines.			

Approval

This equality analysis has been completed by:

Officer

Heather Blevins

Service Manager

Heather Blevins

Note: Failure to comply with duties on equalities and consultation will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review

Director

Elected Member

Date

Monitoring and review

This section should be completed 6-12 months after implementation

- a) Please summarise below the most up to date monitoring information for the newly implemented service, by reference to relevant protected groups.**

[Click **here** and type]

- b) What have been the actual equality impacts on service users following implementation?**

Analyse current data relating to the service and think about the impact on key protected groups: race, sex, disability, age, sexual orientation, religion or belief, pregnancy or maternity, gender reassignment.

It may help to answer the following questions: Since implementation

- Have there been any areas of low or high take-up by different groups of people?
- Has the newly implemented service affect different groups disproportionately?
- Is the new service disadvantaging people from a particular group?
- Is any part of the new service discriminating unlawfully?

[Click **here** and type]

- c) What have been the actual equality impacts on the workforce since implementation?**

[Click **here** and type]

**Equality Analysis and Consultation Template
July 2012 · Version 2.0.1**

**The latest version of this template can be found at:
<http://beacon.coventry.gov.uk/equalityanddiversity/>
*Please ensure you are using the latest version of the template.***

24+ ADVANCED LEARNING LOAN BURSARY FUND APPLICATION FORM 2013-14 ACADEMIC YEAR

PROTECTION OF PUBLIC FUNDS

We must protect the public funds we handle and so we may use the information you have provided on this form to prevent and detect fraud. We may also share this information, for the same purposes, with other organisations that handle public funds, and with this in mind, a sample of applications will be chosen at random for full investigation.

DATA PROTECTION

The data controller is Coventry City Council. The data you provide to Coventry City Council will be used to assess and facilitate your entitlement to help from the 16-19 Bursary Fund. Coventry City Council in fulfilling its data protection obligations will treat all personal data, held manually and on a computerised database with due care, and will only disclose data in accordance with the Data Protection Act 1998

SECTION A: PERSONAL DETAILS

Surname/Family name

First name(s)

Date of birth

Present Home address

(if your address changes please notify us)

Telephone number

Email address

SECTION B: COURSE DETAILS

Name of venue

Course Title

What day or days does the course run?

Time:

SECTION C: LOAN STATUS

Please confirm your SLC reference number here:

SECTION D: WHAT DO YOU NEED SUPPORT WITH?

Travel costs

Please provide your bank details in Section F below

Books, equipment

Please provide details of what you need to purchase and the costs.

Childcare

Please provide details of your childcare provider in Section E below

SECTION E: DETAILS OF CHILDCARE PROVIDER

Name and Address:

Contact name:

Telephone number:

Email address:

Ofsted registration number:

Cost:

£

per session

SECTION F: BANK/BUILDING SOCIETY DETAILS

Bank/Building Society

Address

Sort Code

Account Number

Account Name

Building Society Roll Number (if applicable)

SECTION G: HOUSEHOLD INCOME

Please complete this section to confirm that your household income is £16,190 or below (before tax). Please send in copies of the evidence.

	Learner	Spouse/Partner	Evidence
Gross taxable annual salary / wages	£	£	2013 P60 or end of March 2013 payslip
Self employment / property income	£	£	Self assessment tax calculation 2012/13 or certified accounts
Private / Occupational pension	£	£	Pension statement / Pension P60 2013 / Bank statement
State pension	£	£	Pension statement / Bank statement / Benefit book
Benefits (Please specify)	£	£	Bank statement / Benefit book
Bank or building society interest	£	£	(Evidence only required if over £250.00 for the year) Bank / Building society statement
Share dividends	£	£	(Evidence only required if over £250.00 for the year) Tax vouchers

SECTION H: DECLARATION BY LEARNER

It is important that you read the following statement carefully. We will not consider this application unless it is signed and dated by you.

- The information I have given on this form is accurate.
- I confirm that I have made a successful application to the Student Loans Company.
- I will inform you immediately of any change in either my own or my family's personal circumstances as they occur.
- I will inform you immediately if decide to withdraw from my course.
- I understand that if I provide false or incomplete information I will have to repay any money given to me to help me study

Signed : _____ Date: _____

Please return the completed form to:

Nicola Hallam
Eburne Neighbourhood Learning Centre
Deedmore Road
Coventry
CV2 2AA

Approval Use only:

