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| **The EAZ Handbook** |

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| **Date of Issue** | October 1998 |  |
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| **To** | All schools in Education Action Zones and members of Action Forums |  |
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| **Further copies available from** | The DfEE publications order line on: 0845 60 222 60  The internet at: www.open.gov.uk/dfee/edaction/index.htm |  |
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| **Summary of Key Points** | **The EAZ Handbook** sets out the framework for setting up and running Education Action Zones |  |
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**EDUCATION ACTION ZONES**

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**Chapter 2** **The Action Forum**

This chapter outlines the status, composition and role of the Action Forum and sets out the procedural Regulations.

**Chapter 3 The Project Director**

This chapter describes the role of the project director in Action Zones and discusses the options for his/her recruitment.

**Chapter 4 Governing Bodies**

This chapter sets out the options for governing bodies in Action Zones; from retention of all powers and duties to a formal ceding arrangement with the Forum.

**Chapter 5 Action Plans**

This chapter sets out the content of an EAZ action plan, provides a model format for those who wish to use it and offers guidance on target-setting and monitoring.

**Chapter 6 Curriculum Innovation**

This chapter emphasises the importance of curriculum innovation in schools and includes advice on how the National Curriculum should be disapplied if the existing framework is not thought to give sufficient scope for innovation.

**Chapter 7 Employment of Staff**

This chapter provides guidance on the range of employment options available to staff working in Action Zones and sets out the procedure for disapplying the School Teachers’ Pay and Conditions Document where this is considered appropriate.

**Chapter 8 Financial Matters**

The chapter is intended to guide the Forum in setting up its financial arrangements. It covers financial management, grant payment and monitoring, audit; purchasing and contracts and taxation.

**1   Introduction**

1.1 Education Action Zones lie at the heart of the government’s education programme. They have been established to improve performance in schools in challenging circumstances.

1.2 Many applications for Education Action Zones have stressed the need to change attitudes to education within the wider community. This is particularly true in areas where traditional employment opportunities have declined, leaving many young people insufficiently qualified for the developing areas of work. Deep-seated problems will require a fresh approach if they are to be tackled successfully. This is why so much emphasis has been placed on the need for those working in zones to develop innovative strategies. These are most likely to be successful where the whole community concentrates its efforts to improve standards of achievement for its young people. Partnerships of schools, the business sector, local authorities and community organisations will be the main means of delivering these much-needed improvements.

1.3 Government has recognised that concerted action is now required and that it too must play its part. For this reason, apart from being in receipt of direct EAZ funding, Action Forums will have priority access to other DfEE initiatives that are of particular relevance, including specialist schools, summer literacy schools and early excellence centres.

1.4 This handbook is not intended to constrain Forums in their thinking and planning. It is hoped that it will ensure that each zone is established and run within a common framework, and that all zones can make good use of the various freedoms available to them to achieve their ambitions. It is to be regarded very much as a working and reference document which will be updated and amended as necessary. Please let Angela Overington on the Education Action Zones team in DfEE know if you have any comments on it.

**2   The Action Forum**

**2.1 Introduction**

2.1.1 This Chapter explains how an Action Forum will be set up and operate.

2.1.2 Each EAZ must have an Action Forum whose main task under the provisions of the 1998 Act is ‘the improvement of standards in the provision of education at each of the participating schools’. This will include drawing up and implementing an action plan (see Chapter 5) and providing the means through which the business of the EAZ is conducted, including the management of its resources (see Chapter 8).

2.1.3 Both the title and the composition of the Action Forum are intended to underscore the importance of a partnership approach to achieving improvements across a community. In other words the intention is that there should be consensus on the action to be taken, a willingness to pool ideas and resources towards achievement of a shared goal and joint ownership of the successes and failures of the project.

2.1.4 The Action Forum also provides a practical means of developing and implementing new and radical ways of tackling problems within the zone. In particular it allows schools and the community to work together to agree and pursue strategies, and to take action which would be difficult to propose and put into practice at individual school level.

**2.2 Legal status**

2.2.1 The intention is that the Action Forum should be a dynamic body able to plan and bring about change over a relatively short period. At the same time it is a public body which must be accountable for its actions and be seen to take decisions and act reasonably.

2.2.2 The Action Forum has the legal status of a corporate body, that is to say a body of people legally authorised to act as a single person with a separate identity from that of its individual members. The forum also has exempt charitable status, and all forum members are also trustees. This means they are bound in their activities by the charitable purposes of the action zone, and so must:

* act reasonably and prudently in all matters relating to the charity;
* always bear in mind the interests of the charity;
* apply the income and property of the charity only for the purposes set out in the governing document;
* protect all the property of the charity;
* invest the funds of the charity only in accordance with their powers of investment;
* regularly review the effectiveness of the charity.

2.2.3 In practice, the charitable trust document is formed by the law governing the Action Forum as set out in the 1998 Standards and Framework Act, the Order establishing the zone, and the Regulations governing meetings and proceedings of the forum. The effects of these are described in this chapter. Further information on the duties of trustees can be found on the Charity Commission website[[1]](#footnote-1)\*. The financial implications of charitable status are outlined in Chapter 8.

2.2.4 Under provisions made in clause 11 of Schedule 1 of the Standards and Framework Act, the Action Forum will also have the status of a public body thus enabling it, if it wishes, to purchase services from the local authority and other bodies.

2.2.5 The forum will be directly accountable to the Secretary of State for the way it carries out its responsibilities including the use of the public funds provided to it.

2.2.6 As a corporate body, the Action Forum will have a seal to be affixed to certain documents to indicate the binding nature of particular decisions. Affixing the seal requires authentication which is achieved by the signatures of the chairman and one other member of the forum. The forum should seek legal advice on which documents in practice should be executed under seal. The local authority legal department should be able to advise on this.

**2.3 Powers and responsibilities**

2.2.7 Schedule 1 Schedule 1 to the Act allows a very wide interpretation of the Forum’s powers, and specifically precludes it only from borrowing money. The intention is to enable the forum to think and act with as much freedom as possible in developing and implementing new and innovative strategies.

2.3.2 However the forum will need to justify the use of its power to take action in the pursuit of its main object as defined in the Act - the improvement of standards in the provision of education at each of the participating schools.

2.3.3 In using its powers the forum would also need to have regard to any conditions applied to the use of public money granted to it or private donations received (see Chapter 8), and to any Regulations made under Schedule 1 of the Act regarding proceedings (see below).

2.3.4 Under clause 12(2) of the Act, the forum, in response to a request by a governing body of a participating school may:

* discharge any function on behalf of that governing body for a specified period
* assume full responsibility for the discharge of all the governing body’s functions for the duration of the life of the EAZ.

2.3.5 The circumstances in which this might happen are discussed in more detail in Chapter 4. The procedure for governors formally to make such a request to the forum, and for the forum to decide whether to agree will be prescribed in Regulations which are scheduled to be laid by the end of December 1998. These will also lay down any procedures which the forum must follow in working as the agent of, or in place of the governing body.

2.3.6 The Act places certain formal duties on the Action Forum in relation to the keeping of proper accounts, the preparation of annual accounts and the submission of these to the Secretary of State. More detail of this is provided in Chapter 8.

2.3.7 Other responsibilities will be placed on the forums but are not specified in the legislation. These will include the drawing up and implementation of an action plan including targets for improvement (see Chapter 5) and the provision of periodic reports on progress to the Secretary of State.

2.3.8 The Action Forum will be responsible in law for the decisions it makes and could in consequence be subject to challenge in the courts on the grounds that its decisions have not been properly arrived at or implemented.

2.3.9 However, as a corporate body, the forum acts as a single person instead of a group so individual members have more protection against any risk to their own assets as a result of the forum’s decisions. If an Action Forum acts within the procedures set down honestly, and without other motives, reasonably and with care and common sense in carrying out its functions, any liability falls on the whole forum rather than the individual members.

2.3.10 Notwithstanding this, the legislation does not provide forum members with protection from claims leading to personal liability. The likelihood of such a claim being made, let alone being successful is extremely remote. However it is sensible for forum members to minimise the risk by ensuring that they do not act rashly or carelessly, and that the decisions they are asked to make:

* are within the forum’s power
* do not bind the forum or its schools to actions they cannot carry out
* do not make the forum insolvent.

2.3.11 Individual members should register dissent if they feel that the forum risks breaching these principles and should avoid putting him/herself in a position where there is a conflict of personal interest in terms of the decision being taken. For more information on liability insurance see Chapter 8.

**2.4 Membership**

2.4.1 The constitution of the Action Forum should initially be proposed locally by those promoting the EAZ bid. The Secretary of State’s decision on the proposed membership will form part of the Order under section 10(1) of the Act establishing the EAZ.

2.4.2 Membership proposals should reflect the partnership approach outlined in 2.1.3 above while also taking account of the minimum legal requirements.

1. Those minimum requirements in summary are that the Action Forum should include -

* one person appointed by the governing body of each school in the zone except where the governing body itself decides it does not wish to exercise its right. This optional appointment allows different approaches to be agreed locally. For example, a group may propose a small forum with limited membership but a larger representative council on which all schools are directly represented. Alternatively, there could be a larger forum with an executive committee as discussed in 6.5.2.
* one or two persons appointed by the Secretary of State, one of whom will be a member of the DfEE’s Standards and Effectiveness Unit.

2.4.4 Where individual governing bodies are represented it will be for each governing body to decide who their representative should be but it is expected normally to be the chair of governors or the headteacher. Whoever is nominated should be a governor of the school they represent.

2.4.5 The nominated representative will be expected to keep the governing body informed of developments through regular reports, and to seek guidance from the whole governing body as necessary on significant developments. Such consideration must also be provided for where there is no direct representative to ensure schools are fully involved. A key issue in the zone will be the governing body’s agreement with the action plan and associated programme. The Action Forum will need to ensure that a mechanism is in place for agreeing with governing bodies the school level implications of proposed activity before action plans are submitted to the Secretary of State.

2.4.6 The extent to which the governors’ representative can commit the school to a certain course of action will depend on the nature of the delegated authority given to her/him by the governors. The general intention however is that the forum should be able to take decisions and implement them with a minimum of formal process without overriding the interests and actual responsibilities of headteachers and governors.

2.4.7 Governing bodies will also be enabled to co-opt a member of the Action Forum onto their governing body if they wish. This could be additional to, or instead of, their own direct representation on the forum.

2.4.8 However given the extent of work that is likely to fall on Action Forum members, it is suggested that governing bodies should only seek to co-opt an Action Forum member where this is seen as giving added strength to the school’s effectiveness in delivering the forum’s action plan. In other words such co-options should not be made merely for the purposes of being kept informed or communicating with the Forum.

2.4.9 The proposers could decide from the outset to identify other bodies which can make a positive contribution and which they believe should have members on the Action Forum. For example in many cases it is expected that membership should include -

* a representative of the LEA
* a member nominated by parents of children of school age or alternatively a parent governor nominated by all the parent governors in the EAZ
* representatives from local industry or business and specifically from any which had undertaken to sponsor the zone.
* representation of other community interests
* voluntary bodies active in the local community

2.4.10 A balance of representation is essential in other respects if there is to be a true partnership in the zone. Those proposing the constitution for the forum and those responsible for inviting nominations and making the appointments should in particular seek to ensure that:

* there is an appropriate gender balance among the members
* significant minority communities within the EAZ are represented in the membership of the forum.

2.4.11 Appointing bodies should confirm in writing any appointments made.

2.4.12 The project director (see Chapter 3) after her/his appointment by the forum should become ex officio a member of it. In these cases the project director is both an employee of the forum (and as such accountable to it) and a full forum member - with the right to attend its meetings and to vote. This is analogous to the position of the headteacher as a member of a school’s governing body or to that of a chief executive as a member of the board of the company.

2.4.13 Where the Action Forum has decided to purchase a project management service from a commercial provider (see Chapter 3) rather than directly appoint a project director, there will need to be in place an appropriate method of accountability, including attending forum meetings on request to report on the effectiveness of the company’s work. In cases where the project management is provided by an existing partner, the forum will need to ensure that there is no conflict of interests. This may occasionally require the relevant partner to withdraw from meetings, if for example their company’s performance is under discussion.

2.4.14 The statutory instrument creating each zone (a model is provided at Annex H, although each will be different to reflect the membership of the zone) provides for members to be disqualified: if they have been declared bankrupts; if they have criminal convictions (under some circumstances - see Annex H); or if they are absent from meetings for more than 6 months without the Forum’s agreement.

**2.5 Committees**

2.5.1 The Action Forum will have direct responsibility for managing the business of the EAZ and the resources provided to it. In some cases it could assume significant and detailed responsibilities ceded to it by partner schools. The size of the Action Forum and the structures through which it operates therefore need to strike a balance between adequate representation of the partners involved and the need to be an effective management and decision making body.

2.5.2 In order to enable effective structures to be put in place there is provision in the Act for Action Forums to appoint committees and to delegate functions to them. It is anticipated that larger forums may wish to establish an executive committee with powers to manage the detailed business. The intention would be that such a committee would meet more frequently and deal with issues at a greater level of detail.

2.5.3 Some tasks and decisions may be delegated to individual forum members, to the project director or to headteachers. Some forums may prefer to delegate other functions to smaller groups of their members working in committees. Such functions might include -

* the management of particular projects
* finance
* staff matters (for instance where the Teachers’ Pay and Conditions Document had been suspended).
* monitoring and review

2.5.4 We aim to provide some model terms of reference in a future issue.

2.5.5 In all cases committees should be provided with clear terms of reference including the level and nature of the decisions they can take on the forum’s behalf. Committees will remain accountable to the forum and should report their proceedings and actions to the forum at each full meeting.

2.5.6 Committees would also be bound by the same procedural rules as apply to, or have been adopted by, the main forum as regards quorum, voting, election of chair, agendas and minutes (see below).

2.5.7 The arrangements to be made where one or more governing bodies cedes all powers to the forum will be dealt with in Regulations.

**2.6 Procedure**

2.6.1 The intention is that the Action Forum should have as much freedom as is compatible with its public accountability so as to be able to operate in the way which is most likely to enable it to achieve its objectives. The legal requirements on the way it conducts its business are therefore to be kept to a minimum.

2.6.2 In general the requirements reflect the broad principles which apply to governing bodies of schools and colleges but with the intention that they are less prescriptive. However in those cases where the functions of a governing body have been ceded to the Action Forum, it is expected that many of the Education (School Governing Body) Regulations will apply to the proceedings of the relevant sub committee.

2.6.3 Schedule 1 of the Act specifies that members of the Action Forum shall elect one of their number to chair the forum, and the Order made by the Secretary of State establishing each EAZ and its Action Forum specifies the term of office of the chairman.

2.6.4 Some further provisions are made in the Education Action Forum (Proceedings) Regulations 1998. These are:

1) **The appointment of a secretary or clerk**

The function of this person would be similar to that of a clerk to a governing body and include maintaining close liaison with the chair, arranging and recording the forum’s business including ensuring that its decisions are carried out and advising on procedure. Members of the forum, including the project director, would be precluded from holding this post.

2) **Appointment of a vice-chairman and term of office**

The vice-chairman may carry out the chairman’s functions if he/ she is unable to do so.

3) **Notice of meetings**

Each forum must meet at least once each term (defined with reference to the three term year used by most schools), and may hold other meetings if requested by the forum, the chairman, or 20% of the members. Members should be given the date and an agenda at least 7 days’ prior to the meeting, unless the chairman specifies a shorter period because of the need for urgent action.

4) **Quorum**

To delegate powers to a committee or to elect a chairman or vice chairman, requires two thirds of members to be present. For other purposes, the quorum is one third.

5) **Minutes**

This will require that a formal written record of the business of meetings is kept in the form of minutes which are subsequently approved as a true record by the forum. As a matter of good practice, Action Forums may wish to make public the minutes of their meetings on request, (as governing bodies do) unless there is a good reason for not doing so.

6) **Voting**

Votes are decided by the majority of members present and voting, and in the case of a tie, the chairman has an additional, or casting, vote. In practice it is not expected that decisions need be taken by formal vote on each occasion - the chairman would normally ask the forum members for their agreement and only call for a vote if there was specific dissent, a vote was requested or the matter was particularly significant.

7) **Public access**

The forum may allow non-members to attend meetings. As a matter of good practice, the forum should make the minutes of its meetings available in response to any reasonable request.

8) **Withdrawal from meetings**

Any member of the forum with a direct or indirect pecuniary interest in a particular issue must declare this, and withdraw from the meeting while the issue is being discussed and voted upon. The circumstances are likely to include where a member (or her/his spouse, partner or close family) has a financial interest in the supply of goods or services to the forum or any contract or proposed contract being decided by the forum (including employment contracts). Under the financial arrangements (see Chapter 8) the forum will be required to maintain a register of its members’ interests. Withdrawal may also be necessary where conditions of service of, for example, the project director, are being discussed.

2.6.5 It will be for the forum to supplement these basic rules with its own procedures (or standing orders) for other aspects of its business. It is suggested that these aspects might include:

* the term of office of members;
* how casual vacancies and places for co-optees on the forum are to be filled;
* the circumstances in which the chair may act between meetings on behalf of the forum and the reporting of such action, and whether or not this is to include authentication of the forum’s seal without specific authorisation on each occasion (see 2.2.6) ;
* the arrangements for members to ask for items to be included on the agenda including whether the raising of urgent business is to be allowed;
* the conduct of debates, the putting of resolutions and the exercise of authority by the chair;
* under what circumstances public access is to be allowed to meetings of the forum;
* the membership and terms of reference of committees of the forum;
* the procedure for appointing the project director and other directly employed staff.

