

## CLD Standards Council response to: “Fair Funding to Achieve Excellence and Equity in Education” consultation from the Scottish Government

October 2017

Alongside the “Next Steps” proposals for education governance, the Scottish Government issued a consultation paper on “Fair Funding to Achieve Excellence and Equity in Education”. The Scottish Government consultation paper can be found here: <http://www.gov.scot/Publications/2017/06/2057>

The “Fair Funding to Achieve Excellence and Equity in Education” paper makes no mention of CLD, and at first sight there seemed to be little scope for comment from a Standards Council perspective. However, from information obtained late in the consultation period, it became apparent that the funding proposals could in fact have significant implications for CLD.

The consultation offers 2 alternative models for future funding, one based on a “Headteachers’ Charter” and the other on “Increased targeting of elements of funding, building on the approach taken to Pupil Equity Funding”. Hopefully the comments submitted to the consultation on behalf of the Standards Council may help to inform responses to whatever specific proposals are brought forward. The concluding paragraph of the comments is as follows:

*“The nature and extent of devolution of funding to Headteachers needs to take account of how these requirements are to be fulfilled. An enhanced role for Headteachers could potentially strengthen capacity to create dynamic local learning communities; however without an effective local authority role in working with partners to develop CLD plans and to allocate resources for their delivery, CLD provision will become piecemeal and inconsistent; this would have negative consequences for the Scottish Government’s aims for excellence and equity in education and for community empowerment. A central (where appropriate enhanced) role for professional leaders of CLD in planning and allocating resources for CLD and in local learning communities is also essential.”*

As there was insufficient time to consult with Standards Council members and committees on the content of a response, the attached comments were submitted on behalf of the Standards Council by the staff team before the consultation closed on 13 October.

The response follows -

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## Response ID ANON-GVX1-MHKV-V

Submitted to **Fair Funding to Achieve Excellence and Equity in Education – A consultation**

Submitted on **2017-10-11 16:51:01**

### Question 1

**1(a) What are the advantages of the current system of funding schools?**

No response.

(Please go to Q8)

**1(b) What are the disadvantages of the current system of funding schools?**

No response.

### Question 2

**2(a) What are the benefits to headteachers of the current Devolved School Management schemes?**

No response.

**2(b) What are the barriers that headteachers currently face in exercising their responsibilities under Devolved School Management? How could these barriers be removed?**

No response.

### Question 3

**3 How can funding for schools be best targeted to support excellence and equity for all and why?**

No response.

### Question 4

**4(a) What elements of school spending should headteachers be responsible for managing and why?**

No response.

**4(b) What elements of school spending should headteachers not be responsible for managing and why?**

No response.

**4(c) What elements of school spending are not suitable for inclusion in a standardised, Scotland-wide approach?**

No response.

### Question 5

**5(a) What would be the advantages of an approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:**

**1. Schools?:**

No response.

**2. Clusters?:**

No response.

**3. Regional Improvement Collaboratives?:**

No response.

**5(b) What would be the disadvantages of an approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:**

**1. Schools?:**

No response.

**2. Clusters?:**

No response.

**3. Regional Improvement Collaboratives?:**

No response.

#### **Question 6**

**6 The Scottish Government's education governance reforms will empower headteachers to make more decisions about resources at their school. What support will headteachers require to enable them to fulfil these responsibilities effectively?**

No response.

#### **Question 7**

**7 What factors should be taken into account in devising accountability and reporting measures to support greater responsibility for funding decisions at school level?**

No response.

#### **Question 8**

**8 Do you have any other comments about fair funding for schools?**

The content of the consultation paper and questions refer exclusively to schools, however its title is "Fair Funding to Achieve Excellence and Equity in Education" (emphasis added). The significance of this is highlighted by the fact that while the main focus of the Education Governance – Next Steps paper is on schools and teachers, its scope extends into other aspects of education, notably, and of prime interest for the CLD Standards Council, community learning and development.

In that context, the Standards Council submits these comments on issues for the funding of CLD raised by the consultation paper.

1. In describing the "current system of funding" (Chapter 2) the consultation paper notes that "The bulk of the money local authorities spend on school education and early learning and childcare provision is funded through the General Revenue Grant from the Scottish Government, which forms part of the overall local government settlement." However it omits any mention of the funding of CLD provision through the same route.

2. Similarly, it refers to the requirement under the Education (Scotland) Act 1980 to deliver 'adequate and efficient' education. It is important to note that the Requirements for CLD (Scotland) Regulations 2013 clarify that this requirement applies to the local authority's responsibility to secure provision of CLD.

3. In considering the challenges presented by the way schools are currently funded, the consultation paper (Chapter 3) highlights the wide variations in the amount of spending per school pupil between local authorities. If any consideration is to be given to aspects of education other than school-based learning led by teachers, it is important to note that

similar (and probably wider) variations between local authorities exist in the amount of spending on CLD provision relative to relevant populations.

4. Also highlighted in this context is the variation between local authorities in the influence headteachers have on spending decisions. Again, similar issues exist in relation to variations between local authorities in the influence of professional leaders of CLD.

5. In the context of the above points, the CLD Standards Council believes that consideration of options for a future approach to fair funding of education should at least include the implications of proposals for funding of schools for other aspects of education, in particular CLD. Ideally it should extend beyond this to looking more comprehensively at the fair funding of education and lifelong learning in all contexts.

6. It is important to note for example that the consideration of a Headteachers' Charter includes the statement that Headteachers will "be responsible for raising attainment and closing the poverty-related attainment gap". It has been widely recognised that these goals require the involvement of others in addition to teachers, so that for example the allocation of Pupil Equity Funding to individual headteachers is involving headteachers in decisions about funding CLD provision.

7. Careful consideration is needed to ensure that the future approach to "fair funding" enhances rather than detracts from capacity to plan and deliver CLD provision in the most effective way. Under the Requirements for CLD (Scotland) Regulations, local authorities are required to ensure that CLD is secured in such a way that it:

- identifies target individuals and groups;
- considers the needs of those target individuals and groups for CLD;
- assesses the degree to which those needs are already being met; and
- identifies barriers to the adequate and efficient provision of relevant CLD.

8. In addition, guidance on the Community Empowerment Act indicates that Community Planning partners should seek to maximise the impact of CLD by focusing activity on the most disadvantaged communities.

9. The nature and extent of devolution of funding to Headteachers needs to take account of how these requirements in relation to CLD are to be fulfilled. An enhanced role for Headteachers could potentially strengthen capacity to create dynamic local learning communities; however without an effective local authority role in working with partners to develop CLD plans and to allocate resources for their delivery, CLD provision will become piecemeal and inconsistent; this would have negative consequences for the Scottish Government's aims for excellence and equity in education and for community empowerment. A central (where appropriate enhanced) role for professional leaders of CLD in planning and allocating resources for CLD and in local learning communities is also essential.

**About You****What is your name?**

Colin Ross

**What is your email address?**[colin.ross@cldstandardscouncil.org.uk](mailto:colin.ross@cldstandardscouncil.org.uk)**Are you responding as an individual or an organisation?**

Organisation

**What is your organisation?**

Community Learning and Development Standards Council Scotland

**The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:**

Publish response only (without name)

**We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?**

Yes

**Evaluation****Please help us improve our consultations by answering the questions below.****(Responses to the evaluation will not be published.)****Matrix 1 - How satisfied were you with this consultation?:**

Slightly dissatisfied

**Please enter comments here.:**

It appears to me that the consultation has significant implications beyond schools but it makes no reference to these.

**Matrix 1 - How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?:**

Very satisfied

**Please enter comments here.:**