	Date	Initials
Application received		
Email acknowledgement issued to learner		
Application fully completed		
Supporting evidence from learner enclosed		
Eligibility criteria met		
Application approved		
Details of Learner Support Funding approved:		
Travel.....		
Childcare.....		
Books/equipment.....		
Application rejected		
Reason for Rejection:		
.....		
.....		
Approval/Rejection letter sent to learner		
Supplier ID requested (_____)		
Travel payment requested (Autumn term)		
Payment issued to learner		
Confirmation of continued attendance received from AQUA		
Payment requested (Spring term)		
Payment issued to learner		
Confirmation of continued attendance received from AQUA		
Payment requested (Summer term)		
Payment issued to learner		
Childcare letter sent to learner		
First invoice received		

Application notes	Date	Initials

10 April 2013

Cabinet Member (Education) - Councillor Kershaw

Director Approving Submission of the report: Director of Community Services

Ward(s) affected: All

Title: 24+ Advanced Learning Loans - Fee Structure for Level 3 Courses 2013/14

Is this a key decision?

No

Executive Summary:

The Government via the Skills Funding Agency (SFA) will be introducing a new model of funding for courses for adults who are aged 24+, and where the course is at Level 3 or above for courses commencing September 2013. The scheme involves the use of loans administered by the Student Loans Company in a similar style to the system which already exists for Higher Education loans. The Adult Education Service already provides courses up to and including Level 3, therefore requiring a policy to deal with this change. The Level 3 courses offered are all in vocational areas and in 2012/13 has had 77 learners enrolled. Previously the Adult Education Service (AES) has set fee rates in line with all its other courses but as it will no longer receive income in the same manner from the SFA for Level 3 courses the fee structure needs to be modified. This paper presents the structure of AES fees for Level 3 courses with effect from September 2013-July 2014 in line with guidelines provided by the SFA.

Recommendations:

That the Cabinet Member approves the proposed fee policy for Level 3 courses within the Adult Education Service for academic year 2013/14.

List of Appendices included:

Appendix 1: Fees Summary Paper
Appendix 2: Equality Impact Assessment

Other useful background papers:

Document: 24+ Advanced Learning Loans (Policy Overview & Frequently Asked Questions)
Date: December 2012
Location (URL): http://readingroom.lsc.gov.uk/SFA/FINAL24+_Advanced_Learning_Loans_-_December_2012Policy_Overview_and_Frequently_Asked_Questions.pdf

Document: A guide to 24+ Advanced Learning Loans

Date: May 2012

Location (URL):

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/24plusall_updated_guide_and_faqs_may_2012.pdf

Document: Further Education – 24+ Advanced Learning Loans Equality Impact Assessment

Date: 2012

Location (URL):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32314/12-872-further-education-advanced-learning-loans-equality-impact.pdf

Document: Funding Rules 2013/2014 (Version 1)

Date: January 2013

Location (URL): http://readingroom.lsc.gov.uk/SFA/Funding_Rules_2013_14_Jan_2013.pdf

Has it been or will it be considered by Scrutiny?

No

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: 24+ Advanced Learning Loans - Fee Structure for Level 3 Courses 2013/14

1. Context (or background)

The Government via the Skills Funding Agency (SFA) will be introducing a new model of funding courses for adult who are aged 24+ and where the course is at Level 3 or above with effect for courses commencing September 2013. The new model of funding will be in the form of a loan system. The loans will be administered by the Student Loans Company in a similar style to the system which already exists for Higher Education loans. Learners will only have to pay back the loan once they start earning at least £21,000 per year.

In addition the SFA has changed the methodology for the way it calculates funding rates for 2013/14 so that it will in future be logical across all qualifications, with qualifications with higher credit values having higher funding rates. This is different to the current system in operation.

Currently, as a provider, AES receives either the fully funded rate for the qualification directly from the SFA or the partial funded value with the remainder being charged to the learner, depending upon the learner meeting the SFA’s financial eligibility criteria for the course. It is the provider’s decision (i.e. AES) at which level the fees for partially funded learners are set. As a result of the current SFA funding system no learner pays full fees currently. This will change with the new loan system of funding in 2013/14 but the learners will not have to pay fees in advance of their course as they do so at present.

The Adult Education Service provides course up to and including Level 3, therefore requiring a policy to deal with this change. The Level 3 courses offered are all in vocational areas and in 2012/13 has had 77 learners enrolled.

Previously the Adult Education Service (AES) has set fee rates in line with all its other courses but as it will no longer receive income in the same manner from the SFA for Level 3 courses the fee structure needs to be modified. This paper presents the structure of AES fees for Level 3 courses with effect from September 2013-July 2014 in line with guidelines provided by the SFA.