2.6.6 Views will differ on the appropriate level of detail. However there are clear advantages in working within a set of rules which everyone understands and which enables the forum to demonstrate to schools and other partners that it has a coherent, consistent and as far as possible transparent, framework for conducting its business.

**2.7 General conduct of the Action Forum**

2.7.1 The intention is that Action Forums should be enabled to operate and respond in flexible and innovative ways. However the Action Forum remains publicly accountable and must conduct its business in as fair and open a manner as possible.

2.7.2 A forum’s decisions and the way they are taken may be open to challenge on the grounds that it has acted unreasonably. The forum is likely to avoid this by -

* acting only within its powers
* providing adequate time for consultation with those affected by its decisions
* being clear about the reasons why decisions have been taken and recording those reasons
* excluding from the decision making process anyone who has a conflicting or personal interest.

2.7.3 The Action Forum should also be seen to conduct itself and its business in line with the principles of public life established by the Nolan Committee -

**Selflessness**

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

**Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their duties.

**Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability**

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness**

Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

**Honesty**

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership**

Holders of public office should promote and support these principles by leadership and example.

2.7.4 The Action Forum may wish to consider adopting a code of practice to apply to its own members. A model code is provided in Annex G as an aid to forums wishing to do this.

**3   Managing the Education Action Zone**

**3.1 Introduction**

3.1.1 Education Action Zones are expected to set themselves challenging targets for improvement. Achieving, and being able to demonstrate, measurable results in terms of improved standards within a three or five year time-frame will be a challenging task which will demand clear objectives and direction if it is to succeed.

3.1.2 This Chapter is concerned with the need for effective day to day management of the zone's business and the different ways in which the action forum might choose to provide high quality management.

3.1.3 The Action Forum will define the objectives within its action plan, develop and agree strategies to realise the objectives and monitor progress. The key to success however will lie in the detailed planning and implementation of those strategies, and the effective leadership of this activity.

3.1.4 Action Forums will also have substantial resources to manage, and in some cases may take over the detailed governance, where governors have agreed this. There will need to be frequent, sometimes daily, contact with headteachers and other key managers within the EAZ.

3.1.5 The members of Action Forums are unlikely to have the time, and may not necessarily have the experience, to manage a project of this size and complexity. It is essential therefore that specific arrangements are made for the day to day executive management and direction of the EAZ. Those arrangements must include accountability to the Action Forum for carrying out their decisions and accountability for the management of the resources with which the EAZ has been provided by the DFEE and from other sources.

3.1.6 The following paragraphs describe different ways in which Action Forums may want to make such arrangements. The choice will depend on local circumstances and the nature of the EAZ's action plan. The cost should however be commensurate with the size of the task.

**3.2** **Duties of a project director**

3.2.1 In the great majority of cases it is likely that the forum will wish to recruit and directly employ a person to be the project director. However there are other options and alternative models are described in 3.4 and 3.5.

3.2.2 Whether vested in a single directly employed person or acquired by other means, the typical range of management tasks which the Action Forum will need to have undertaken will not vary. These will include -

* advising the Action Forum on effective strategies for meeting its objectives
* managing implementation of the action plan
* securing the co-operation of all partners through consultation
* undertaking/overseeing the routine administration of the EAZ's business including provision of support to the forum itself
* accounting to the forum for management of the EAZ's finances and financial systems and for drawing up its annual budget
* dealing with any requests from the forum, the DFEE or other bodies for information on progress towards targets and deployment of resources.

3.2.3 The character and extent of these tasks, and the resources required to carry them out, will be significantly different where the Action Forum has agreed to take over the bulk of responsibilities of one or more governing bodies in the EAZ (see Chapter 4), or is acting as agent for a range of functions.

3.2.4 In cases where such functions have been taken over, the Action Forum will need to consider carefully how it proposes to provide the detailed oversight of the affairs of one or more individual schools for which it has accepted responsibility. It will need to be aware of the full range of governing body responsibilities it has taken on and in particular its accountability to parents and the LEA where matters such as finance, personnel and standards are concerned. In considering the project director’s role in this, the forum needs to bear in mind the distinction between governance and management of the school.

3.2.5 In a school whose governing body has ceded its powers, the headteacher will remain fully responsible for the day to day management of the school. Her/his accountability will however be to the Action Forum acting as the school's governing body. It will need to be clear therefore whether the forum expects the project director to act on its behalf in terms of regular contact with the headteacher, or whether, in some aspects, this is more appropriately a task for the chair or a nominated member of the special sub-committee of the forum established to carry out the functions of the governing body.

3.2.6 The arrangements for monitoring any functions carried out for the forum by the governors on an agency basis and the project director’s role (if any) in such arrangements will also need to be clear.

3.2.7 In summary the Action Forum will need to consider carefully the role they want the project director to have in the light of their local circumstances including the nature of the zone, its action plan and the extent to which functions are likely to be accepted on an agency basis or to be actually ceded. This should also help the forum decide between the options for the zone’s management discussed in 3.5.

3.2.8 To assist consideration of these issues by action forums, a model job specification for a project director is provided in Annex F. Chapter 2 discusses the position of the project director as a member of the forum. Chapter 8 includes advice on ensuring proper separation between the project director's executive role including the management of the forum's resources and that of finance and financial accounting.

3.2.9 The next three sub-sections discuss different models for the provision of zone management and direction.

**3.3 Direct appointment of a project director**

3.3.1 It is expected that most Action Forums will wish directly to recruit and appoint an experienced person with proven management and leadership skills, carrying the title of zone or project director, in preference to seeking a secondment or a contracted out management service.

3.3.2 The Action Forum should advertise such a post of project director in open competition in the national and educational press. The post of project director is a public appointment and the method of recruitment, whether under this option or either of the other options, should comply with the established norms of good practice with which any public sector body is expected to comply. This would include checks with the police and the DfEE to establish the suitability of applicants to work in an educational environment as well as obtaining personal and professional references.

3.3.3 In advertising the post the Action Forum will wish to make clear the professional, management and leadership skills involved and be careful not to exclude those who may have relevant experience outside the education field.

3.3.4 In determining whether the post is full or part time, and the level at which it is to be paid, the forum will need to give consideration to the fixed term nature of the appointment and the possible impact of this on recruitment. It will be important to make it clear to applicants that there can be no commitment beyond three years.

3.3.5 The Action Forum will also need to consider carefully the pay and conditions package to be offered including -

* salary and superannuation
* performance appraisal and its link to salary, if any disciplinary arrangements including dismissal
* how and under what conditions the contract will be terminated, or alternatively extended, at the conclusion of the initial period of engagement.

3.3.6 It is not essential, but in practice may be convenient, to link the pay and other employment conditions to those of a partner in the forum, for example, local government, or a business partner. Whatever is the decision on this, it is essential that professional personnel advice is sought at the outset in determining pay and conditions and in drawing up a contract. Such advice might be sought from an appropriate local authority or from one of the private sector partners in the EAZ. Depending on the nature of that advice this might be a service which should be bought in by the forum, in which case it should ensure it is getting value for money.

3.3.7 The Action Forum should also consider seeking such professional advice and support during the recruitment and selection process.

**3.4 Secondment of a project director**

3.4.1 Some Action Forums may wish to consider the secondment of someone already associated with the area. This could for example be a headteacher, a local authority officer, or a manager from one of the private sector businesses sponsoring the EAZ. However the forum should be clear what advantage this might bring the zone over and above the option of appointing from a field attracted to the job in open competition.

3.4.2 The rationale for such a secondment would need to be that the individual concerned had already demonstrated high levels of management and leadership skills within the local context of a kind which were relevant to the needs of the EAZ. For example if a headteacher secondment were to be considered, there should be clear evidence of the successful raising, through specific strategies, of standards in her/his school by comparison with the general standards in schools in the zone. In the case of a local authority officer the decision should not be related simply to educational expertise but to successful management experience and skills, and qualities of leadership.

3.4.3 In the case of a private sector secondment, the person concerned again should be someone with a proven track record in project leadership and management. Business partners in the forum may find this type of secondment an attractive way of contributing in kind to the EAZ's budget. However this should not be the sole rationale for such a secondment. The skills of the person to be seconded should closely match the person specification as agreed by the forum.

3.4.4 A secondment should be offered competitively. It should therefore involve the normal processes of advertising, recruitment and selection and determination of pay and conditions as described above before any appointment is offered. If the secondment were offered as a contribution in kind, there would be a number of factors to take into account, including whether the offered contribution would still be available in another form if the secondment were not to be considered acceptable. Where the contribution would not be available in another form, this will be a consideration in awarding the post.

3.4.5 Candidates should be asked to ensure that their employers were in principle willing to agree to their secondment.

3.4.6 It would need to be agreed with the current employer, when/if a suitable candidate was selected, whether there would be a separate contract of employment with the forum and whether, and if so how, the secondee would be enabled to return to their substantive post at the conclusion of the contract.

**3.5 Purchase of project management from the private sector**

3.5.1 Project management can also be sought from businesses specialising in this kind of service. Typically these might be firms of management consultants or consultants working individually or within small partnerships. In all cases such arrangements should be the subject of normal public competitive tendering procedures against a very clear specification of the client's requirements.

3.5.2 Before considering entering into a contract for such a service, it is important that the Action Forum consider the extent to which the objectives of the EAZ can best be met by this kind of approach.

3.5.3 For example it needs to be clear whether the forum expects the successful tenderer to identify an individual who will undertake the work and the extent to which it will be acceptable for others from the same company to be involved.

3.5.4 Whatever the model adopted, the forum would need to establish a vigorous client side role to manage the contract and ensure that the detailed contract specification was met.

3.5.5 Action Forums also need to be aware of the dangers of open ended arrangements where fees are charged at a daily rate but no ceiling has been placed on the days allowed. Specifications need to be more tightly drawn than the model job description provided in Annex F so as to provide clarity not only about the nature but also the amount of project management that is required.

3.5.6 It would as well be worth considering the benefits of agreeing a fixed 'price for the job' on the basis that this could be reviewed if additional demands were made.

**3.6 Terms and conditions of the project director**

3.6.1 In addition to the model job specification provided at Annex F, the forum will need to determine appropriate terms and conditions for the project director and other action forum employees including such matters as:

* contractual duties
* performance appraisal and salary review
* other relevant conditions and benefits e.g. parenting leave, holidays, sick leave
* pension entitlements
* arrangements for termination of the contract when the zone ends or at other times

**4   Governing Bodies**

**4.1 Introduction**

4.1.1 This chapter deals with the implications for school governing bodies of the establishment of an EAZ.

4.1.2 The relationship between governing bodies and the forum is critical in maximising the benefits that can accrue from a shared agenda and joint action. Of particular importance is a collective focus on tackling the causes of low achievement which can provide the impetus to raise standards across a whole community. It is particularly important therefore that schools within the EAZ which are already achieving good results should be full partners in helping other schools to succeed.

4.1.3 The legislation enables governing bodies which participate in an EAZ to opt for different kinds of relationship with the zone and its Action Forum.

4.1.4 The expectation is that most governing bodies will want to remain active participants in the zone and play their full part in realising the EAZ’s objectives. It may be appropriate in some cases for the forum to become involved in enhancing the skills and effectiveness of existing governing bodies as part of the zone’s strategy for raising standards. However, the legislation on EAZs also enables arrangements to be made whereby governing bodies can ask the Action Forum to take over some, or virtually all, of their powers.

4.1.5 The purpose of allowing a governing body to decide to do this is -

* to enable the governing body to give the Action Forum additional scope and flexibility in the implementation of the forum’s action plan by asking it to take over some or all of its functions
* to bring the expertise, drive and resources of the Action Forum to bear more directly on the needs of the school where this is in the school’s best interests
* to address identified weaknesses in governance, or difficulties in recruiting and retaining governors, which make it appropriate for the forum to carry out some governance functions.

4.1.6 The governing body of a school within an EAZ will in practice have the possibility of three different types or levels of involvement -

* The governing body, while being a full partner in the EAZ, retains all its normal functions, powers and responsibilities.
* The governing body asks the Action Forum to act as its agent in undertaking one or more of its functions where it believes that this will help the action forum to deliver the forum’s objectives more effectively in its school and in the zone.
* The governing body, believing that it would be in the school’s best interests in the context of the EAZ’s action plan, asks the forum to take over the bulk of the responsibilities of the governing body while remaining ready to undertake functions related to some of those responsibilities as agents of the forum.

4.1.7 Although it is not essential for all schools within the EAZ to reach the same decision on the level of their involvement, some commonality of approach is desirable. The forum will have to decide in each case whether it is willing to take over any or all of the responsibilities of particular governing bodies. Where the governing body may be concerned that they are unable effectively to tackle underachievement the forum may want first to discuss strategies with the school for increasing the effectiveness of the governing body.

4.1.8 Regulations will specify -

* how governing bodies are to make their wishes in this known
* the time limits within which the action forum must decide whether it is accepting the request
* the basis, including financial arrangements, on which functions should be transferred.

4.1.9 The rest of this note describes what each level is likely to mean in practical terms for the governing body of a school which has agreed to be included in an EAZ. More detail will be provided in Regulations to be published by the end of December 1998.

**4.2 The governing body retains all its functions**

4.2.1 Many of the governing bodies of schools participating in EAZs will wish to play a full and active part in realising the zone’s objectives while retaining full control over and responsibility for the day to day management of the affairs of their schools.

4.2.2 Such governing bodies would participate in the EAZ through appropriate representation on the Action Forum and by contributing to the agreed strategy for raising standards in the area in collaboration with the forum and other schools.

4.2.3 For example they would take responsibility for implementing any aspects of the EAZ’s action plan designed to raise standards of literacy or other aspects of achievement and which were to be delivered through the school’s normal teaching programme. The Action Forum would most probably look to the governing body actively to respond to agreed strategies and would expect the school to report on progress achieved.

4.2.4 This might include a school’s participation in joint projects managed by the forum   
such as:

* establishing homework clubs or holiday revision centres
* employing specialist teachers to work with underachieving children across a number of schools
* INSET to improve the skills of those supporting underachieving children
* joint initiatives within the community to help parents become more involved in their children’s education.

4.2.5 Schools may be allocated resources by the zone to support initiatives which are designed to help raise standards in their own school.

4.2.6 Governing bodies should account to the Action Forum or its project director for their use of any such resources provided by the forum and for the outcomes achieved. This would be the case whether or not the governing body had actually handed over some of its functions.

4.2.7 At individual school level, governors should ensure that the aims and objectives within the school’s own development plan (or action plan arising from an Ofsted inspection) are consistent with, and broadly support, the EAZ’s action plan (see Chapter 5). For example if there was agreement in the action forum to focus on involvement of parents as part of a strategy to tackle truancy and disaffection it would be reasonable to expect each school in the zone to give such involvement priority in their own development planning.

4.2.8 It is important that there are clear - preferably written - guidelines for the way that governing bodies and the Action Forum work together. A draft charter compatible with the model just described is suggested at Annex G.

**4.3 The Action Forum acts as agent for some functions**

4.3.1 This level may be appropriate where the objectives of the EAZ in the context of its schools might be more likely to be realised if the Action Forum were asked to agree to carry out one or more functions as agent on behalf of one or more governing bodies.

4.3.2 A group of governing bodies may wish to propose this to the forum. More commonly the forum itself may wish to propose to all governing bodies in the EAZ that it should act as their agent in relation to certain functions as being the most effective way of promoting concerted action within a particular field.

4.3.3 The value of such an arrangement is likely to be where a number of schools want to pool resources to work towards a common goal. Such projects may be under management which is external to the schools themselves, often directly managed by the project director reporting to the Action Forum.

4.3.4 Examples of circumstances where the forum might act as agent include:

* increasing the length of the school day
* introducing a four term year
* appointing senior managers in one or more schools
* varying the National Curriculum to meet local priorities (such as tackling boys' underachievement or reducing levels of truancy and exclusions across the zone)

4.3.5 Another circumstance where the forum might act as agent might be where it was decided to seek agreement to a special measure, such as disapplication of part of the curriculum or of the Teachers’ Pay and Conditions Document, with the intention that it should apply equally to all schools in the EAZ. In this case a common approach might be more likely to be achieved and the processes involved streamlined if the action forum acted on behalf of all governing bodies in the EAZ.

4.3.6 Where the Action Forum had agreed to act as the governing body’s agent for certain functions, the forum would need to account for its agency work to the governors. A governing body would be able to withdraw from such an agency arrangement but it is hoped that governors would not pursue this option where it might endanger the viability of a co-operative scheme which involved and benefited other schools.

**4.4 The governing body cedes functions to the Action Forum**

4.4.1 In a few cases circumstances might favour a single decision making body for some or all schools within the EAZ. In these circumstances governing bodies can decide to cede some or all of their functions to the Action Forum. It is expected that prior to any such decision there would be appropriate consultation with parents, and staff with the reasons stated as to why this was thought to be in the school’s best interests. In the case of a school on special measures it would be essential for there to be prior discussions with the LEA and the forum.

4.4.2 Where the ceding of functions was agreed, it would be for the duration of the life of the zone. The governing bodies of schools in the zone would continue to exist and to meet at least once a term but would undertake only those functions which had not been ceded and any functions which the forum may wish them to carry out on an agency basis at school level.