2. Options considered and recommended proposal

No	Option	For	Against
1	Set fee at <u>above</u> the SFA fully funded rate	<ul style="list-style-type: none"> • Additional income for AES 	<ul style="list-style-type: none"> • Large cost increase for learners • May reduce number of learners applying for the course • Questionable as to why additional monies are required on top of SFA’s fully funded rate
2	Set fee <u>at</u> the SFA fully funded rate	<ul style="list-style-type: none"> • In line with SFA cost expectation • Additional income for AES to cover course costs 	<ul style="list-style-type: none"> • Substantial cost increase for learners • May reduce number of learners applying for the course
3	Set fee at an agreed percentage <u>below</u> the SFA fully	<ul style="list-style-type: none"> • Maintains current logic for costing • Limited fee increase • Additional income for AES to 	<ul style="list-style-type: none"> • Cost increase for learners • May reduce number of learners applying for the course

	funded rate	cover course costs <ul style="list-style-type: none"> Allows market to stabilise with new loans 	
4	<u>Maintain</u> current fee	<ul style="list-style-type: none"> No cost change for learners 	<ul style="list-style-type: none"> Does not reflect changes in SFA funding rates Does not cover course costs

2.1 Proposal: Option 3 above - the Cabinet Member approves the proposed fees for Level 3 courses for 2013/14 at an agreed percentage below the SFA fully funded rate (copy of proposed fees attached).

Reasons:

- An increase is required to bring fees to a more realistic level with regards to cost
- The fees for all qualifications will be based on the same logic
- The course fee levels will be maintained at a differential as is current within the city to support targeted learners
- An increase below the fully funded rate allows for a staged approach if fee increases are required in subsequent years.

3. Results of consultation undertaken

3.1 A consultation was undertaken by the Department for Business, Innovation & Skills in 2011 with the sector and stakeholders and the loan structure was implemented and the policy documents above were issued as a result of this. Discussion has taken place with colleagues within AES to agree the fee structure.

4. Timetable for implementing this decision

4.1 Implementation: Immediate

4.2 Monitoring: termly and at the end of the academic year.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

The new fee structure will provide no less funding than is currently received for these qualifications and in most cases will be substantially more, which will support the costs of the courses. As is in place currently, minimum numbers are specified for courses to run so these would not be run with very small numbers of learners. It is recognised that as this is the first year of the new funding methodology all providers will be required to set new rates for fees and that demand at the new fee levels is not yet clear. To support this, the fee rate will only be set for one year and will be reviewed during the year to decide levels for future years based on demand, market conditions and cost to run the courses.

5.2 Legal implications

The Skills Funding Agency have set out funding rules relating to learning and skills provision which has been provided by the Funding Skills Agency or through loans including the 24+ Advanced Learning Loans. Providers must operate to comply with the terms and conditions contained within the Funding Rules 2013/14 and where they fail to do so action may be taken against them by the Skills Funding Agency.

6. Other implications

None.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

Providing vocational education opportunities at Level 3 allows adult learners to gain skills and qualifications that will allow them to meet standards within their workplace and may improve their job prospects, thus supporting economic activity in the city. The range of qualifications offered are in vocational areas where there is an identified need within the city.

6.2 How is risk being managed?

The fee rate is being set for only one year to allow for amendment in rate in 2014/15 if this is required. The fee rate is not below the income AES is receiving in 2012/13, so costs will be able to be covered. In addition, there is an expectation that learner numbers will continue to be less than 100 a year (currently 77 learners, i.e. circa 1% of overall number of learners), which means that any cost impact would be minimal.

As this is the first year of this new funding methodology no provider is able to know in advance the response of learners to the loan system. This will only be known at the start of the new academic year. In order to minimise risk further minimum numbers are set for all classroom based provision, so that if a low number of learners enrol for a course, the course will not be run and learners will be directed where possible to other providers for provision.

As this new methodology is significantly different and learners will experience a substantial increase in the fee rates, the proposed rates will only be set for one year in the first instance and will be reviewed post September enrolment in order to decide how fee rates should be set for future years.

6.3 What is the impact on the organisation?

Additional administration time is required to explain and advise potential learners with regards to the new loan system but this will be achievable within the current staffing arrangement.

6.4 Equalities / EIA

An EIA was completed in March 2013 with no negative impacts identified.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None.

Report author(s):**Name and job title:**

Heather Blevins, Service Manager, Adult Education Service

Directorate:

Community Services

Tel and email contact:

024 7678 7978

heather.blevins@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Simon Brake	Assistant Director	Community Services	19/03/2013	20/03/2013
Denise Connolly	Value for Money and Policy Manager	Community Services	05/03/2013	06/03/2013
Nicola Hallam	Technical Officer - Data	Community Services	07/03/2013	14/03/2013
Jackie Bray	Academic Manager	Community Services	01/03/2013	19/03/2013
Sandra Smith	Academic Manager	Community Services	01/03/2013	19/03/2013
Diane Hammond	Academic Manager	Community Services	15/03/2013	18/03/2013
Names of approvers for submission: (officers and members)				
Diane Jones	Lead Accountant	Finance and Legal Services	20/03/2013	22/03/2013
Elaine Atkins	Solicitor	Finance and Legal Services	20/03/2013	26/03/2013
Carol Williams	Human Resources Manager	Customer and Workforce Services	20/03/2013	26/03/2013
Brian Walsh	Director	Community Services	19/03/2013	20/03/2013
Councillor Kershaw	Cabinet Member (Education)			

This report is published on the council's website: www.coventry.gov.uk/meetings

Equality and Consultation Analysis Template

Guidance for completion

- Equality analysis is a way of considering the effect on different groups protected from discrimination by the Equality Act 2010, during the Council's decision making processes.
- These 'protected groups' are those defined by race, age, gender, disability, sexual orientation, gender reassignment, religion or belief, pregnancy, maternity or breastfeeding.
- Please remember to consider children and young people as a specific group that you may need to consider the impact on, and engage with during this analysis.
- Equality analysis will help you consider whether the decision you want to take:
 - will have unintended consequences for some groups; and
 - if the service or policy will be fully effective for all target groups.
- The Council also has a statutory duty to consult.
- This equality and consultation analysis template will require you to demonstrate how equality information and the findings from consultation with protected groups and others, has been used to understand the actual or potential effect of your service or policy on the protected groups and to inform decisions taken.
- The template should summarise key issues arising from information that has been collected, analysed and included in other key documents e.g. Needs Analysis, Baseline Reports etc.
- This form should be completed on an ongoing basis at each stage of any formal decision making process. Failure to comply with this will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review.
- For further help and support please contact Helen Shankster on 7683 4371 (consultation advice), Sheila Bates on 7683 1432 (CLYP consultation advice) or Jaspal Mann on 7683 3112 (equalities advice).

Context

Name of analysis	24+ Advanced Learning Loans Fees & Bursary Fund - Adult Education Service
Officer completing analysis	Heather Blevins
Date	5 March 2013

1. Briefly describe the area of work this analysis relates to:

The Government, via the Skills Funding Agency, will be introducing a loans system, in line with already existing Higher Education loans with effect from August 2013 for all learners aged 24+ who wish to undertake a course at Level 3 or above. Colleges and training providers have also been allocated funds to help vulnerable learners meet the costs of courses. This bursary fund is a discretionary fund to support learners with the costs of transport, childcare and/or books & equipment.

Scoping the analysis

2. Who are the key stakeholders, both existing and potential, that could be impacted by this work?

Learners aged 24+
FE colleges, training providers

3. From the list above, which of these constitute protected groups?

Learners aged 24+

4. Which of the key stakeholders (including representatives of protected groups) will need to be kept informed, consulted or actively involved in this area of work?

Key Stakeholder	Type of Involvement*	Method(s) used
Learners aged 24+	Information	Written communication e.g. posters, leaflets, adverts, Verbal communication e.g. advice and guidance from tutors at enquiry/interview stage for a course

* Information, Consultation or Involvement

5. Which, if any, parts of the general equality duty is the service relevant to? Please mark with an 'X'.



Eliminate discrimination, harassment and victimisation.



Advance equality of opportunity between people who share relevant protected characteristics and those who do not.



Foster good relations between people who share relevant protected characteristics and those who do not.

6. What information is available to be used as part of this analysis?

Equality Impact Analysis completed by the Department for Business Innovation & Skills completed in 2012 with regards to 24+ Advanced Learning Loans (copy attached for information).

Existing data on current learners in the Service accessing Level 3 courses:

Gender: female = 71, male = 6

Race: African = 1; any other White = 2; Bangladeshi = 1; White English = 61; Indian = 7, Irish = 2; White Asian = 2, White & Black Caribbean = 1

Age: under 24= 8; 24-30 = 9; 31-40 = 26; 41-50 = 27; 51-60 = 6; 61+ = 2.

7. What are the information gaps?

Information is not available in the BIS EIA with regards to the following categories: sexual orientation, gender reassignment, pregnancy and maternity or breastfeeding.

Information is not currently collected on AES learners in the following categories: sexual orientation, gender reassignment, religion or belief, pregnancy and maternity or breastfeeding.

Data analysis

8. Please summarise below the key issues that your data is telling you.

Issues from BIS EIA

Race - no evidence has been found to suggest that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to ethnicity as a result of the introduction of 24+ Advanced Learning Loans).