4.4.3 Those functions which governing bodies will not be able to cede will also be clarified in Regulations and be the subject of further advice. In practice a governing body will be able to cede virtually all its functions to the forum if it judges this to be in the best interests of the school and to be the strategy most likely to help achieve the forum’s objectives.

4.4.4 The full legal responsibility for the conduct of functions which had been ceded would rest with the Action Forum. To this end it would be necessary to draw up a specific schedule of functions ceded in order that the redesignated responsibilities of Action Forum and governing body were clear to all parties.

4.4.5 Action Forums accepting full responsibility for the bulk of a governing body’s functions will be taking on a very significant workload as well as key legal liabilities. They may, for example, be required to carry forward the recommendations of Ofsted inspections and to draw up the resulting action plan (see paragraphs 5.4.5 - 5.4.8). It will be essential therefore for Action Forums to assess the costs as well as the benefits of assuming such a role before agreeing to a request from a governing body, or proposing one itself. In particular it would need to be sure that it had the capacity, expertise and systems in place to govern that school effectively.

**5   Action Plans**

**5.1 Introduction**

5.1.1 Regulations will require each Action Forum to draw up a three year action plan which has to be approved by the Secretary of State. This Chapter is concerned with the format of a zone’s action plan, how such plans will be used, assessed and its relationship to other planning functions.

5.1.2 The action plan is an essential means of ensuring that an EAZ’s strategy to raise standards has a clear focus and can be effectively monitored. Action plans for Education Action Zones are intended to have more challenging and a wider set of targets than those (in particular the statutory targets) to which LEAs and all schools are working. The reason for this is the expectation that the investment of resources and expertise in EAZs should result in more rapid and marked improvements than other areas.

5.1.3 The action plan will describe the strategy which it is proposed to follow to raise educational standards and be the key working document to guide the Forum and the project director in their work.

5.1.4 An important element of the plan will be the establishment of objectives and targets which will be the main basis for measuring the success of the EAZ’s strategy. Once adopted by the Forum and approved by the Secretary of State, the action plan and the targets established in it will become the framework through which the EAZ accounts to him for the progress being made in raising standards in schools within the zone.

5.1.5 The remainder of this Chapter deals with -

* the content and format of action plans (section 5.2)
* the planning period and plan revision (section 5.3)
* the relationship of EAZ action plans to other education planning, in particular the LEA’s Educational Development Plan and school target setting (c.f. the statutory targets which governing bodies have to set annually by December) (section 5.4)
* zone targets (section 5.5)
* assessing and approving the action plan (section 5.6)
* internal and external monitoring. (section 5.7)

**5.2 The content and format of action plans**

5.2.1 The action plan is intended to be a working document and should be drawn up in a format which best matches the approach adopted by each forum and the way in which it is intended to allocate and monitor the work.

5.2.2 Although a standard format will not be prescribed some commonality of approach is desirable. To assist this, the following paragraphs -

* summarise the basic contents which the Secretary of State will expect to be included
* provide a model format which forums may find it helpful to follow (see Annex C)

5.2.3 Whatever format is adopted by a forum, the plan has to cover at least the following:

(i) the EAZ’s principal objectives - a statement of the main purpose(s) for which the EAZ has been established;

(ii) the actions proposed to help achieve those objectives, including a schedule of the individual initiatives and changes which are planned;

(iii) the time frame within which each action will take place, including dates for the start and completion of each element;

(iv) the targets and criteria by which the progress and success of these actions will be measured, including quantifiable indicators which are directly linked to the outcomes which each action is designed to achieve or to which it contributes;

(v) a strategy for staff training and development to ensure that the plan is deliverable;

(vi) the cost to the forum’s budget and to other funding sources including the estimated cost within each financial year and the source of funding being earmarked for each element;

(vii) the total estimated cost of the action plan for each year of the plan;

(viii) the person(s) who will carry responsibility for each action point including the name of the individual who will account to the forum for the progress made;

(ix) the arrangements for monitoring and evaluation of each element of the plan including the frequency of internal monitoring reports and the recipients of such reports.

5.2.4 The plan should include a narrative introduction (including how the plan was developed and who was involved), a cost summary covering (v) and (vi), and how monitoring and evaluation (viii) will operate.

5.2.5 The information in items (ii) to (v) and (vii) would be best if summarised in tabular form with each element separately coded to aid identification. Separation of zone-wide from school specific actions and targets would aid clarity although it will be for the Forum to determine whether targets and the associated criteria are expressed on a zone wide or school specific basis. Where necessary, brief notes might be provided in a separate annex if it were thought that a more detailed explanation was called for.

**5.3 The planning cycle and plan revision**

5.3.1 The plan has to fulfil two main functions -

* to provide a clear set of objectives and an action agenda for achieving them
* to serve as the annual business plan for the Action Forum.

5.3.2 The action plan also needs to evolve flexibly as the focus of activity or priorities change in the light of experience within the EAZ. Thus, whereas the principal objectives of the EAZ and the targets relating to those objectives will remain valid for the life of the EAZ, the detailed actions agreed from term to term and the annual targets set for those actions will need to change.

5.3.3 The forum should recognise from the outset therefore that it will be necessary to review and roll forward the plan at the end of each year.

5.3.4 In addition to the ongoing monitoring and evaluation which the forum is expected to conduct, the main form of review by the Secretary of State will be:

* via an annual report from the forum on the extent to which the targets and objectives have been reached; and
* the approval of the next year’s plan in the light of that review and other relevant circumstances.

5.3.5 As far as time scales are concerned, Annex B provides details of the term by term programme for review, implementing, monitoring and evaluating the action plan for September 98 starters. This Annex also provides an indication of the links between the EAZ action plan, the LEA’s Educational Development Plan (EDP) and the statutory targets which every school governing body has to set. (see also section 5.4 below)

5.3.6 Annex C provides guidance on the planning cycle which will operate on a financial year/1 April to 31 March basis. However the setting and monitoring of targets will need to recognise that many educational outcomes (e.g. from public examinations) can only be measured part way into the next planning cycle.

5.3.7 In order to allow the forum adequate time to develop the detail of the main action plan with the project director, the plan submitted (for September 98 starters) by the end of October 1998 will be regarded as an interim action plan only. It should however contain the zone’s overall objectives and a clear set of actions for the first part financial year of the zone’s life (up until March 99). The main action plan should be approved and in place in time for the start of the first full financial year (from April 99) after the establishment of the zone with subsequent reviews and revisions in the following March.

5.3.8 EAZs approved to start in January 1999 will need to refer to a revised version of Annex B but the principles set out in this section will still apply.

**5.4 Other education planning**

5.4.1 Action plans should not be drawn up in isolation from other education plans which may continue to have currency within the EAZ, and in some cases statutory force. Such plans include:

**Plan title Originator Due**

School development plans School Reviewed and revised annually

OFSTED action plans School 8 weeks after inspection

Early Years Development Plans LEA January 1998

**EAZ Interim Action Plan Action Forum October 1998 (Sept 98 starters)**

**EAZ Action Plan Action Forum April 1999**

Class Size Plans LEA October 1998

Behaviour Support Plans LEA December 1998

School Organisation Plans LEA September 1999

Education Development Plans LEA December 1998 (for implementation from April 1999; and include the statutory targets governing bodies have to set by December 1998 for Summer 2000)

5.4.2 Of these, the first two are well established parts of the education scene. The remainder are themselves in the process of being drawn up, approved or established and will become increasingly significant during the life of the EAZ. In all cases, the Secretary of State will expect the EAZ’s own action plan and the work of the forum to have regard to these other plans, all of which are primarily aimed at raising standards. The Action Forum should consider how its proposals interface with these plans in the medium term when the Action Zone as such comes to the end of its 3 or 5 year period. A short description of each of these plans and their significance for EAZs is given below.

*School development plans*

5.4.3 School development plans are drawn up by individual schools to provide objectives and targets for their own development over a three to five year period. Such plans will continue to be essential components of the sound internal management of individual institutions. This will be the case whether or not governors have chosen to cede their powers to the forum.

5.4.4 Part of the forum’s inter-action with schools in the zone may therefore involve some renegotiation of school development plan priorities to ensure reasonable alignment with the zone’s shared objectives, especially for the action plan submitted for September 98 starters by April 99. Equally the development plans of schools in the zone, and their successes and failures in reaching their own plan targets provide a rich source of information on successful and less successful strategies for improvement.

*OFSTED action plans*

5.4.5 The recommendations of OFSTED inspections and the resulting action plan (which must be approved and published by the governors) must remain an overriding priority for individual schools. The responsibility on governors to respond to the recommendations of OFSTED inspections is in no way diminished by the establishment of an EAZ.

5.4.6 Where a forum agrees to take on the ceded powers of a governing body in the zone, it must also take on the responsibility for any outstanding elements of an action plan drawn up following an OFSTED inspection which would have fallen to the governing body to implement.

5.4.7 OFSTED’s cycle of school inspections will continue irrespective of whether a school is in an action zone although, as stated in Chapter 6, OFSTED will take account of any variations made to the curriculum. The Action Forum will want to take account of the demands which an inspection makes of a school and its staff when deciding on action plans and targets affecting zone schools likely to be inspected in the next plan cycle.

5.4.8 The outcome of current or recent inspections within the zone could themselves provide valuable evidence to inform the EAZ’s strategy and the development of its action plan. The annual Performance and Assessment report (PANDA) from OFSTED will provide useful information about the relative strengths and weaknesses of provision, as will the DfEE’s ‘Autumn Package’. This package (which issues for the first time in Autumn 1998) is put together in collaboration with the QCA and Ofsted and contains information on individual school performance and QCA benchmarking data.

*Education development plans (EDPs) and target setting by schools*

5.4.9 All LEAs are required to have approved EDPs in place by April 1999 (with a draft submitted to the DfEE in December 1998). These are principally concerned with school improvement and performance targets. EDPs will therefore be highly relevant to the EAZ. Similarly, all governing bodies have to set targets in relation to aspects of Key Stage 2 & 4 results for summer 2000 by the end of December 1998. From an EAZ perspective, these are closely interrelated activities and it is critical that the responsibilities and plans of LEAs and governing bodies are fully understood. The section below describes the relationship between the three processes: statutory targets set by schools, the EDP and the forum’s action plan.

*Linking EDPs, school targets and Forum action plans*

5.4.10 It is axiomatic to the success of the zone that its programmes (as set out in the action plan) will build on and take fully into account the range of activities that schools and LEAs are already engaged in or plan to undertake. It is also axiomatic (as noted in para. 5.1.2) that zones are expected to achieve more challenging targets than the more general ones which schools and/or LEAs might have set, thus reflecting the additional investment of resource and expertise into the zone.

5.4.11 Detailed consultation between the LEA and forum both in terms of the LEA’s EDP proposals and the zone action plan are critical to ensure that the various plans are coherent. Participation by the LEA in zones will facilitate this. LEA’s EDP should reflect the EAZ’s objectives and targets; similarly the forum’s plan should build on the LEA plan, both taking into account the level of detail which might be available at the time when each plan is required to be submitted.

5.4.12 The Action Forum will be expected to consult the LEA before publishing its action plan. In any event it would be open to the LEA to incorporate the zone’s action plan as an optional annex to its own education development plan in respect of that particular group of schools. The section below describes the approaches which it is expected will be applied when putting into practice these 3 inter-related activities: the zone action plan, the EDP and schools’ statutory targets. (NB. Annexes M and N describe these processes in more detail):

i. Zone schools should not be expected to provide two sets of statutory targets, that is, one which is the “normal” one and one which takes into account the additional zone programme and associated investment.

ii. EDPs should indicate which schools are in the zone and also whether the statutory targets have taken into account the zone programme or not (largely dependent on the amount of information available on the zone programme at the time of the school setting the target.

iii. Discussions between LEAs and zone schools about the statutory targets should take into account the zone programme as it is known at the time of the discussion, noting that the LEA is normally a partner on the zone.

iv. LEAs and zones should keep each other informed about the development of the EDP and the zone action plan.

v. Zones and zone schools should set a range of targets which are additional to the statutory targets. These should reflect their applications and the issues that are to be addressed. For example, targets might include: higher performance for particular groups of pupils (e.g. boys at KS3) etc.

vi. Targets can be set either at a zone level or at an individual school level.

vii. For the interim action plan (covering the period up to end of March 99 - for September 98 starters), it is likely that many of the targets will be process targets.

viii. Apart from the process targets associated with some of the initial work, targets should make clear two key elements: “how will we know it is better?” and “by how much do we expect it to be better?” with the measure dependent on the particular programme and activity. It is crucial therefore that the various programmes are well founded in terms of detail about current performance and current strengths and weaknesses.

*Early years development plans*

5.4.13 All LEAs have Early Years Development Plans (submitted to the DfEE in January 1998) describing how the LEA in conjunction with the Early Years Development Partnership will secure from April 1998: early education places for all 4 year olds; plan places for 3 year olds; improve quality of education for pre school children and coordinate education and child care provision.

5.4.14 Every Action Forum should be aware of those plans and how they affect existing or future pre-school provision in the EAZ.

5.4.15 In its own planning, the forum should consult the LEA if it was intended to propose alternative or supplementary pre-school strategies or wished to be involved in the management of those already in hand.

*Class size plans*

5.4.16 As a key element of the Government’s pledge to reduce Key Stage 1 classes to a maximum of 30 pupils, LEAs have to submit detailed plans by October 1998 for achieving this. Specific funding is being provided to LEAs for implementation of their plans.

5.4.17 Reduction of the size of infant classes is an overriding priority for the government. It is therefore essential that Forums take account of LEA class size plans in their own action planning and ensure that there is no conflict between what needs to be achieved in class size terms and the zone’s own programme.

*Behaviour support plans*

5.4.18 LEAs must publish behaviour support plans by 31 December 1998. These must contain information on the arrangements for the education of children with behavioural difficulties. This includes: support to schools; provision for pupils otherwise than at school; and arrangements for assisting children who have been excluded to find alternative places in schools. There is a strong emphasis within the extensive consultative process on improving the coordination between agencies concerned with the children and their families.

5.4.19 This area of the LEA’s responsibility will be highly relevant to EAZ’s where truancy, exclusion and behavioural problems are seen as a root cause (or consequence) of underachievement.

5.4.20 It is essential therefore that the Action Forum is familiar with the emerging proposals of the LEA at the time its own action plan is being drawn up, relevant targets for which will be included in the LEA’s EDP. The timing however probably prevents any significant input from the forum to the formulation of the behaviour support plan.

*School organisation plans*

5.4.21 LEAs are required to draw up school organisation plans by September 1999. Before then they will be the subject of wide consultation with all schools and many other bodies.

5.4.22 The purpose of the plans is to provide a picture of the demand for school places in the light of demographic trends, to set out the LEA’s policy for meeting increases and changes in the pattern of demand (including removing surplus places) and the specific proposals within the 5 year plan period for implementing that policy. The plan will be rolled forward annually.

5.4.23 The process of drawing up the school organisation plan, the plan itself and its implementation may have considerable significance for the forum’s action plan if one or more schools within the zone are affected by enlargement, reorganisation or closure proposals. The Action Forum would be expected to keep closely in touch with the LEA on the implications of the plan. Depending on timing, the Action Forum itself may want to express views during the course of the consultation on proposals affecting the EAZ which appear in the draft plan or on the LEA’s proposed policy on school places.

**5.5 Zone targets**

5.5.1 Action plan targets will provide the basis for both internal and external monitoring of progress towards the objectives of the EAZ. With the exception of the interim action plan (see para. 5.3.6 and Annex B) which may have a number of process targets since it will inevitably include a higher proportion of auditing and mapping work, the action plan needs to make clear the overall targets for the zone with each annual plan providing the detailed targets expected to be achieved during that year.

5.5.2 Zones targets will typically be set at zone level and will fall into two groups:

* pupil performance targets – relating pupil achievement on national and public examinations (statutory school targets and targets relating to other Key Stage tests can be included)
* other key outcome targets – relating to other quantifiable data such as pupil attendance, staff turnover, parental attendance at consultation evenings.

5.5.3 These targets need to be related to the main objectives of the zone and to reinforce the key outcomes for the Action Forum over its three year period. They will form part of the action plan as approved by the Secretary of State and will in essence be the prime measures by which the success of the EAZ is judged. These should be expressed both as three year targets and as year on year incremental targets.

5.5.4 The action plans will also need to include a list of identified actions or tasks that people will undertake in order to meet the targets. Progress on these actions and tasks should also be closely monitored and reviewed annually. The Secretary of State will be kept informed on progress being made during the year by his representative on the Forum. The exception will be where there is concern over progress towards the main objectives (see section on monitoring below).

5.5.5 The targets and actions need to be coherent. For example, actions taken to introduce extended support on literacy, enhanced staff training and more use of trained volunteers need to be linked to improved pupil results in English at KS1, 2 etc.

5.5.6 Targets need to be challenging and to express clearly the intention of the Action Forum to bring about change within the zone. There is nothing to be gained by setting over-ambitious or poorly focused targets.

5.5.7 There is a growing body of advice available to zones on good practice in target setting. This includes From Targets to Action (published in 1997 by the DfEE) and information on the DfEE’s Internet web site. In selecting and setting targets, therefore, Forums might find it useful to test their proposed targets against the SMART criteria for good practice in target setting which suggest that targets should be:

* **S**pecific - they should have specific relevance to the task in hand
* **M**easurable - they should be capable of accurate and objective measurement
* **A**chievable - they should be achievable within the proposed time scale
* **R**ealistic - they should be realistic in scope
* **T**ime-related - there should be a specific timeframe for achievement of the target.

5.5.8 The Secretary of State will expect, both in the cases of three year and annual targets, that they will have been the subject of consultation with governors, headteachers and staff within the Zone and that they also take into account the proposals within the LEA’s EDP as they may affect zone schools and the statutory targets which zone schools have been setting annually. The appropriate mechanism for such consultation will be for the Action Forum to decide in the light of local circumstances.

**5.6 Assessing and approving the action plan**

5.6.1 This section describes the way in which the action plan will be assessed and approval given. Assessment is in the form of a number of criteria against which the action plan will be judged. Good action plans will have a number of characteristics including:

* the capability of tracing themes and issues all the way through from analysis to programme to output;
* a consensus about action required rather than imposing solutions without adequate preparation;
* a differentiated programme reflecting the relative strengths and weaknesses within the zone;
* how the various contributions from schools, community groups, business and the local authority will be developed and melded.
* success criteria/targets which answer two questions: “how will we know it is better” and “by how much do we expect it to be better”;
* effective monitoring and evaluation.

5.6.2 There are a number of questions which will be used in order to assess the action plan which reflect the characteristics described in 5.6.1 above. These are:

i. Does the action plan provide sufficient indication that a detailed audit of strengths and weaknesses has been or will be carried out? Has this included detailed reference to pupil attainment data drawn from a sufficiently broad range of sources (e.g. QCA benchmarking, inspection data, NCT/public exam results; looking at groups of pupils and pupils over time)?

ii. Are the programme areas based on the analysis undertaken under 1 above? Are there other issues which have been included in the programme areas which did not feature in the analysis?

iii. Do the programme areas take into account the relative strengths and weaknesses of the schools?

iv. Do the programme areas include measures to address the relative underperformance of groups of pupils - if this has been identified in 1 above?

v. Have success criteria/targets been set for each programme area or each substantive element of the programme area? Are the success criteria/targets appropriate to the issue and suitably challenging given the expertise and resource? For monitoring purposes will the success criteria/targets enable the Forum to check that progress is being made and what progress has been made?

vi. For each programme area are there suitable short/medium/long term actions and success criteria?

vii. Do the various actions in the programme areas have a logical sequence?

viii. Are the time scales for each programme area appropriate? Are the time scales for the programme as a whole practical taking into account the resources being deployed?

ix. Are the resources required to implement the programme area: adequate; identified; appropriate in terms of finances/staffing requirement?

x. Is the workload on individuals employed by the schools and individual schools within the zone reasonable?

xi. Are the procedures for monitoring progress across the programme area adequate? Is a person identified for each action/programme area? How is monitoring being coordinated? What support is the Forum receiving in terms of monitoring?

xii. Is there a suitable description of how evaluation will take place?

xiii. Have the forum and relevant other bodies (e.g. governing bodies) been involved in drawing the plan? Has there been sufficient consultation (including with the LEA) to ensure a consensus? What inputs have there been from other parties?

xiv. Has the plan taken into account the LEA’s school improvement programme as articulated through its EDP? In particular do the success criteria/targets take into account the work which the LEA is undertaking in terms of school improvement?

xv. Does the plan take into account the various other programmes for which funding is being provided? Are the actions, targets and proposed resourcing of these programme areas appropriate given the bids that were submitted for them?

xvi. Does the plan accurately reflect the bid that was submitted and approved?

xvii. What are the main strengths and weaknesses of the plan? In terms of weaknesses are there issues which should be brought to the attention of the forum? Are they serious enough to require a resubmission or withholding approval of the plan?

5.6.3 In the unlikely event that there are issues of concern about the action plan, it will be necessary for the DfEE to seek clarification from the forum - in practice, the project manager. This will normally be by the relevant education advisor who is also the Secretary of State’s representative on the forum. This will only occur with issues of substance and not of relatively minor importance which can be dealt with in other ways. Depending on the seriousness of the issue, it might be necessary to call a meeting with the forum or more likely its steering/executive group in the first instance indicating the area of difficulty and seeking agreement about the action the zone will take and the time scale for such action.

5.6.4 Assuming that the action plan is satisfactory, a letter to that effect will be sent by the DfEE to the forum. Since the process will take some time, forums should continue to implement the action plan after submitting it. The approval letter may provide a commentary or a set of notes which while not withholding approval the forum should take into account during the implementation; for example, the need to provide details of a particular programme or a suggestion about the time line of a particular programme area.

**5.7 Monitoring**

*Internal monitoring*

5.7.1 Internal monitoring of the action plan will be an on-going task for the forum. In terms of the planning cycle (see section 5.3 above) the forum is expected to conduct a formal review of the plan annually. This should involve reviewing progress on all targets and the resetting of those targets for the ensuing period in the light of the success of the previous period and the continuing relevance of the target area concerned.

5.7.2 Where targets have not been achieved, the Action Forum should expect the project director to analyse and report on the reasons for this. This is particularly important where outcome targets directly relevant to the zone’s main objectives or where actions or tasks supporting key objectives are not being completed.

5.7.3 Some targets will be best reviewed during the course of the year before the formal annual review is due including -

* those related to public examinations whose results become available in September
* those (for example school attendance) where termly or school year monitoring may be more appropriate
* those actions or tasks where the target date falls during the year (e.g. the date by which a particular initiative should have come on stream).

5.7.4 The Action Forum should look to its project director to provide management information in relation to the achievement of targets and to prepare the necessary data for the annual review. To assist this process, the Action Forum should agree with the project director at an early stage in each year what information they require and by when. It will also be necessary for there to be agreement between the forum, headteachers and governors on data to be provided by schools. Given the importance of such data to the monitoring of progress within the action zone, all schools in the zone are expected to agree to supply relevant information.

*External monitoring*

5.7.5 In addition to the ongoing monitoring via the Secretary of State’s representative, DfEE external monitoring will take place primarily via the annual review and revision of the action plan process though it is expected that the GCSE and NCT results available in September will provide an important interim stage. This will involve consideration of the previous year’s performance, the outcome of the Action Forum’s own review and roll forward of the action plan.

5.7.6 The Action Forum will be asked to submit concurrently with their updated plan and review papers, an annual report containing an assessment of their own progress together with any supplementary information they wish to provide about the reasons for particular successes or failures.

5.7.7 The approval process for the action plans and its annual revision will take into account the review using the criteria set out in section 5.6 above and Annex O.

5.7.8 However if there is cause for concern about the extent to which targets are not being achieved, or the cost benefits of particular strategies which the forum is pursuing, the DfEE may wish to have more direct discussions with the forum - in practice, in the first instance, the project director - and to offer support and guidance.

5.7.9 The DfEE will also establish mechanisms for ensuring that other EAZs - and the rest of the education sector - can be informed by EAZ strategies which are proving successful and may have the potential for more widespread usage.

**6   Curriculum Innovation**

**6.1 Introduction**

6.1.1 In this chapter we focus on curriculum innovation. It is the intention of the government that schools in EAZs should have the freedom to innovate, both in terms of the content of the curriculum and the way it is delivered. In this way, schools will be able to focus their efforts more closely on addressing the needs of their pupils and so contribute to the government's aims of raising standards in numeracy and literacy, decreasing disaffection and truancy, motivating pupils to achieve qualifications and preparing pupils for the world of work.

6.1.2 It is also the government's hope that EAZs will be a test-bed for change and experimentation and that they will have an impact on future curriculum development aimed at raising standards of education.

6.1.3 Schools already have significant freedom to innovate within the area of the curriculum - more so than many realise - and further flexibilities have recently been introduced by the government. There is therefore a need to remind schools of the full extent of the flexibilities they now have, before advising them on ways of seeking formal authority for disapplication. Nevertheless, where schools wish to embark on a radical reshaping of the curriculum, and have sound arguments for doing so, the government will be willing to consider sympathetically applications for disapplication.

6.1.4 This section is structured to provide advice on the following matters:

* the current position with regard to the National Curriculum and the flexibilities which exist within it
* the types of curriculum innovation that schools may wish to consider
* the process for making an application for disapplication where current or proposed flexibilities are insufficient

**6.2 Current requirements**

6.2.1 The basic premise of the school curriculum is that it should be broad and balanced, that it should promote the spiritual, moral, cultural, mental and physical development of pupils and that it should prepare pupils for the opportunities, responsibilities and experiences of adult life.

6.2.2 To fulfil this, all maintained schools in England and Wales are required by the Education Act 1996 to provide the National Curriculum (and certain other subjects, ie Religious, Careers and Sex Education) for pupils aged 5-16. A number of changes have been introduced from September 1998. These are illustrated together with the current requirements in Annex I and are discussed more fully below:

**Key stage 1 and 2: *primary schools***

6.2.3 For primary schools, greater flexibility is now available than was previously the case at Key Stages 1 and 2 in order to encourage a sharper focus on literacy and numeracy. This has been done by modifying the requirements of the statutory Orders in history, geography, design and technology, art, music and physical education so that, although schools must still provide a balanced and broadly-based curriculum which includes each of the National Curriculum subjects, they will no longer have to teach the full programmes of study in these six non-core subjects. Schools still have to follow the existing programmes of study in English, mathematics, science and information technology, and to teach religious education. The decision on whether to provide sex education remains the responsibility of the governing body.

6.2.4 Thus primary schools, and special and middle schools with pupils at Key Stage 1 or 2, will have much greater freedom to decide how to approach the non core subjects, both in terms of the extent to which they are covered and the curriculum materials used. This does not mean that schools can focus exclusively on the core subjects and IT, as there is a continuing requirement under the Education Act 1996 for the school curriculum to be "balanced and broadly based" and to promote the "spiritual, moral, cultural, mental and physical development of pupils".

6.2.5 During the summer term 1998 QCA issued guidance for primary schools to show how the new arrangements can be used to maintain a curriculum that is broad, balanced and relevant while also providing greater focus on numeracy and literacy. The guidance (‘Maintaining Breadth and Balance’) identified the key aspects in the programmes of study for each non-core subject and the expectations for pupils' knowledge, understanding and skills by the end of each key stage. It also suggested how these key aspects can be retained within modified curriculum plans by adopting one or more of the following three approaches:

* by **prioritising** certain aspects which are considered to be particularly relevant and in need of coverage in depth, as opposed to other areas which can be covered with a lighter touch
* by **combining** parts of the programme of study within a subject, or across subjects, such that they can be taught in fewer units of work
* by **reducing** the scope of what is taught through removing some parts of the programme form teaching plans, whilst preserving sufficient coherence and progression in subject content

6.2.6 Each primary school will need to decide whether to make use of this additional flexibility. Likewise, there is no requirement for schools to make a formal application to the Secretary of State (or other body) to make the necessary changes, nor to engage in consultation with the LEA or parents (although many schools will wish to do so voluntarily).

6.2.7 There have also been commensurate changes to the Ofsted inspection framework. From September 1998, OFSTED inspectors will not comment in inspection reports on the extent to which the teaching of subjects outside the core and IT complies with the existing programmes of study for Key Stages 1 and 2, although they will continue to evaluate the quality of teaching and in learning in all subjects. QCA will evaluate how schools use the extra flexibility via its normal research programme of surveys and visits to samples of schools.

**Key stage 3: *secondary schools***

6.2.8 At Key Stage 3, schools are required to teach the following subjects: English, maths and science as “core” with information technology, history, geography, design and technology, art, music, a modern foreign language and physical education. There is also a requirement to provide sex education, religious education and, in Year 9 from September 1998, careers education.

**Key stage 4: *secondary schools***

6.2.9 At Key Stage 4, schools are only required to teach the following: English, maths, IT, physical education, science, design and technology and a modern foreign language. Religious education, sex education and careers education remain statutory requirements at this level.

6.2.10 In an effort to introduce greater flexibility to the key stage 4 curriculum, regulations under Section 363 of the Education Act 1996 now allow secondary schools, and special schools with pupils at Key Stage 4, to set aside two out of the three subjects of science, design & technology and a modern foreign language in order to provide greater opportunities for work-related learning for pupils. This is likely in practice to enable the release of pupils for up to one day a week for work experience and work-based learning, although schools can organise this into short, intensive placements if they wish. The statutory requirement for the curriculum for all pupils to be "balanced and broadly based" remains.

6.2.11 The change should assist schools, especially the disaffected and those with significant levels of truancy and therefore may be particularly appropriate for schools in EAZs. The new freedom can be used, for example, to develop initiatives to increase the number of pupils learning in work-based settings and studying for vocational qualifications outside the National Curriculum. It is also hoped that schools will make greater use of college and work-based settings to deliver parts of the National Curriculum too (a development which does not require any change in the current regulations).

6.2.12 Schools are expected to develop strong links with Colleges of Further Education and with local businesses and employer organisations such as TECs in order to facilitate work related learning. However, the duty of care for pupils remains with schools, regardless of where the learning is taking place (which means that schools must ensure that all health and safety and child protection regulations are met in colleges and workplaces). Likewise schools will have to provide or secure the necessary resources for the out-of-school element of the curriculum, although EAZ forums can channel some funding to colleges for this purpose on behalf of their schools.

6.2.13 It is envisaged that the flexibility at Key Stage 4 will largely (though not exclusively) be used for pupils from the start of Year 10. As such, the government has lifted the statutory restrictions on the employment of school pupils so that pupils can receive work experience for all of Year 10 (previously this was only possible for pupils from the final term of Year 10 onwards).

6.2.14 The range of vocational qualifications that can currently be offered to school age pupils is limited. QCA has therefore been asked by the government to look at the scope for extending this range and also at the possible use of individual units rather than whole qualifications. Proposals from EAZs in this area would be welcome.

6.2.15 In order to make use of the flexibility to set aside one or two subjects, a school will need firstly to demonstrate that it has a workable plan to ensure that pupils receive a broad and balanced curriculum and secondly to inform QCA of their plans. The plans will need to meet the following criteria:

* provide for each pupil an additional careers interview in Year 9 and a detailed curriculum plan (discussed and agreed with pupils and parents) which safeguards the pupil's entitlement to breadth, balance and continuity and progression from 14 to 19. Schools must also ensure that pupils have equality of opportunity and access to the curriculum provided
* provide a comprehensive programme of induction and preparation which is tailored to meet all pupils' needs (it should identify for each pupil a named contact and mentor for each pupil in any workplace or college they attend for out-of-school learning) and ensure that contacts and mentors receive appropriate training
* ensure that out-of-school learning programmes provide the opportunity to strengthen basic skills and develop the key skills of application of number, communication and IT and, where appropriate, the wider key skills of working with others, improving own learning and performance and problem solving
* ensure, through suitable timetabling arrangements and preparatory work, that the in-school and out-of-school curriculum experiences complement each other effectively
* ensure that out-of-school programmes are designed to contribute, where appropriate, to accredited qualifications
* organise regular liaison meetings with all parties involved in out-of-school curriculum provision, to share with them responsibility for its implementation, monitoring, evaluation and feedback
* monitor the modified curriculum, paying particular attention to pupils' responses to out-of-school learning activities
* monitor each pupil's attendance, progress and achievements and provide each pupil with regular (at least termly) feedback as part of the school’s overall assessment and reporting strategy
* inform the Qualifications and Curriculum Authority (QCA) of the school’s proposals for disapplying aspects of the National Curriculum, and contribute, as requested, to national monitoring and arrangements established by QCA.

6.2.16 Special schools and middle schools are also required to cover the National Curriculum. There are certain variations for Wales, principally the inclusion of Welsh as an additional requirement at each key stage. The requirements for the various key stages are set out in Annex G.

6.2.16 (NB. The content of each National Curriculum subject is defined in a statutory Order, which consists of three elements:

* **common requirements** which refer to access to the curriculum for pupils, particularly pupils with special educational needs (SEN) and to the use of language and IT
* **programmes of study** which set out the minimum entitlement to knowledge, understanding and skills at each key stage
* **attainment targets** which define the expected standards of pupil performance in terms of (normally eight) levels or in terms of descriptions of what should be achieved by the end of the key stage.)

**6.3 Current flexibilities**

6.3.1 In addition to the increased flexibilities that the new curriculum requirements have introduced since September 1998, further flexibilities are available to schools:

* the ability to deliver the National Curriculum flexibly to pupils
* the ability to have the National Curriculum disapplied or modified for pupils.

6.3.2 In terms of flexible delivery the requirement is that the programme of study for each subject must be covered by the end of each Key Stage. Subject to this requirement schools are free to sequence the programmes as they wish and also to cover other topics and subjects. For example it would be quite in order for schools to spend periods of time not covering the National Curriculum at all provided that over the full key stage period the required programmes were covered. Schools should view the National Curriculum as a minimum entitlement for pupils rather than the totality of the curriculum. (section 6.4 describes some examples of curriculum innovation, many of which do not require disapplication)

6.3.3 In terms of disapplication of the National Curriculum, the 1996 Education Act specifies four circumstances in which this can occur:

* either the governing body, or the LEA (in the case of certain types of schools) or QCA (ACAC in Wales) can apply to the Secretary of State (under Section 362) for disapplication for the purpose of "enabling development work or experiments to be carried out", provided that both the LEA and the governing body are in agreement. This allows the Secretary of State to respond to 'bottom up' requests. It is likely that this part of the legislation would be used to give schools in EAZs any additional flexibility they needed to meet the needs of their pupils.
* the Secretary of State (under Section 363) can lay regulations to disapply the National Curriculum for any particular school or group of schools. This allows the Secretary of State to initiate 'top down' changes by identifying areas where a general flexibility for schools is likely to be required
* pupils with a statement of special educational need can be disapplied under Section 364. The details of the areas that have been disapplied and the special provision proposed will be set out in the pupil's statement.
* headteachers can disapply a pupil for up to 6 months under Section 365 to address any kind of educational difficulty which is seen to be temporary. Further temporary disapplications can be made of up to 3 months each, totalling 1 year from the start of the first. The headteacher must inform the governing body, LEA and parents of the actions taken, the reasons for them and whether it is on the grounds that the pupil is likely to receive a statement of SEN which will continue the disapplication into the future (and, if not, what plans there are to ensure that the National Curriculum can be reapplied at the end of the temporary period). The parents have the right of appeal to the governing body which can direct the headteacher to revoke the decision. A further temporary disapplication of up to six months can immediately follow the first disapplication.