Religion or belief - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought they might face barriers, problems or issues relating to race, religion or belief, as a result of the introduction of 24+ Advanced Learning Loans).

Disability - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (5% thought that people with disabilities might face barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Gender - little evidence has been found that this group will be disadvantaged by the introduction of 24+ Advanced Learning Loans (2.5% thought that gender might raise barriers, problems or issues as a result of the introduction of 24+ Advanced Learning Loans).

Age - Most people felt that they would not be put off taking out a 24+ Advanced Learning Loan once they understood the full details. However those aged 40 and over seeking a route back into the labour market were still negative. BIS will closely monitor the take up of 24+ Advanced Learning Loans by this group and consider further action as necessary.

Alternative Finance systems - to meet the concerns of members of religious groups and those more generally opposed in principle to paying interest on a loan, BIS has investigated Alternative Finance systems for both HE loans and 24+ Advanced Learning Loans which do not formally involve interest, but ensure that the overall repayments are identical. BIS is currently exploring legislative options to enable the Secretary of State to implement an alternative finance system.

Issues linked to AES learners

There is a wide range in both race and age of learners accessing Level 3 courses but as the majority of learners accessing Level 3 courses are aged 24+ they will be affected by the changes in funding arrangement.

Generating and evaluating options

9. What are the different options being proposed to stakeholders?

There is only one option being proposed with regards to both the loan structure (fees) and the bursary fund as this is what has been stipulated by the Government.

10. How will the options impact on protected groups or those experiencing deprivation?

The bursary fund will support them to access learning opportunities that they may not be able to do so otherwise.

The loan structure will allow learners to access learning opportunities that they may not be able to do so otherwise and learners will not be required to pay back any of their loan until they are earning £21,000/annum.

11. Please detail how you could mitigate any negative impacts.

N/A

12. Identify which contractors or service users would be negatively affected by the options

None.

Formal consultation

13. Who took part in the consultation? *Please also specify representatives of any protected groups.*

No consultation has been undertaken by AES as a government consultation took place in August 2011 by the Department for Business, Innovation & Skills when the introduction of loans were announced and have since been implemented.

14. What were the key findings of the consultation?

24+ Advanced Learning Loans are likely to have a disproportionate impact on black and minority ethnic students and groups for whom English is not their first language.

There is an issue for some people about borrowing funds which attract above inflation interest, particularly in Muslim and Christian communities.

Some Learners with Learning Difficulties and/or Disabilities (LLDDs) may take longer to complete Level 2 courses and so may already be 24 when they commence courses at Level 3.

Women will be disproportionately affected because they make up the majority of adult learners studying at Level 3 or above, including women returning to learning to re-skill or change career.

There is an inherent unfairness that some people are able to access free education at a young age, whilst adult learners who chose to undertake a course at a later point would have to pay.

Government should establish benchmarking studies so that the effect of change on demand from particular groups of learners could be measured.

15. Are there any gaps in the consultation?

N/A

16. Following the consultation, what additional equality issues have emerged?

See 8 above.

17. Which of the options have changed following consultation and equality analysis, and how?

N/A

Equality impact of final option

18. Please confirm below which option has been chosen for implementation.

See 9 above.

19. Please indicate which of the following best describes the equality impact of this analysis.

There will be no equality impact if the proposed option is implemented.



There will be **positive equality impact** if the proposed option is implemented.



There will be **negative equality impact** if the preferred option is implemented, but this can be objectively justified.

Please state clearly what this justification is and what steps will be taken to ameliorate the negative impact.

[Click **here** and type]

20. What will be the impact on the workforce following implementation of the final option? Please make reference to relevant equality groups (with protected characteristics under the Equality Act).

N/A - does not impact on workforce.

Formal decision-making process

Please detail below the committees, boards or panels that have considered this analysis

Name	Date	Chair	Decision taken
N/A - has been discussed within Adult Education Service and implementation will be in line with the Skills Funding Agency guidelines.			

Approval

This equality analysis has been completed by:

Officer

Heather Blevins

Service Manager

Heather Blevins

Note: Failure to comply with duties on equalities and consultation will put the Council (and specifically the elected member or officer making the decision) at risk of judicial review

Director

Elected Member

Date

Monitoring and review

This section should be completed 6-12 months after implementation

- a) Please summarise below the most up to date monitoring information for the newly implemented service, by reference to relevant protected groups.**

[Click **here** and type]

- b) What have been the actual equality impacts on service users following implementation?**

Analyse current data relating to the service and think about the impact on key protected groups: race, sex, disability, age, sexual orientation, religion or belief, pregnancy or maternity, gender reassignment.

It may help to answer the following questions: Since implementation

- Have there been any areas of low or high take-up by different groups of people?
- Has the newly implemented service affect different groups disproportionately?
- Is the new service disadvantaging people from a particular group?
- Is any part of the new service discriminating unlawfully?

[Click **here** and type]

- c) What have been the actual equality impacts on the workforce since implementation?**

[Click **here** and type]

**Equality Analysis and Consultation Template
July 2012 · Version 2.0.1**

**The latest version of this template can be found at:
<http://beacon.coventry.gov.uk/equalityanddiversity/>
*Please ensure you are using the latest version of the template.***

Level 3 Course Fees September 2013-July 2014

Current Fee Structure (2012/13)

- Learners are either eligible to have their course fully paid for, part paid for or are expected to pay full costs if they do not meet SFA eligibility guidelines.
- AES currently receives funding from the SFA for any eligible learners at rates set annually by the SFA.
- For learners who are only eligible for part funding, providers (AES included) are expected to make up additional monies by charging fees to these learners. Providers can charge a rate (fee) which it deems appropriate.
- The SFA provides a fully funded value which it considers to be acceptable for a course to cost.
- AES currently charges a rate of £2.50 per hour for these courses in line with its agreed fee structure.
- The fee rate is below the fully funded rate specified by the SFA but is at a rate which has been affordable to the Service in the past in order to not disadvantage targeted learners.

Subject	Fully Funded value (£)	Part Funded value + AES fee (£)	No of Learners 2012-13	Average Income per learner (£)	% Difference to Fully Funded Value
Supporting Teaching & Learning in Schools (STLS)	1782	1030 + 466 = 1496	50 (7 FF & 43 PF)	1536	-14%
Children & Young People's Workforce (CYPW)	3041	1758 + 583 = 2341	8 (2 FF & 6 PF)	2516	-17%
Business Skills	984	569 + 361 = 940	12 (all PF)	940	-4%
Business & Administration	1514	875+N/A	Not offered in 12/13	0	N/A
ITQ	2030	1173 + 418 = 1591	7 (all PF)	1591	-22%

Proposed Fee Structure (2013/14)

- Learners will have to take out a loan for course costs but will not have to pay anything towards their course fees until they are earning £21,000 per year.
- AES will only receive income in the form of the loan value.
- The SFA has changed the methodology for the way it calculates funding rates for 2013/14 so that it is logical across all qualifications, hence some increases and decreases as seen below in the fully funded rates in comparison to 2012/13.
- Providers can charge a rate (fee) which it deems appropriate.
- AES to charge fees at 10% below the SFA fully funded rate for the first year of loans to:
 - increase fees to a more realistic level with regards to cost
 - bring all qualifications fee logic in line
 - continue to maintain the course fee levels at a differential as is current within the city
- Allows for a staged approach if fee increases are required in subsequent years.

Subject	Fully Funded value (£)	AES Fee, i.e. loan value (£)	% Difference to Fully Funded Value
Supporting Teaching & Learning in Schools (STLS)	2225	2000	-10%
Children & Young People's Workforce (CYPW)	2882	2500	-10%
Business Skills	1987	1800	-10%
Business & Administration	1987	1800	-10%
ITQ	2225	2000	-10%

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10th April 2013

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director approving the report:

Director of Children, Learning and Young People

Ward(s) affected:

All

Title:

Closure of Chace Extended Learning Centre (Pupil Referral Unit)

Is this a key decision?

No

Executive summary:

In May 2012 Ofsted judged Chace Extended Learning Centre (ELC) to require Special Measures, and the DfE expectation was that Chace would become a sponsored Academy. An alternative option was identified, which was closure of Chace on 31st August 2013 and devolution of the responsibility and resource for this Key Stage 4 (KS4) alternative provision to the two school/Academy managed Area Behaviour Partnerships. The Area Behaviour Partnerships represent all secondary schools/academies in the City and make provision for all Coventry's young people 11-19. This alternative option is the preference of the secondary Headteachers, the Management Committee (effectively the Governing Body) and the City Council. The management committee approved a resolution to close the Chace on 8th November 2012. The DfE has confirmed that it will not oppose this.

Recommendations:

The Cabinet Member is recommended to:

- 1) That, as part of the strategy to devolve responsibility and resource for KS4 alternative provision to the Area Behaviour Partnerships, the Cabinet Member approves the plan to proceed to statutory consultation on the closure of Chace Extended Learning Centre
- 2) That the Cabinet Member approves the proposed timetable for consultation (including consultation with the staff and the trade unions).

List of Appendices included:

None

Other useful background papers:

None

Has it or will it be considered by scrutiny?