6.3.4 Later in this Chapter (section 6.5) the application process is described for any school or group of schools in an EAZ wishing to disapply the curriculum for developmental or experimental purposes under Section 362 of the Education Act 1996.

**6.4 Types of curriculum innovation**

6.4.1 EAZs have been encouraged to consider innovation in the curriculum in order to meet the needs of their pupils more effectively. This may be in terms of the content, design or delivery of the curriculum. It is not for this guide to be prescriptive about the types of innovation which EAZs may wish to put forward - this is for them to decide - but there is value in summarising some of the areas which may be worth exploring and the sources of further support and advice to EAZs.

*Curriculum content*

6.4.2 In terms of curriculum content, schools in EAZs will be able to take full advantage of the current flexibilities available to all schools and, for most, this is likely to be sufficient to allow for innovation outside the core curriculum.

6.4.3 The Government is keen not to fetter innovation in any area which EAZs wish to develop, and so well-argued requests from zone schools to amend or disapply the programmes of study for the core curriculum are likely to receive sympathetic consideration by the Secretary of State. All such proposals would need to demonstrate, however, that they do not militate against the government's drive for higher standards in numeracy and literacy, nor make the statutory assessment of the progress of pupils in the National Curriculum programmes of study more difficult.

6.4.4 One area where there may be more scope for innovation is at Key Stage 3, given that no extra flexibility has yet been proposed here by the Government and the full range of National Curriculum subjects must be delivered and assessed by teachers. Thus if one or more non-core subjects were set aside at this stage then it would be possible to concentrate more time on the core subjects or other subjects. For example, this could allow time for a reading recovery programme or additional work on basic numeracy. Such a change would however have implications for teacher assessment of the current range of subjects at Key Stage 3 and the collection and use of comparative information across schools.

*Curriculum design*

6.4.5 In terms of curriculum design, schools are free to develop their own curricular programmes for subjects or cross-curricular themes, incorporating parts of the programmes of study for the National Curriculum core and non core subjects if they wish (provided that the full programme of study for core subjects is covered elsewhere during the key stage). QCA has produced advice on curriculum planning design with separate guides covering Key Stage 1/2, Key Stage 3, Key Stage 4 and special educational needs, details of which are contained in Annex J which sets out further guidance and advice.

6.4.6 Examples of innovation might include:

* the development of enrichment programmes, both to stretch able pupils and to reinforce National Curriculum work for the less able
* the development of specialisms which combine different aspects of programmes of study (e.g. the use of performing arts to deliver music, English and PE, enrichment and accelerated programmes for the more able)
* greater use of vocational courses in whole or in part, including seeking accreditation for units from GNVQs and NVQs
* greater use of short courses at GCSE to interest and motivate pupils
* the development of cross-curricular themes (e.g. health, guidance, IT) to deliver parts of the programmes of study of National Curriculum subjects as well as to introduce new subjects
* the development of cross-group and cross-year activities, often during a period of temporary suspension of fixed lessons (e.g. after Year 11 exams)
* an emphasis on transferable skills and clear pathways of progression in order to encourage a 'learning for life' ethos
* the development of key skill accreditation at Key Stage 3 in the areas of ‘working with others’, IT and ‘improving own learning and performance’.

6.4.7 More details of these and other examples can be found in the guidance available from QCA listed in Annex J.

*Curriculum delivery*

6.4.8 In terms of curriculum delivery, schools have considerable freedom to organise themselves as they see fit to deliver the curriculum to maximum effect. Innovation is likely to take place in three main areas:

* **the location of delivery**. Schools will be able to experiment with greater use of non-classroom settings for teaching and learning. Examples might include work-based settings with employers and community-based settings with voluntary groups. Pupils might also make greater use of link arrangements with FE college.
* **the timing of delivery**. Schools will be free to vary the school day and the school year. For example they might look to extend the school day, week or term (e.g. through after school clubs and weekend and holiday classes, particularly in order to focus on basic skills). They might also wish to restructure the school year, for example by moving to a four or five term year with more frequent but shorter holidays. Schools will, however, be required to administer any statutory tests to the published timetable.
* **the medium of delivery**. Schools may look to make greater use of IT and computer assisted learning. This could include aspects of distance learning at the school level and movement towards the concept of the 'virtual classroom'.
* **the use of teachers and facilitators**. Schools may wish to experiment with the use of a wider range of individuals to act as teacher/facilitator. This could include non-teaching assistants, parents, peers, older pupils, mentors, youth workers, employers and other members of the local community. Mixed age teaching for pupils and for pupils and adults is also a possibility.

*Review of National Curriculum*

6.4.9 Extra flexibility is also likely to result from the review of the National Curriculum that is currently underway. The review is being carried out by QCA and will develop proposals for change by Easter 1999. These proposals will then be the subject of consultation during the Summer term 1999 so that final plans can be agreed and sent to schools during the Autumn term 1999. This will give schools a full year to prepare for the introduction of the new curriculum from September 2000.

6.4.10 Although it would be wrong to anticipate the outcome of the review it is intended that the result should be a more flexible curriculum, particularly outside the core subjects. During the review, QCA will pay particular attention to any initiatives being developed in EAZs. In this way, the experience of EAZs will be able to feed into the proposals for change for all schools. QCA will also continue to monitor developments in EAZs beyond the current review of the National Curriculum in order to evaluate the case for further changes and for dissemination of advice on good practice.

**6.5 Disapplying the National Curriculum for experimentation/development**

6.5.1 The key issue in considering disapplication is whether it is necessary. There are three questions which it is suggested that potential applicants consider before proceeding:

* can the flexibility be achieved within existing arrangement?
* if not, is disapplication required for all or part of the curriculum?
* is disapplication required for all pupils or for a particular group?

6.5.2 In cases where disapplication is required, the following process will apply:

* the individual school, a group of schools, the LEA, or the EAZ Forum on behalf of schools should make an application to the Secretary of State setting out the case for the desired change. The application should provide the information set out in Annex K. The key aspects of a disapplication are: clear objectives about intended outcomes; a plan as to how these objectives will be achieved; robust arrangements for monitoring the plan (including the ability to adjust if it is likely that the outcomes do not look as if they will be achieved); and the need to show how the overall aims of the curriculum will be met (see para. 6.2.1 above)
* a single application can cover a number of schools provided that the disapplication being sought is identical for each school concerned. Where there are variations then separate applications will need to be made. No school can be included in the application without the agreement of the governing body and the LEA
* an application can be made at any point during the year but should usually be timed to allow the school to make the necessary preparations for introducing the change from the start of the school year
* advice should be sought from the DfEE adviser on the Forum prior to making an application. This will allow the adviser to check with the DfEE, and QCA if necessary, whether a formal application for disapplication is necessary
* applications will be considered by the Secretary of State who will normally expect to make a decision within 8 weeks of receipt. Applicants should factor this into their timetables for implementation
* in cases where the Secretary of State decides not to approve the disapplication, he may identify modifications to the application that he would find appropriate. He may also stipulate conditions for the approval and the time period for which the approval should apply before review
* applicants failing to gain approval to their application can reapply with a modified application at any time.

6.5.3 During the period of disapplication, the monitoring of pupil performance at Key Stages 1 and 2 via the full statutory assessment arrangements will continue. Likewise the statutory assessment arrangements at Key Stage 3 will remain unchanged unless the disapplication has affected the range of non-core subjects taught.

6.5.4 The monitoring of school performance will also remain unchanged. School results will still be published in the annual performance tables and schools will continue to be inspected by OFSTED according to its normal inspection cycle. However, OFSTED will only check that the teaching complies with the programme of study for subjects which are contained within the school's approved curriculum (i.e. as approved by the Secretary of State, taking into account any disapplications). OFSTED inspectors will consider only the quality of teaching and learning in subjects which still have to be taught, but for which the full requirements of the programmes of study do not have to be followed.

6.5.5 Schools will be able to reapply for further disapplication or for modifications to the approved disapplication at any time. This will follow the same process as outlined above for new applications, although minor amendments may be approved by DfEE officials without referral to the Secretary of State.

6.5.6 Disapplications are not time-limited and will continue to apply until such time as they are formally revoked. Thus although the expected life of EAZs is from 3-5 years, there is no presumption that disapplication will cease at the end of this period. Nevertheless in some cases it will be appropriate at this point or some other point to revoke the disapplication and make arrangements consistent with the National Curriculum that is then in force.

6.5.7 The normal process in such cases would be for the school or LEA will to make an application to revoke the disapplication. Such an application can be made at any time and need not wait until the end of the life of the EAZ. For example it might be appropriate where the initial disapplication has not produced sufficient benefits or where the conditions that prompted it no longer exist. Likewise the Secretary of State has powers under Section 363 of the Education Act 1996 to lay regulations to force a school to revoke the disapplication in cases where he feels that the experience to date does not support its continuation.

6.5.8 When schools reapply the full National Curriculum they may decide that there are cohorts of pupils who would benefit from continuing to study the old disapplied curriculum for a period (say, to the end of a particular Key Stage). In such a case it may make sense to phase out the old curriculum gradually, perhaps introducing the new curriculum for new pupils from a particular date. If schools take this view they should make their case for doing so in their application to the Secretary of State to lift the disapplication. Schools should take into account the financial and administrative implications of running separate assessment arrangements for the old and the new curriculum in the transition period.

**7   Employment of Staff**

**7.1 Introduction**

7.1.1 Staff are the single most important resource available to EAZs in raising educational standards. The success of the EAZ will depend on there being the skill, willingness and commitment among all staff to respond to the new initiatives and to realise the objectives in the action plan. In many areas the existence of the forum and its clear focus on specific targets will ensure that the best use is made of existing skills and energy.

7.1.2 In some cases realising those objectives will mean recruiting highly skilled teachers (including headteachers) from outside the EAZ to work in circumstances considerably more challenging than their existing posts. In other cases the need will be to deploy existing staff in different and possibly innovative ways.

7.1.3 It will be for the Action Forums themselves to decide what initiatives are most likely to help deliver their action plan objectives. The intention of the government is that forums and the schools within an EAZ should have the flexibility to employ and deploy staff in the ways most likely to ensure that such initiatives succeed.

7.1.4 Arrangements for employing and deploying support staff are generally locally determined and, in consequence, sufficiently flexible for the purposes of EAZs. The advice in this section therefore is principally concerned with the employment of teaching staff who have a national statutory framework for pay and conditions.

7.1.5 At the outset it is important to emphasise that flexibility in employment practice does not have to require radical change or disruption to the existing employment framework:

* There is already considerable, and underused, scope for flexibility within that framework in terms of staffing structures, patterns of working and the way in which individual teachers are rewarded (a reminder of what is already available in salary terms is given in paragraphs 7.4.5 – 6)

7.1.6 Employer roles do not pass automatically from the existing bodies to the   
forum – the vast majority of teachers and other staff within a zone will retain their existing contracts albeit some may have fixed term variations to those contracts.

7.1.6 The remainder of this section describes -

* the circumstances in which more flexible approaches might be beneficial
* the range of different ways in which staff might be employed within Education Action Zones
* the power to disapply the School Teachers’ Pay and Conditions Document (STPCD) and the procedure for seeking approval to this
* the implications for teachers whose conditions of employment have been varied

**7.2 The case for flexibility**

7.2.1 There are broadly four sets of circumstances in which the Action Forum or individual schools within the EAZ may want to consider new ways of employing and rewarding staff –

* to attract staff from outside to work in the EAZ
* to retain and motivate staff already working within the zone
* to reward performance collectively or individually
* to facilitate particular schemes involving different working patterns.

7.2.2 Each of these is described more fully in the following paragraphs.

*Attracting teachers from outside the zone*

7.2.3 In its diagnosis of the needs of the EAZ, the Action Forum may identify skill shortages as a root cause of underachievement. In these circumstances the ability to attract highly skilled staff into the zone may be seen as a key factor in raising standards.

7.2.4 For example one skill shortage that a number of EAZs are likely to identify will be the professional leadership that can be provided by an outstanding headteacher. Attracting such headteachers away from successful schools, possibly in less challenging areas, to provide leadership in a school which may already be identified as failing may be a difficult task. That task might be made easier if it is possible to offer an attractive reward package which recognises the nature of the challenge and the degree of risk and disruption involved for the individual.

7.2.5 Similar considerations might apply to skilled teachers or other staff who need to be recruited to raise standards of achievement in individual schools or to provide subject leadership, or specific literacy or numeracy input across a number of schools.

*Retention and motivation of teachers*

7.2.6 Action Forums may identify staff turnover, and in particular the loss of good staff on promotion to less challenging areas, as a key factor in the zone’s underachievement.

7.2.7 In these circumstances forums might want to consider ways in which it might be possible to retain staff and motivate them in addressing the objectives of the action plan. Reward schemes have been tried in the past - for example the social priority allowances paid to teachers working in designated schools.

7.2.8 There will be other, and possibly more effective, ways of recognising the loyalty and commitment of good staff who choose to work in schools where children have high levels of need rather than seek posts in easier circumstances. One approach would be through the recognition of outstanding individual or team performance (see below).

7.2.9 Another might be to identify key teachers who come within the new category of Advanced Skills Teacher (AST) currently being developed. The creation of AST posts might be seen not only as a means of retaining or recruiting outstanding teachers but also as an important resource in terms of professional development within the zone. In order to recruit an AST, national selection procedures must be followed. Separate advice on this is available from John Sheridan, School Teachers’ Pay Team, 0171 925 6141, and has been sent to the project director of each newly created action zone.

*Rewarding performance*

7.2.10 A further potential area of flexibility is that of rewarding individual or collective performance. The current provisions for rewarding excellence in the STPCD remain virtually unused nationally.

7.2.11 EAZs may wish to consider performance related reward schemes for individual teachers, either within or outside the STPCD, as a way of promoting and then recognising achievement of specific action plan targets.

7.2.12 An alternative, and possibly more effective approach might be to reward collective performance within a school rather than try to pick out individual teachers. In other words some form of performance bonus might be paid to all teachers (and possibly support staff) if certain key achievement targets were successfully met.

*Facilitating different working patterns*

7.2.13 Action Forums are likely to want to consider schemes for extending or varying the conventional school day and year. Examples might include use of the extended day schemes, holiday revision centres and homework clubs, or the promotion of schemes which draw parents into the educational process so as to enhance literacy and numeracy.

7.2.14 Forums are likely also to want to employ teachers in an unattached or peripatetic capacity working with children or other teachers across a number of schools and possibly within the community. Such teachers and other staff may be expected to work unsocial hours as well as to be available to work more than the contracted hours of a school based teacher.

7.2.15 The success of all such schemes can be compromised by a failure properly to recognise the additional hours, loss of holidays and effort required of those staff who become involved. Again flexibility in the way staff are employed and rewarded can be the key to a successful project.

**7.3 Employment of staff within zones**

7.3.1 The range of possible ways in which staff might be employed in EAZs are as follows:

(i) as before the zone i.e. legal employment remaining with the LEA or governing body (depending on the type of school), with day to day employment decisions (including appointment and dismissal) usually made by the school’s governing body

(ii) employment function ceded to the Action Forum or undertaken by the forum on an agency basis

(iii) employment by the governing body topped up by additional employment by the Action Forum

(iv) direct employment by the Action Forum

(v) secondment from a school to the Action Forum

(vi) employment by the Action Forum and secondment to a school

(vii) directly employed by the LEA and seconded to the forum or school.

7.3.2 The pattern in each case will depend on the local circumstances, whether or not some governing body functions are being undertaken on an agency basis and in some cases whether the full range of governors’ powers have been ceded (see Chapter 4).

7.3.3 It is anticipated however that for the vast bulk of staff working within an EAZ, their employment will remain directly managed by the governing body of the school in which they teach (option (I) or . In the case of community (and special) and voluntary (controlled) schools the employer in law will remain, the LEA. As such it is important that Action Forums bear in mind the need to consult/inform LEAs on proposals affecting their employees.

7.3.4 Where the governing body cedes its powers to the Action Forum, or where a governing body asks the forum to assume an agency role (see Chapter 4) on employment matters, the forum simply takes over the management of staff employment in the sense of taking responsibility for recruitment, discipline, dismissal and setting pay. The legal contract of employment with the LEA or governors as appropriate would not be affected.

7.3.5 Where the Action Forum wants to engage staff who are employed in schools to staff forum initiatives outside normal school or to undertake work with other schools on behalf of the forum, a member of staff may then be offered a second or ‘top up’ contract with the forum in addition to her/his main contract. Such contracts would normally be entered into voluntarily and with the specific permission of the main employer.