Yes

Has it, or will it be considered by any other council committee, advisory panel or other body?

No

Will this report go to Council?

No

Report title:
Chace Extended Learning Centre

1. Context (or background)

Chace Extended Learning Centre (ELC) is a Key Stage 4 Pupil Referral Unit providing education for up to 40 Key Stage 4 students who have been permanently excluded from school or are at risk of permanent exclusion.

Chace ELC was inspected by Ofsted in May 2012 and found to require Special Measures. The Council had concerns regarding the effectiveness of the provision prior to the inspection and had already established a planning and monitoring group to provide enhanced support and challenge to the centre's leadership. Since then that group has become the Chace Sub-Committee of the ELC Management Committee.

Following receipt of the Ofsted inspection report a Raising Achievement Plan (RAP) was put in place, setting out the measures that would be taken to bring about the required rapid improvement. This was approved by Ofsted in September 2012.

On 5th October 2012 a representative of the Department for Education (DfE) met with officers and the Headteacher of Chace and made clear the DfE's expectation that, given the inspection outcome, Chace should become a sponsored Academy. The DfE asked that the Management Committee consider whether it was willing to work with the DfE on moving forward in this way, and this was considered at the single agenda item meeting of the Management Committee on 8th November 2012.

2. Options considered and recommended proposal

Two options have been considered:

1. To work with the DfE on the academisation of Chace, assuming sponsors can be identified.
2. To close Chace and for responsibility for the provision of most of the KS4 alternative provision to be devolved to the East and West Area Behaviour Partnerships (ABPs) of schools and academies¹.

Consultation with both secondary Headteacher representatives in October and the Management Committee on 8th November, indicated a preference for the second option. The DfE has indicated that it will not oppose implementation of this second option. It is therefore recommended that:

- 1) *As part of the strategy to devolve responsibility and resource for this KS4 alternative provision to the Area Behaviour Partnerships, the Cabinet Member approves the plan to proceed to statutory consultation on the closure of Chace Extended Learning Centre;*
- 2) *The Cabinet Member approves the proposed timetable for consultation and closure of Chace ELC.*

3. Results of consultation undertaken

¹ The only elements of the KS4 alternative provision that the ABPs would not have responsibility for would be Individual Programmes (individualised programmes for the most challenging and difficult-to-reach young people) and the education keyworkers (who monitor both the engagement/progress of the young people and the quality of provision across all KS4 provision).

Consultation with secondary Headteachers in the first half of the Autumn term indicated that the option of closure of Chace and devolved responsibility for most of the KS4 alternative provision to the ABPs was overwhelmingly their preferred option. The ABPs are likely to want to make use of the existing site for reconfigured alternative provision in the 2013/14 school year.

If this proposal is approved a period of formal statutory consultation involving all stakeholder groups would need to take place under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.

4. Timetable for implementing this decision

On approval of the recommendations, public consultation will begin in April 2013 for a period of six weeks. The public consultation will include consultation with parents and carers, students, governors, staff and any other interested parties. If the response is positive, and if formal City Council approval is given, then Statutory Notices will be published in June 2013. The final decision on the proposal will be taken by Cabinet in August when the Statutory Notice period is ended.

If Cabinet approves the proposal then the change of designation would be implemented by 31st August 2013. This would enable the new ABP led arrangements to be implemented on 1st September 2013.

Briefing and consultation with support and teaching staff regarding changes in staffing arrangements will take place. Following a meeting of the Management Committee there would be meetings with Trades Unions and then with Staff at the start of, and during, a 30 day consultation. After completion of the consultation further meetings would be held with the Management Committee, the Staff and the Trades Unions regarding the planned way forward.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

The running of Chace ELC costs approximately £600K per annum, and is funded from the Dedicated Schools Grant (DSG) and payments from schools/academies as set out in the city-wide partnership agreement. It is anticipated that the same level of DSG funding will be earmarked for the new KS4 alternative provision. Any difference in funding requirement will be attributable to the DSG, and subject to discussion with relevant stakeholder groups (e.g. Schools Forum, Secondary Headteachers).

5.2 Legal implications

The closure of Chace ELC will require the publication of a statutory notice under Section 19(1) of the Education and Inspection Act 2006. The consultation and determination arrangements will meet the requirements of The Education and Inspection Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended). Failure to comply with these statutory requirements would leave the Local Authority unable to implement the proposal as required and subject to action by DfE.

The public sector equality duty under section 149 of the Equalities Act 2010 imposes on decision makers when carrying out any of its functions, the requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations across all of the protected characteristics (which as relates to education are

disabilities, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). "Due regard" requires more than just an awareness of the equality duty. It requires demonstration of a rigorous analysis by the public authority decision maker.