7.3.6 The Action Forums may also wish to consider the direct employment of staff to work on initiatives which form part of its action plan. This might include for example:

* staff deployed on zone-wide INSET or literacy and numeracy programmes
* staff managing out of school hours projects or running projects for excluded pupils
* staff undertaking outreach work in the community with parents of pre-school children.

7.3.7 Action Forums may also decide to staff some initiatives by asking governors to agree to the secondment to the forum of teachers from schools in the EAZ which have already demonstrated success in a particular field. This would provide good career development opportunities for teachers as well as the security of being able to return to their school in due course if they wished.

7.3.8 Finally there is also the option for the Action Forum of targeting support for particular schools, or areas of the curriculum across a number of schools, by directly employing staff and seconding them to the school(s) concerned. As has already been suggested this might include headteachers recruited into the zone in order to provide dynamic leadership in individual schools, or classroom teachers including ASTs whose particular skills will add quality and depth to what EAZ schools can achieve on their own.

7.3.9 Provision has been made in the Act to ensure that the employment of staff directly by the Action Forum will be recognised as regards their rights on length and continuity of service for redundancy purposes. Similar arrangements have been put in place to ensure that whatever form of employment staff take within the zone it will also be recognised for pension purposes.

7.3.10 The impact of any enhanced salary received on an individual teacher’s pension is only a relevant consideration in the last 3 years of employment prior to retirement. It is the average salary over this period which determines teachers’ retirement benefits subject to a limit of 10% above the standard increases paid to the generality of teachers in that period. The cost of any benefits agreed by the employer above that 10% cap would not be met by the Teachers’ Pensions Fund and would have to be met by the employer

**7.4 Disapplying the School Teachers’ Pay and Conditions Document (STPCD)**

*Prior consideration of alternative strategies*

7.4.1 The Act gives the Secretary of State the power to make an order in response to a request from a governing body for disapplication of the STPCD. The STPCD, which is published annually by the DfEE following the annual teachers’ pay review, determines how headteachers, deputy headteachers and classroom teachers are rewarded. It also deals with the remuneration of unqualified, part time and unattached teachers.

7.4.2 The STPCD in effect establishes on the one hand the rights of teachers to certain levels of remuneration depending on their experience and career to date, and on the other hand the extent of the discretion which can be applied above those levels by the ‘relevant body’ (usually the governors).

7.4.3 The document also sets out in detail the conditions of employment (ie the professional duties) of headteachers, deputy heads and classroom teachers.

7.4.4 Disapplying the STPCD and putting alternative arrangements in its place will be a major task for the Action Forum, project director and partnership schools. Before considering an application it will be worth reviewing the extent to which adequate flexibilities already exist within the STPCD and, where appropriate, taking advice from the LEA on the options available.

7.4.5 Within the overall ceiling of the 17 point salary spine for classroom teachers and the limitations of their own budgets, governors can already make the following salary awards -

* up to 5 spine points for responsibilities undertaken (these may be awarded on a temporary basis)
* up to 3 spine points for excellent performance (subject to annual review)
* up to 2 spine points (3 in Inner London) for teachers employed in shortage subject areas or in posts which are difficult to fill (subject to biennial review).

7.4.6 Governors have significant scope to increase the remuneration of headteachers and deputy heads, above the minimum entitlement which relates to the Group Size of the school. In addition the governing body may, having regard to the duties, responsibilities or performance of the headteacher or deputy headteacher, or to the circumstances of the school, determine whatever salary it thinks is appropriate. In the case of headteachers, the salary awarded by governors may go beyond the overall ceiling of the standard 51 point salary spine.

7.4.7 Before considering disapplication of the STPCD, governing bodies within a zone should consider individually and with the Action Forum whether their objectives in terms of achieving flexibility could not be met through the provisions which already exist. Such consideration might for example examine whether the key does not lie in financial help from the forum to enable schools more readily to use the discretions summarised in 7.4.5 above.

7.4.8 If the need is for flexibility in terms of duties or hours, rather than rewards, for individuals or small numbers of teachers, disapplication of the STPCD may well not be necessary. The STPCD spells out what a teacher may be required to do and the number of days and hours annually she/he must work. However it allows payment for out of school hours learning activities and does not prevent teaching staff agreeing to work longer or on a different range of tasks, by taking out a top up contract.

*Circumstances where disapplication might be relevant*

7.4.9 The case for disapplication will therefore rest on the need -

* to pursue reward strategies not allowed for in the STPCD
* to vary the STPCD conditions of employment for significant groups of staff where voluntary agreement to this cannot be relied on.

7.4.10 Reward strategies which zones may wish to pursue outside the terms of the STPDC are likely to include one or more of the options discussed in 7.2 above. A particular focus is expected on the reward of excellent teachers and on the need to attract outstanding headteachers to certain zones

7.4.11 Disapplication of the STPCD in order to be able to vary conditions of service may arise in respect of the needs of a particular post or with a more general and probably radical initiative within the zone. Examples of such initiatives cited by Ministers include -

* the four term year
* an extended school teaching day
* professional development weeks without student contact
* contracted involvement in extra curricular activities.

7.4.12 The expectation is that the more radical options will be agreed as EAZ-wide initiatives and have the full support of the forum even if disapplication has to be sought by each of the governing bodies individually.

7.4.13 As far as the Action Forum’s own employees are concerned, disapplication will be unnecessary as the forum is not subject to the STPCD and is in a position to determine its own pay and conditions. Where, however, the STPCD terms are adequate for the forum’s purposes, teachers in its employment may well prefer to be employed on STPCD terms.

*Procedure for disapplication*

7.4.14 Detailed procedural guidance will be provided to any Action Forum or school governing body which wishes to apply for disapplication. The main steps are set out in Annex E and include:

* a decision in principle by the relevant governing body(ies) to apply and the agreement of the Action Forum to support the application
* consultation with the teachers affected on the proposal
* confirmation of the decision and a formal notification of application sent to the DfEE
* decision by the Secretary of State
* making of an order.

**7.5 Implications for staff whose conditions have been varied**

7.5.1 The government’s intention is that staff should not be disadvantaged as a result of having had their conditions of employment varied while employed in an EAZ. It is also the government’s view however that previous practice involving indefinite safeguarding of special allowances beyond the date at which the policy supporting the allowances had lapsed should not apply in respect of EAZs.

7.5.2 As has already been noted those teachers who have periods of employment by, or secondment to, the Action Forum will have their continuity of service and superannuation rights safeguarded whether or not the Action Forum offers them STPCD conditions of employment. The rights of teachers where the STPCD has been disapplied will be similarly safeguarded.

7.5.3 The contractual position of teachers whose conditions under the STPCD have been disapplied is more complex. In order to ensure an orderly transition back to mainline conditions of service when the EAZ is wound up, it is proposed that such teachers should be employed for the life of the zone (or the period of disapplication of the STPCD if that is longer) on the basis of fixed term variations to their existing contracts. Free standing fixed term or temporary contracts would not be appropriate. At the conclusion of the period of the fixed term variation, the original contract would apply.

7.5.4 These arrangements would not need to apply to teachers whose governing bodies had ceded powers to the forum unless, in addition, the STPCD had been disapplied or the forum decided to vary the terms of existing contracts.

7.5.5 Where the forum directly recruits and employs staff from outside the EAZ, the contract of employment would be with the forum and would be likely to be for a fixed term. It would be for the individual employee to negotiate a right to return to his or her previous employer when the forum is dissolved.

7.5.6 Where teachers are in receipt of additional allowances payable under the provisions of the STPCD (eg for excellence, recruitment and retention, responsibility) the normal conditions relating to a teacher’s entitlement to continue to receive such an allowance would apply. Similarly where a headteacher’s or deputy head’s salary had been enhanced on the STPCD spine, the normal rules applying to any recalculation of that salary would apply.

7.5.7 Annex D summarises some of the key characteristics of different types of employment which have been described in this Chapter.

**8   Financial Matters**

**8.1 Introduction**

8.1.1 This section focuses on the financial arrangements that will apply to EAZs and explores the financial management and other implications of these arrangements. The overall aim is to ensure that there is, and is seen to be, effective use of public funds and that the mechanisms are in place to ensure accountability for their use.

8.1.2 The DfEE will therefore need to put in place monitoring procedures and offer guidance so that its accounting officer can be satisfied about the proper use of funds. At the same time it is recognised that Action Forums will need sufficient flexibility to ensure that they can address effectively the areas for improvement in their particular zone and to allow them to focus on their core objective - raising standards. This guidance therefore attempts to set a balance which will satisfy the monitoring needs without imposing unnecessary administrative burdens on Action Forums.

8.1.3 This guidance outlines the DfEE's requirements. These are set out in detail in more formal documents. Foremost amongst these will be the Financial Memorandum which is, in effect, the contract between the DfEE and each action Forum and which sets out the conditions of grant. A copy of the Financial memorandum is at Annex L. Certain actions in this guidance are designated "must" in these cases the forum must address the requirement as they are a condition of funding.

8.1.4 This section contains guidance on the following areas:

* financial management
* grant payment and financial monitoring arrangements
* audit arrangements
* accounting for contributions from business
* purchasing and contracting
* taxation.

**8.2 Financial management**

8.2.1 It is a condition of grant that the forum ensures that it has sound financial systems as defined in Appendix A to the Financial Memorandum. Where the forum is unable to properly account for the use of its resources, or there is evidence that resources have not been used in accordance with the forum's objectives, or regard has not been paid to the need to ensure value for money, then the Department reserves the right to immediately terminate the payment of grant and to demand the repayment of any grant which has not been confirmed to be properly used.

8.2.2 Each Action Forum must ensure that financial planning and management controls (including controls against misappropriations, fraud and theft) are appropriate and sufficient to safeguard public funds. The precise financial management arrangements of each Action Forum will vary according to its size, organisation and particular needs, however in all cases appropriate financial management arrangements will need to be established over all income, expenditure and the use of resources.

8.2.3 Given the need to keep the administrative centre as focused as possible and given the relatively short life of EAZs, Action Forums will need to consider how they can best deliver the financial and accounting functions which will be needed. One possible route would be to contract with a provider who could undertake these functions on their behalf. It is important to recognise that whatever the delivery method, the overall responsibility for the effectiveness of the financial management arrangements remains with the Action Forum.

8.2.4 There are two main elements to financial management:

* financial planning;
* financial control.

We cover each of these below.

**8.3 Financial planning**

8.3.1 The objectives for the zone will be set out in the action plan. The aim of financial management is to ensure that the financial resources are managed effectively to deliver these objectives. To do this the forum must prepare a budget, based on the action plan, which should:

* estimate the cost of each element of the plan, month by month, over the budget period. This should probably cover the three year “life” of the zone, but will initially be less detailed for the later years;
* estimate the direct running costs of the forum, including management and administration costs, the Department does not expect these costs to exceed £100,000 representing 10% of the DfEE and business income of the forum.
* estimate income from public and non-public sources, month by month;
* balance income with expenditure, where necessary prioritising the key areas of expenditure.

8.3.2 The budget must be approved by the members of the forum and, once approved, will provide a means for communicating the financial assumptions, constraints and targets of the plan across the zone. Once in place the budget will be the yardstick against which to measure financial performance.

8.3.3 The budget setting process and the budget itself should be as robust as possible. At the same time it is important to recognise that budgeting is not an exact science and therefore forums will need to incorporate an element of flexibility to allow for contingencies and unforeseen expenditure. It should be noted that forums are specifically prohibited from borrowing under the Act, so the flexibility which overdrafts and other short term borrowings give commercial organisations will not be available. Procedures must be established such that all significant amendments to budgets (virement or reallocation) are notified to the forum promptly.

8.3.4 It is recognised that the forum's financial plans/budgets may change, for example as a result of success or failure of an initiative, or as a result of timing differences. The impact of such changes on the forum's budget, after approval by the forum, should be notified to the department as part of the quarterly return which is discussed in more detail below.

8.3.5 It is important that grant is spent as intended rather than being accumulated unnecessarily. The Department will take into consideration the forum's monthly bank balances in determining the amount of grant to be paid.

8.3.6 Forums are not allowed to spend grant on land and buildings. The Financial Memorandum also requires all proposed purchases of assets in excess of £2,500 to be detailed in the action plan. Costs of installing equipment, purchased or donated, refurbishment and any other enhancement or repair to existing buildings are defined as "assets" for this purpose.

**8.4 Financial controls**

8.4.1 As noted above, robust financial controls are essential to ensure that funds are applied as effectively as possible. The effectiveness of these controls will be reviewed as part of the audit process which is covered later in this section. The key controls will include those around:

* organisation and allocation of responsibilities;
* segregation of duties;
* business ethics.

***Organisation and allocation of responsibilities***

8.4.2 As noted earlier in this guidance each EAZ will have a project director. The project director, or suitably named appointee, will be appointed by the forum to undertake the day to day running of the zone. The forum members will, however, remain responsible for the effective operation of the zone and for delivering against plans.

8.4.3 Effective reporting arrangements must be established to ensure that forum members can fulfill their responsibilities and monitor progress within the zone. Looking specifically at finance, forums will need to consider how they monitor and check the operation of the financial management arrangements. To assist in this they should appoint a forum member, preferably with a finance background, who will have specific responsibility for overseeing the financial arrangements on their behalf. The role of this individual would be to provide a check on the financial activities of the forum, in particular to provide ongoing assurance to the forum of the satisfactory operation of the financial management procedures.

***Segregation of duties***

8.4.4 An important element of financial control and one which forums are going to have to consider carefully is the clear delegation of responsibilities with proper regard to segregation of duties. The forum must ensure that no one individual is able to record and process an entire transaction. In particular there is a need to separate the key functions of authorisation, execution, custody, recording and the development and operation of systems, where effective segregation reduces the risk of error or intentional manipulation.

8.4.5 Operating a system with effective segregation of duties may well be difficult for forums, particularly where there is perhaps only one full time administrator, the project director. Where this is the case the forum will need to satisfy itself that controls are in place which minimise the risk of error or fraud. One possibility is that the forum member who is identified to oversee the financial arrangements within the zone could undertake specific monitoring procedures to ensure that too many responsibilities are not focused on the project director. The forum may wish to seek advice on appropriate arrangements from their auditor (NAO). In all cases, forums must set authorisation limits for spending that can be committed by the project director, by nominated forum members and by the chair and also decide the level above which commitments can only be taken by the forum as a whole.

8.4.6 Once the financial arrangements are established they will need to be documented. This will help formalise the arrangements and will be part of the evidence which auditors will want to test. The documentation should include, amongst other things, accounting procedures, individual responsibilities and authority levels.

*Business ethics*

8.4.7 It is vital that forum members and staff act, and are seen to act, impartially. In particular forum members and staff must avoid, and demonstrate avoidance of, any conflict between their personal and business interests and the interests of the forum. This guidance covers how such conflicts might be addressed during purchasing and contracting in paragraph 8.6.9.

8.4.8 To assist in this the forum should maintain a register of business interests for staff and members. The forum should also avoid obtaining goods and services which include elements of private use or accepting excessive hospitality from prospective suppliers.

8.4.9 Forum staff are public servants and as such must not use public monies or official business for personal benefit. The Treasury rules about the receiving of hospitality and gifts should be followed, these rules are there to protect staff; the Prevention of Corruption Act places the burden of proof on the recipient of favours. A register should be maintained to record hospitality and gifts received, this record as a minimum should record the name of the organisation who gave the hospitality/gift, the date it was received, its nature and approximate value.

8.4.10 Whilst forums are not Non Departmental Public Bodies (NDPB's) the Treasury publication "Code of Conduct for Board Members of NDPB's" should be circulated to forum members as best practice.

**8.4 Accounting systems**

8.5.1 Each forum will need to decide on the accounting systems appropriate for its purposes: as noted earlier this may well be an area where forums decide to buy-in the services of a specialist provider. Whether the accounting function is provided internally or externally, the key elements are that it should maintain full separate records of the forum's transactions, including a separate nominal ledger, trial balance and an audit trail. The system must retain sufficient evidence to enable the forum to produce management information which will allow it to monitor its own performance, provide the data from which the monitoring returns and the financial statements can be prepared, confirm compliance with the Financial Memorandum and enable the auditors to validate the financial statements. Where accounting services are brought in it is important that rights of access for internal and external audit are agreed.

8.5.2 The key elements of the system will include:

* income;
* purchasing;
* payroll;
* assets;
* bank accounts;
* petty cash.

*Income*

8.5.3 The system will need to administer all the receipts to the forum. In terms of DfEE grant this should be relatively straightforward. Receipts from other bodies are likely to be rather less predictable and all transactions will need to be documented and receipted. The system will also need to identify gifts in kind from business and to attribute a value to these. Guidance on valuing intangible income is given in Section 8.5 of this Guidance.

*Purchasing*

8.5.4 The purchasing system will need to cover the ordering of goods and services, their receipting, the processing of invoices and the payment of those invoices. The system will need to demonstrate that the forum is achieving value for money in its purchasing activities and that there is proper use of public funds. Further guidance is given in section 8.6.

*Payroll*

8.5.5 A payroll system has three main elements: appointments; payroll administration; and payment. Any appointments or changes to terms and conditions should be authorised by the forum members. As an employer, the forum will be responsible for making deductions from payroll (primarily tax and National Insurance). The payroll administration itself can either be carried out in-house or on behalf of the forum by a payroll bureau. In either case, care should be taken that controls are in place to ensure the segregation of duties between payroll preparation, its review and the approval of payments.

*Assets*

8.5.6 To the extent that assets are purchased, they are likely to be items of classroom or office equipment. Asset systems will be needed to cover the purchase, recording, security and disposal of assets.

*Bank account(s)*

8.5.7 The forum will need to establish its own separate bank account(s) to operate its funding. It is vital that the funds of the forum are kept separate from the funds of the forum members and any other organisations, therefore it should not operate its funds through the LEA’s bank account, or any other bank account but its own. The opening of all accounts must be authorised by the forum and any banks or building societies advised of the prohibition on borrowing. There will need to be robust controls over the accounts and in particular in the way that funds can be withdrawn, for example a limited number of authorised cheque signatories and a requirement for dual signatories on cheques above a predetermined amount. Similar controls will need to be in place over electronic withdrawals and transfers.

*Petty cash*

8.5.8 The forum may need to operate a petty cash account for small purchases with a system of voucher authorisation. The cash balance maintained should be the minimum necessary and the forum should agree an upper limit which can be paid by cash - say £50.

*Cessation of the forum*

8.5.9 The Act allows for the forum to be in existence for three years, with an option by the Secretary of State to extend this for a further two years. Therefore the forum must be mindful in all its activities and transactions of its lifespan. In particular contracts, including staff contracts, should be fixed term not expanding beyond the three year time limit.

8.5.10  At the cessation of the forum all accounting, asset and staff records are to be returned to the Department. Early consultation is required with the Department to identify the action to be taken with regard to unspent grant and business contributions and the appropriate disposal of assets purchased by, or given to, the forum.

**8.6 Grant payment and financial monitoring arrangements**

*Grant payment process*

8.6.1 The annual grant from the DfEE to the forum will normally be paid in monthly installments throughout the financial year. The first payment will be made on the date on which the forum is incorporated (1 September or 1 January), subsequent payments will be made on or around the 20th of each month based on a profile submitted by each forum and the submission of a monthly return.

8.6.2 The amount of each payment will need to be agreed between each forum and the DfEE before the start of each financial year. This will usually be based on the forecast budget and cashflow (developed from the action plan) submitted in advance of the financial year. The cashflow will need to be updated at regular intervals throughout the financial year to reflect actual performance and this may impact on the profiling of later instalments (see financial monitoring below).

8.6.3 The DfEE will adjust or re-determine grant if it becomes apparent that surpluses are simply being accumulated month on month because of poor forecasting. Similarly where any evidence exists that grant is not being properly disbursed or is not being spent in accordance with the action plan, repayment can be required or further grant withheld.

8.6.4 The Treasury has stated that forums are allowed to carry forward grant between financial years representing 2% of direct administrative costs of the zones and 10% of project/activities expenditure (subject to any requirements to use particular grants within a given time period). For this purpose grant is DfEE grant. Where grant is carried forward, it should be linked to identified grant objectives and actions.

*Financial monitoring*

8.6.5 As noted in the introduction to this section, the aim of the financial monitoring arrangements is to satisfy DfEE that grants are being used properly and in accordance with action plans. The DfEE will specify returns which the forum must complete accurately, completely and timely. The returns will also provide information to support the profile for grant payment. The monitoring arrangements will include the return of:

* an annual budgeted income and expenditure account and cashflow broken down by months, which supports the activities set out in the action plan;
* quarterly income and expenditure accounts showing the variance of actual performance against budget and updating the budget ("forecast") for the remainder of the year;
* monthly claim and cashflow.

8.6.6 In order to assist forums in completing this process and to ensure consistency of treatment in the Department’s monitoring procedures detailed guidance including standard formats for the different returns are included in Annex M. These formats include a break down of the various income and expenditure headings. One specific analysis that is required is the cashflow from public and non-public sources so that the grant payment profile can be identified.

8.6.7 Turning to the timing of submissions, these will be as follows:

* the annual budget will be needed at least one month before the start of the financial year or period to which it applies. In the first year a budget covering the first three or four months of activity based on the Operational Plan should be submitted in accordance with the timetable agreed with the Department. Once the action plan is approved, a budget for the remaining part of the financial year should be submitted;
* the quarterly returns by 20th of the month following the end of the quarter to which they relate;
* the monthly return to be received by the Department by the 10th of the month of claim;
* the annual financial statements, by the latest, 31 December following the financial year to which they relate.

8.6.8 The returns must be signed by two representatives of the forum, we would expect one of these to be the Chairman of the Forum.

**8.7 Audit arrangements**

8.7.1 In addition to the ongoing monitoring requirements of the DfEE, forums will also be subject to audit. This is part of the process by which the Secretary of State fulfils his responsibilities to Parliament for ensuring that expenditure is incurred for the purposes for which the grant was made. The forum will need to budget for the cost of audit.

8.7.2 The external audit will be carried out the National Audit Office (NAO). The Act requires all EAZs to submit accounts to the Comptroller and Auditor General by 31 August following the end of the financial year to which they relate. Each forum should submit draft accounts to its auditors as soon as practicable, but no later than 31 August. It is anticipated that where the forum produces good quality draft accounts early these can be signed and certified and submitted to the Department for 31 August.

8.7.3 The NAO will issue a letter of understanding to each forum which will set out the terms of the external audit engagement. The audit timetable will be agreed between NAO and each forum, but the Department would seek to receive audited accounts ideally by 31 August but no later than 31 December.

8.7.4 The external auditors report independently on the financial statements of the forum. They will produce an opinion as to the “truth and fairness” of the financial statements commenting specifically as to whether:

* the financial statements have been properly prepared in accordance with . the School Standards and Framework Act and directions made thereunder by the Secretary of State for Education and Employment;
* in all material respects the expenditure and income have been applied to the purposes intended by parliament and the financial transactions conform to the authorities which govern them
* the systems of internal controls are appropriate for the nature and size of the forum and that no material weaknesses in the systems of internal control were identified

8.7.5 The auditors are also required to explicitly report if:

* the Trustees' report is inconsistent with the financial statements with which it is published;
* the financial statements are not in agreement with the forums books of account and there is not adequate disclosure of all information relevant to the proper understanding of the financial statements
* the forum is not a going concern

*Other auditors*

8.7.6 Forums are not required to have an internal audit function. The scope of the external auditors report has been extended to meet the Department’s requirements that internal controls are operating satisfactorily. The DfEE’s own internal audit service must have right of access to the forum and to the constituents receiving benefits from EAZ funding.

8.7.7 Forums might also have to provide a right of access to other auditors where they have benefited from funding. For example where other organisations (LEAs, TECs etc.) have funded projects as partners in a forum, the auditors of those organisations may need to follow through the use of their funds. Forums should, in particular, be aware of the role of the Audit Commission who have responsibility for the external audit of LEAs and schools. Where schools have ceded powers to the forum the Audit Commission may require access to forum records, staff and members. NAO and the Audit Commission have agreed the boundaries of their work and there should be no duplication of audit work.

**8.8 Accounting for contributions from business**

8.8.1 Forums are required to obtain at minimum £250,000 funding from business each year. It is expected that whilst some of this funding will be in the form of cash, a significant proportion will be in the form of "gifts in kind" e.g. equipment, services, consultancy or time (seconded staff, mentors, classroom assistants etc.). A value must be attributed to these gifts to enable the Department to monitor that the conditions of grant are being met (i.e. that the forum is receiving the required level of business funding). Contributions from the public sector may not be counted against the £250,000. Business contributions, whether cash or kind, should be unconditional. If they are pledged on the understanding of future purchase of goods, equipment or services from the donor, or other arrangements with financial benefit to the donor, they will be ineligible. In other words, they must carry no loss-leading commercial advantage for the donor. Letters from donors must affirm that there are no conditions attached to their offer.

8.8.2 The amount at which gifts in kind are brought into account should be either a reasonable estimate of their value to the forum or the amount actually realised. This means that gifts of assets and services should be valued at what it would have cost the forum to have provided the asset/service itself, i.e. if a gift is made of a mainframe but the action plan indicates a need for a PC then the value attributed to the gift should be that of the PC (unless the forum sell the mainframe where the value would be the cash received). Similarly if the gift is classroom assistance irrespective of who is providing the time the appropriate APT&C rate (i.e. unqualified or qualified) should be used.

8.8.3 Gifts in kind should be valued in the year that they are receivable. The value placed on gifts in kind is their value to the forum, i.e. the open market value of the asset or service (details of value should be requested in writing from the donor) or the appropriate APT&C rate for classroom assistance time. The Department will wish to see evidence of the value of goods, equipment or other assets: discounts are not acceptable. Forums are advised to seek assistance from the Department if they are uncertain on how to place a value on a particular gift.

8.8.4 Time spent by forum members in attending forum meetings should not be deemed to be a gift in kind. Goods and services donated by LEAs (for example payroll services, accounting services) should be valued as described above and recorded in the forum’s financial returns and financial statements, but they are not allowable to be counted towards the forum’s business contribution.

**8.9 Purchasing and contracting**

8.9.1 In purchasing and contracting for goods and services, forums must demonstrate the proper and effective use of public funds. This requires:

* probity - to demonstrate that all parties are dealt with on a fair and equitable basis and that there is no private gain, favouritism or corruption involved in any of the dealings of the forum;
* accountability - each action forum is publicly accountable for its expenditure and for the conduct of its affairs;
* value for money - to demonstrate economy, efficiency and effectiveness in the use of public funds.

**8.10 Value for money**

8.10.1 The achievement of value for money underpins the assessment of the appropriate use of public funds. Value for money is usually defined as economy, efficiency and effectiveness where:

* economy is minimising the costs of resources used having regard to appropriate quality;
* efficiency is the relationship between the output (however measured) and the resources used to generate that output;
* effectiveness is the extent to which the objectives are achieved and the relationship between the actual and the intended outputs from an activity.

8.10.2  In applying funds, forums must have regard to value for money considerations. From the definitions given above it should be evident that this does not necessarily mean the cheapest on offer. Consideration also needs to be given to factors including quality, suitability, availability, reliability of the supplier, terms available and so on.

8.10.3  These are the general considerations that all organisations must apply in using public funds. In addition there are a number of issues which apply specifically to EAZs.

**8.11 Lifespan of the EAZ**

8.11.1  The Act states that the EAZs will, in the first instance, be established for three years. It also states that this could, with the consent of the Secretary of State, be extended for a further two years. This relatively short lifespan needs to be taken into account when the forum is entering into contracts. Care needs to be taken not to enter into open ended contracts either for employment, or goods and services that will commit the forum beyond the life of the EAZ. In practice this will mean that contracts will have to be either renewable on an annual basis or for a fixed term within the life of the EAZ.

**8.12 Leasing and rental options**

8.12.1  Given their limited life it is possible that where forums are acquiring small items of equipment they will want to consider leasing or rental rather than outright purchase. There are two types of leases, operating leases and finance leases. Finance leases are, in substance, borrowing and because forums are prohibited from borrowing in the Act these cannot be used. Operating leases have more in common with rental agreements and as such they may be appropriate. In addition to the benefits that these arrangements can have in terms of cash flow they may also be appropriate where they include provision of maintenance and repair services. The key consideration should be the lifetime cost of alternative methods of procurement.

8.12.2  On a note of caution it is important that forums take care in entering rental agreements and operating leases. In particular, careful note should be taken of onerous cancellation clauses, inappropriate maintenance agreements and other items hidden in the small print.

**8.13 Maximising the buying power of the zone**

8.13.1  Clearly forums will have buying power both because of the spending power that they have but also that of the schools which they cover. It is important to use this buying power appropriately when procuring services in order to secure best value for money. In addition to situations where the forum is purchasing goods and services on behalf of all its school members there may also be opportunities to use the zone's buying power on behalf of individual schools i.e. when a school is spending out of their own resources. In all these instances it is important that forums ensure that their funds and those belonging to LEAs and schools are clearly separated in the books of account. Forums should note that there may be different VAT implications depending on which organisation (the forum or a school or group of schools) is actually entering into the contract. In areas of doubt forums should consult their local VAT office.

**8.14 Contracting for services from forum members**

8.14.1  There may be cases where the forum will be looking to procure services where forum members might be potential suppliers. In such cases there is a potential conflict of interest and care must be taken to ensure that the procurement process is competitive, fair and open and that public funds are protected in such circumstances.

8.14.2  Value for money and probity will need to be demonstrated through:

* the application of clear competitive tendering processes (along with evidence that these have been followed);
* the withdrawal of the interested forum member from any part of the selection process.

**8.15 Tendering processes**

8.15.1  The forum will need a tendering policy in place irrespective of the need to apply it to a situation where there is a potential conflict of interest. The policy, taking into account the nature of the goods or services being purchased and the potential suppliers market place, will need to include areas such as:

* the threshold value of goods and services above which a tender must be sought, for example for a one off contract with a value of less than £10,000 fax or telephone tenders should be obtained, for a series of contracts or a contract with a value greater than £10,000 formal written offers should be obtained;
* the minimum number of tenders which need to be received and considered, for example, 4;
* the levels of delegated authority in decision making, for example the Project Director for decisions less that £10,000, the Forum for decisions over £10,000;
* when further authority and approval is necessary.

8.15.2  In addition the forum should consider in each case the appropriate type of tender (open, restricted, negotiated) and then establish clear criteria for the evaluation of tenders.

8.15.3  It may be that in some cases and for certain services there is a sole provider. In such cases as well as demonstrating and evidencing that this is the case alternative tests will need to be applied to ensure that value for money is obtained. These might include benchmark comparisons with similar services and comparisons with services that may be on offer elsewhere in the country.

**8.16 EC regulations**

8.16.1  EC law requires that certain procedures must be followed where contracts are awarded by public bodies that exceed certain monetary thresholds.

8.16.2  In simple terms different thresholds apply where contracts fall into either "works" or "services and supplies". The works category is unlikely to apply to EAZs both because of the restrictions which apply to their spending in this area and given the scale of the threshold - some £3.7m. The supplies and services threshold may be more significant, being set at approximately £150,000 and its application to a wide range of services. The requirements are relatively complex but in general terms they include following a prescribed tendering procedure, operating to a minimum timescale and advertising the services through the Official Journal of the European Community (OJEC). Where forums are likely to enter into such contracts they will need to seek more detailed guidance from the Department.

**8.17 Insurance**

8.17.1  The Department will not indemnify the forum against loss. Forums should insure themselves against any risks normally associated with an external body e.g. employer's liability insurance, however they should only insure themselves for mistake not wrongdoing. The liability of forum members for actions and decisions taken in performing their duties as forum members is explained in Chapter 2. Insurance premiums will be met out of grant therefore as detailed above forums should seek best value for money from insurance companies.

8.17.2  Forums should also ensure that they are not insuring themselves for risks which are borne by the LEA, all parties (forum, LEA and insurers) should be clear who has responsibility for risks associated with actioning the action plan.

**8.18 Taxation**

8.18.1  It is important that forums are aware of the tax implications of their activities. The Act gives forums the status of “exempt charities”. The “exempt” refers to the fact that it does not have to register with the Charities Commissioners. Whilst charitable status does have tax implications it does not mean that they are necessarily exempt from all forms of taxation. We note the main taxes and the possible implications for forums below.

*Corporation tax*

8.18.2  Corporation tax is a charge on the profits of a company. (For tax purposes a company means any body corporate or unincorporated association.) As a charity a forum should be exempt (in general terms) from corporation tax. However this exemption is restricted to income applied for charitable purposes and does not necessarily apply to all activities that a forum might undertake. (The Inland Revenue applies tax law to each of an organisation’s activities rather than applying the exemption across the board). This may be particularly relevant if there is any element of trading in a forum’s activities. In such cases forums should refer to their local tax office before assuming exemption.

8.18.3  All corporations, including charities, are required to submit a Corporation Tax Return to the Inland Revenue accompanied by a copy of the financial statements. This needs to be submitted within 12 months of the end of the accounting period (31 March). If a forum believes it is not going to undertake any activities which will result in a liability for Corporation Tax it can apply for written agreement from the Inland Revenue to this effect and gain exemption from further returns.

8.18.4  As exempt charities, forums should also be aware of the wider requirements of the Charities Act and in particular the role of forum members as trustees of the charity. As such, in addition to the DfEE’s requirements regarding financial control, they also have an obligation to safeguard the charity’s assets and to ensure that they are only used in accordance with their charitable objects.

*VAT*

8.18.5 VAT is a tax on consumption levied on designated supplies of goods and services. In basic terms, where a registered supplier makes a taxable supply the VAT charged is known as output tax. Input tax is that borne by a registered supplier when they receive (usually purchase) taxable goods. A “normal” trader can offset the input tax suffered against the output tax collected so that only the net amount is paid over to Customs and Excise. All organisations have a duty to monitor taxable supplies, and where they are likely to exceed £50,000 (the tax threshold) in any 12 month period they must register with Customs and Excise. The local VAT Business Advice Centre (listed under Customs and Excise in the phone book) can advise forums whether they are making taxable supplies above £50,000. Where their taxable supplies are below this threshold, Customs and Excise will also advise what the forums' rights and responsibilities would be if they choose to register on a voluntary basis. Apart from some narrowly defined exceptions, VAT law also applies to charities in the same way that it applies to other corporate entities.

8.18.6 VAT is not designed to be a tax borne by community charge payers so local authorities can reclaim from Customs VAT they have incurred on their “non-business” activities; these are generally their statutory duties and include the delivery of compulsory education and associated support services. Thus VAT incurred by schools when spending their delegated budgets or spending Dept. grant channelled through LEAs is treated as being incurred by the LEA and qualifies for the reclaim from Customs, as does central education support activities carried out by LEAs. Local authorities are named in VAT law as public bodies entitled to reclaim on their non-business activities. Where forums are performing non-business activities they cannot reclaim VAT incurred on them since they are not named in VAT law.