6. Other implications

6.1 How will this contribute to achievement of the council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?

This proposal is based on a commitment to ensure that the alternative provision for vulnerable young people is available equitably across the City. This will assist the City Council in achieving its aim of ensuring that children and young people are safe, achieve and make a positive contribution.

6.2 How is risk being managed?

With the reconfiguration of the KS4 alternative provision there is a risk that some of the current Chace staff will not have a role in the educational provision for the 2013/14 school year or beyond. This would require the close involvement and consultation with both HR and Trade Union officers.

6.3 What is the impact on the organisation?

The issues impacting on the City Council have been outlined in the previous section. There may well be some further impact in terms of the use of the building which in the longer term could be of wider value to other services in the City Council.

6.4 Equalities / EIA

Chace ELC caters for Key Stage 4 pupils who have been permanently excluded or are at risk of permanent exclusion from schools/academies. A full EIA will be carried out and published in April once the detailed operational plans for the 2013/14 academic year, which should lead to improved educational outcomes, are confirmed.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

No implications for the 2013/14 academic year.

Report author(s):

Name and job title:

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Children, Learning & Young People.

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Contributors:				
Colin Green	Director	Children, Learning and Young People	20.03.13	20.03.13
David Haley	Assistant Director: Education and Learning	Children, Learning and Young People	07.03.13	25.03.13
Marian Simpson	Senior Officer	Children, Learning and Young People	06.03.13	07.03.13
Ashley Simpson	Head of the Capital and Asset Management Team	Children, Learning and Young People	06.03.13	07.03.13
Names of approvers: (officers and members)				
Rachael Sugars	Finance Manager	Children, Learning and Young People	06.03.13	12.03.13
Elaine Atkins	Solicitor	Finance and Legal Services	20.03.13	27.03.13
Neelesh Sutaria	Human Resources Manager	Children, Learning and Young People	06.03.13	27.03.13

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Coventry City Council

Cabinet Member (Education)

10 April 2013

Authority Governor: New Appointments

Name	School	Term of Office
Mrs Margaret Halpin	Christ the King Catholic Primary	9 April 2017
Mr Darren Raynor	Potters Green Primary	9 April 2017

Additional Authority Governor:

Name	School	Term of Office
Mrs Charlotte Reed	Our Lady of the Assumption Catholic Primary	9 April 2017

All the above meet the criteria for appointment as LA Governors set out below.

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Be supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Show a willingness to be a supportive and critical friend to the school
- Have the time to attend meetings of the governing body and to get to know the school
- Possess skills and/or experience relevant to the work of school governing bodies

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10th April 2013

Name of Cabinet Member:

Cabinet Member (Education) – Councillor Kershaw

Director Approving Submission of the report:

Director of Customer and Workforce Services

Ward(s) affected:

None

Title:

Outstanding Minutes

Is this a key decision?

No

Executive Summary:

In May 2004 the City Council adopted an Outstanding Minutes System, linked to the Forward Plan, to ensure that follow up reports can be monitored and reported to Members. The attached appendix sets out a table detailing the issues on which further reports have been requested by the Cabinet Member (Education) so he is aware of them and can monitor progress.

Recommendations:

The Cabinet Member (Education) is requested to consider the list of outstanding issues and to ask the Member of the Management Board or appropriate officer to explain the current position on those which should have been discharged at this meeting or an earlier meeting.

List of Appendices included:

Table of Outstanding Issues.

Other useful background papers:

None

Has it or will it be considered by Scrutiny?

No

Has it, or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report author(s):

Name and job title:

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Contributors:				
Other members				
Names of approvers: (officers and members)				

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APPENDIX

	Subject	Date for Further Consideration	Responsible Officer	Proposed Amendment to Date for Consideration	Reason for Request to Delay Submission of Report
1	<p>Review of the New Coventry Strategy for improving Attendance</p> <p>A report on the impact of the new strategy be submitted to Cabinet Member (Education) in the new Municipal Year 2013 (Minute 24/12 of Cabinet Member (Education) 14 November 2012 refers)</p>	New Municipal Year 2013	<p>Director of Children, Learning and Young People</p> <p>Sue Diamond</p>	-	-
2	<p>Post-16 Transport Policy – Support to Access Education and Training</p> <p>A report on the revised policy be submitted to the Cabinet Member (Education) in the new Municipal Year 2013 (Minute 32/12 of Cabinet Member (Education) 28 November 2012 refers)</p>	New Municipal Year 2013	<p>Director of Children, Learning and Young People</p> <p>Ann Brennan</p>	-	-

* Identifies items where a report is on the agenda for your meeting.