8.18.7 It is important that where forums are entering into contracts or transactions which involve expenditure of LMS funds or any DfEE grant channelled through the LEA, the forum should make it clear that it is acting as an agent of the LEA. This will enable the LEA to reclaim VAT on purchases paid out of such funds.

8.18.8 Where the forum itself contracts for goods and services to be used in schools and uses funds made available to it other than via the LMS funding stream, the schools will not be able to reclaim the VAT themselves or through the LEA.

8.18.9 Forums will also need to be aware of the possible VAT implications of different sponsorship arrangements. For example donations in cash or kind from private sector companies may be subject to VAT if Customs and Excise consider this to be commercial sponsorship. Similarly income from other arrangements such as affinity credit card schemes may also be treated as being subject to VAT. In all these areas forums should consult with their local VAT office to ensure that they follow the correct VAT route.

8.18.10 In all cases if the forum is in any doubt about the correct VAT treatment of its activities,

it should consult its local VAT Business Advice Centre (listed under "Customs & Excise" in the phone book).

*Income tax and National Insurance Contributions*

8.18.11 It is likely that forums will act as an employer both of the project director and of some teaching staff. As an employer the forum is obliged to collect income tax on a Pay As You Earn (PAYE) basis. The same method is used to collect employee’s and employer’s National Insurance Contributions.

8.18.12 On incorporation the forum should notify the local tax office that it will be employing staff as a separate legal employer. The tax office will provide instructions on how to operate a PAYE scheme and how to calculate tax and NIC deductions. The deductions for a calendar month are due to the Inland Revenue by 19th of the following month. As part of its role as an employer the forum will also have to maintain payroll records and submit a range of forms to their employees and the Inland Revenue. Details of these records are available from tax offices. P11d's will need to be completed for benefits in kind and travel and subsistence for certain employees unless the forum seeks dispensation from the Inland Revenue.

8.18.13 As noted earlier, a forum could choose to operate its own payroll system or could use a payroll bureau to undertake this role on their behalf. In either case the responsibility for tax liabilities will remain with the forum.

*Other tax issues*

8.18.14 As the forum has charitable status it may be possible to increase the value of gifts and donations received by using tax reliefs. One method is by using deeds of covenant. These are applicable to gifts from individuals and allow the recipient organisation to claim back a portion of the income tax which relates to that gift. A drawback (in terms of their applicability to EAZs) is that in order to qualify a specific sum must be promised for each of four or more years. This will clearly be problematic where EAZs are only established (in the first instance at least) for 3 years.

8.18.15 Gift Aid might be more appropriate for EAZs. This applies to single donations of £250 or more and applies to gifts from individuals or commercial organisations. The impact, in terms of tax relief is the same as using a deed of covenant but the important point is that the payment can be a one-off. In both cases claims for repayment of tax must be made to the Inland Revenue on standard forms.

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8.18.17  As noted earlier, a forum could choose to operate its own payroll system or could use a payroll bureau to undertake this role on its behalf. In either case the responsibility for tax liabilities will remain with the forum.

*Other tax issues*

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8.18.19  Gift Aid might be more appropriate for EAZs. This applies to single donations of £250 or more and applies to gifts from individuals or commercial organisations. The impact, in terms of tax relief is the same as using a deed of covenant but the important point is that the payment can be a one-off. In both cases claims for repayment of tax must be made to the Inland Revenue on standard forms.

**9   Annexes**

|  |  |
| --- | --- |
| A | Action plan – model format |
| B | The time line for linking together the EDP, EAZ and schools’ statutory targets |
| C | Links between the EDP, EAZ and schools’ statutory targets |
| D | Range of employment options in EAZs |
| E | Procedure for agreeing disapplication of the STPCD |
| F | Model job specification for project director |
| G | Draft code of conduct for an Action Forum  Draft charter for forum and schools |
| H | The legal basis of Education Action Zones  Model Order establishing an EAZ  Regulations governing the activities of the zone |
| I | School curriculum – current requirements and proposed changes |
| J | Further guidance on curriculum innovation |
| K | Information required for disapplication of the National Curriculum (other than  key stage 4 to provide opportunities for work related learning) |
| L | Financial Memorandum |
| M | Financial Monitoring Proforma |
| N | List of the first 25 zones |

**SUGGESTED ACTION PLAN FORMAT**

***Example : covering period xx/xx to xx/xx***

#### **Title:**

#### **Focus:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bid  ref. | Areas of work/task/objective | How is this to be undertaken?  What specific action is to be taken? | Person responsible | Start date | End date | Resources | Success criteria/  target | Monitoring of progress by whom, when, how | Evaluation of effectiveness of action by whom, when |
|  | This is the action that the Forum needs to take to address this part of the bid | Indicates the tasks to be undertaken and who is involved in doing it. For example: the project director, advanced skills teacher, individual school, business partner etc. etc. | Identifies the person (s) resp for doing the task, organising it | Date when the task is scheduled to begin | Date when the task is scheduled to end or be reviewed (may include going on to the next planning period/financial year | This will indicate the resource implication as well as the associated cost.  The summary at the bottom of each page is one way of summarising the overall costs of this activity. Need to indicate the budget head from which the resource is coming | How will we know it is different/better? Targets should be specific, measurable, achievable, relevant, timescaled  The key point to convey is what will it look like for us to know that it has been successful. Targets must wherever possible to improvement in pupil attainment. | Likely to be the Project Director together with the line manager of the person resp for undertaking the task, but there will also be an indication of when this progress will be reported to the Forum or a group within the Forum. These landmarks should be dated | This is the task whereby a judgement is made about the effectiveness of the action taken in meeting targets and raising attainment. Asks the question: was it worth doing? What more can be done etc. ? Normally done by the Forum or a group within the Forum in liaison with the Project Director and needs to be dated. |

**EDUCATION ACTION ZONE: INTERIM ACTION PLAN (Sept 98 - Aug 01) covering in detail period up to March 99**

***Example***

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **Title: Improving literacy levels Focus: Raising standards of literacy for Y7 pupils in x and y schools**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bid  ref. | Areas of work/task/objective | How is this to be undertaken?  What specific action is to be taken? | Person responsible | Start date | End date | Resources | Success criteria/  Target | Monitoring of progress by whom, when, how | Evaluation of effectiveness of action by whom, when |
|  | Development of literacy strategy | Detailed analysis of KS2/KS3 scores and literacy strategies across relevant schools  Detailed action plan with proposals | AST with HoD at each school) | 9/98 | 12/98 | INSET/planning time (AST - £xxx; HoD (EN) - £xxx) | Detailed and shared understanding of current provision, including strengths and weaknesses; detailed strategy and programme of work agreed | Project director in half termly meetings with AST and a monitoring report to steering group  (xx/11/98 meeting) | Review by Forum at its meeting of xx/12/98 |
|  | Raise reading comprehension age of Y7 pupils | Joint INSET across schools  Planned programme of screening and intervention by English staff including termly testing and review of date (from 4/99) | AST and HoD at each school) | 1/99 | 3/99 | Curriculum materials (£xxx), INSET/planing time (£xxx) | Programme in place to begin on 1/4/99; clear targets for each cohort agreed - x% of year group to have reading age of x by July 98; x+10% by July 99 | Project director in half termly meetings with AST and a monitoring report to steering group  (xx/2/99 meeting) | Review by Forum at its meeting of xx/3/99 |
|  | Raise spelling ages of Y7 pupils | Joint INSET across schools  Planned programme of screening and intervention by English staff including termly testing and review of date (from 4/99) | AST and HoD at each school | 1/99 | 3/99 | Curriculum materials (£xxx), INSET/planing time (£xxx) | Programme in place to begin on 1/4/99; clear targets for each cohort agreed - 75% of year group to have reading age of 10 by July 98; 90% by July 99 | Project director in half termly meetings with AST and a monitoring report to steering group  (xx/2/99 meeting) | Review by Forum at its meeting of xx/3/99 |
|  | Improve standards and the use of pupils' literacy skills in all subjects | Develop programme to involve all subject departments | AST and Curriculum deputies at each school | 3/99 | 3/99 | Curriculum materials (£xxx), INSET/planing time (£xxx | INSET programme in place across relevant schools during summer term to implement from 1/9/99 whereby all departments have a planned programme of initiatives to target literacy skills with appropriate targets | Project director in half termly meetings with AST and a monitoring report to steering group  (xx/2/99 meeting) | Review by Forum at its meeting of xx/3/99 |

For each area of activity

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total resource for this page  Sept 98 to March /99 | Total expenditure for this page  Sept 98 to March 99 | DfEE expenditure  Sept 98 to March 99 | Forum expenditure  Sept 98 to March 99 | Other expenditure  Sept 98 to March 99 |
|  | AST - full time 3 months  HoD (EN) - 8 days supply  Curriculum materials  Curriculum deputies - 4 days supply | £xxxx  £xxxx  £xxxx  £xxxx | £xxxx  £ (equiv to 5 supply days)  None  £xxx | None  None  £xxxx (from business cash contribution  None | None  3 days covered by existing INSET |
| Totals |  | £ | £ | £ | £ |

***Time line example***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1998 |  |  |  | 1999 |  |  |
| **Task** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** |
| Development of lit strategy |  |  |  | FR |  |  |  |
| Raise reading comprehensive age of Y7 students |  |  |  |  |  |  | FR |
| Raise spelling age of Y7 students |  |  |  |  |  |  | FR |
| Improve standards and the use of pupils literacy in all subjects |  |  |  |  |  |  | FR |

FR = forum review

The intention here is to have a simple way of identifying the extent to which the zone is on task in terms of its tasks. For each review date, the vertical time line enables the Forum to "peel" down and see if the tasks are on track. The Forum would then need to debate the extent to which the work is having a suitable impact etc. etc.

**EDUCATION ACTION ZONE: INTERIM ACTION PLAN (Sept 98 - Aug 01) covering in detail period up to March 99**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **Title:**

#### **Focus:**

(To be submitted to EAZ team, DfEE by 31 October 1998)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bid  ref. | Areas of work/task/objective | How is this to be undertaken?  What specific action is to be taken? | Person responsible | Start date | End date | Resources | Success criteria/  Target  (by 3/99) | Monitoring of progress by whom, when, how | Evaluation of effectiveness of action by whom, when |
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For each area of activity

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| --- | --- | --- | --- | --- | --- |
|  | Total resource for this page  Jan 99 to March /99 | Total expenditure for this page  Sept 98 to March 99 | DfEE expenditure  Sept 98 to March 99 | Forum expenditure  Sept 98 to March 99 | Other expenditure  Sept 98 to March 99 |
|  |  |  |  |  |  |
| Totals | £ | £ | £ | £ | £ |

**EDUCATION ACTION ZONE: TIME LINE up to Mar 99**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### (To be submitted to EAZ team, DfEE by 31 October 1998)

Please indicate start and end dates as well as review dates

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1998 |  |  |  | 1999 |  |  |
| **Ref** | **Task** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** |
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**EDUCATION ACTION ZONE: ESTIMATED MONTHLY COSTS Sept 98 to Mar 99**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### (To be submitted to EAZ team, DfEE by 31 October 1998)

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|  |  | 1998 |  |  |  | 1999 |  |  |
| **Ref** | **Description** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** |
| e.g. | Advanced Skills Teachers (literacy): salary and expenses | 2500 | 2500 | 2500 | 2500 | 2800 | 2800 | 2800 |
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|  | Totals: |  |  |  |  |  |  |  |
|  | Sub-total : covered by government grant |  |  |  |  |  |  |  |
|  | Sub-total: covered by cash/in kind raised from other sources |  |  |  |  |  |  |  |

**EDUCATION ACTION ZONE: ACTION PLAN (Sept 98 - Aug 01) covering in detail period from April 99 to March 00**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **Title:**

#### **Focus:**

To be submitted to EAZ team, DfEE by 31 August 1998

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| Bid  ref. | Areas of work/task/objective | How is this to be undertaken?  What specific action is to be taken? | Person responsible | Start date | End date | Resources | Success criteria/  Target  (by 3/00) | Monitoring of progress by whom, when, how | Evaluation of effectiveness of action by whom, when |
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For each area of activity

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|  | Total resource for this page  April 99 to March 00 | Total expenditure for this page  April 99 to March 00 | DfEE expenditure  April 99 to March 00 | Forum expenditure  April 99 to March 00 | Other expenditure  April 99 to March 00 |
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**EDUCATION ACTION ZONE: TIME LINE April 99 to March 00**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

To be submitted to EAZ team, DfEE by 31 October 1998

Please indicate start and end dates as well as review dates

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**EDUCATION ACTION ZONE: ESTIMATED MONTHLY COSTS April 99 to March 00**

#### **Name of EAZ:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

To be submitted to EAZ team, DfEE by 31 October 1998

Please indicate start and end dates as well as review dates

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| **Ref** | **Task** | **Apr** | **May** | **Jun** | **July** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** |
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|  | Sub-total : covered by government grant |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Sub-total: covered by cash/in kind raised from other sources |  |  |  |  |  |  |  |  |  |  |  |  |

**Time line linking the EDP, EAZ and schools’ statutory targets**

The table below depicts the various planning elements incorporating the target setting requirements for schools, the EDP process and the action plans for an EAZ.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | **The SEU/EA has to:** | **The LEA has to:** | **The Forum has to:**  **(Sept 98 starters)** | **In additional to all schools, a  Zone school has to:**  **(Sept 98 starters)** | **All schools have to:** |
| Aut 98 | Discuss & support Forum on interim ZAP (zone action plan).  Discuss and support LEA on EDP draft  By end of Nov, provide assessment, feedback and approval of interim ZAP. | As a Forum partner , discuss interim ZAP with other partners advising the Forum about school improvement programme included within its draft EDP programme and how this effects schools in the zone  By the end of December, consult its schools on the draft EDP ensuring that the draft takes into account the interim ZAP.  By the end of December, discuss with its schools their targets for summer 2000 - discussions with zone schools will need to take account of the interim ZAP if known at the time of discussion.  By the end of December, submit draft EDP to SEU, indicating in relevant annexe which schools are in a zone and whether they have taken the zone’s programme into account when setting the statutory target. | By end of Oct, discuss and agree interim ZAP with Forum partners/schools covering 3 years but in particular providing details and targets/success criteria up to March 99.  By end of Oct, submit interim ZAP to SEU.  Begin implementation of interim ZAP | By end of Oct, discuss and agree interim ZAP with the Forum (covering 3 years but in particular period up to March 99)  Depending on the timing of the discussion on statutory targets and the level of information about the zone programme, indicate whether the targets takes into account the zone programme or not.  Begin implementation of relevant part of interim ZAP | By end of Dec, set statutory targets for Summer 2000, having discussed these with the LEA.  By end of Dec, have been consulted by the LEA on its draft EDP.  (If relevant publish annual report including statutory targets) |

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| --- | --- | --- | --- | --- | --- |
| **Term** | **The SEU/EA has to:** | **The LEA has to:** | **The Forum has to:**  **(Sept 98 starters)** | **In additional to all schools, a  Zone school has to:**  **(Sept 98 starters)** | **All schools have to:** |
| Spr 99 | By end of March 99, provide feedback to LEA on draft EDP prior to approval  Discuss and support Forum on implementation, monitoring and evaluation of interim ZAP including evaluation report covering period up to March 99.  Discuss and support Forum on development of ZAP (Apr 99 onwards) | As a Forum partner , discuss the implementation, monitoring and evaluation of interim ZAP with other partners.  Discuss with SEU any issues arising from draft EDP prior to formal approval, including updating the draft in the light of ZAP | Continue to implement, monitor and evaluate ZAP  By end of March 99, provide evaluation of interim ZAP to SEU  By end of March 99, discuss and agree ZAP for the remainder of the zone and especially the targets for the period Apr 99 - Mar 00. | As a Forum partner , discuss the implementation, monitoring and evaluation of interim ZAP with other partners.  Continue to implement relevant part of ZAP  By end of March, discuss and agree the ZAP for the remainder of the zone and especially the targets for the period Apr 99 - Mar 00 | (If relevant publish annual report including statutory target) |
| Sum 99 | By end of April, provide feedback to the Forum on the evaluation of interim ZAP and ZAP from Apr 99 onwards.  Continue to discuss and support Forum on implementation, monitoring and evaluation of ZAP  Discuss and support LEA in implementation, monitoring and evaluation of EDP | Begin implementation of EDP including supporting schools in achieving their statutory targets  As a Forum partner, continue to assist in implementation,, monitoring and evaluation of ZAP | Continue to implement, monitor and evaluate ZAP  Respond to any comments about and if necessary amend the ZAP | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP | (If relevant publish annual report including statutory target) |
| Aut 99 | Continue to discuss and support Forum on implementation, monitoring and evaluation of ZAP  Discuss and support LEA in implementation, monitoring and evaluation of EDP, including whether any amendments are required | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue implementation of EDP including supporting schools to achieve statutory targets taking into account 1999 pupil performance including whether any amendments are required | Continue to implement, monitor and evaluate ZAP especially taking into account pupil performance data for summer 99 series | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP  Set statutory targets taking into account the ZAP | Set statutory targets for Summer 2001 taking into account pupil performance during summer 99, relevant statistical data (e.g. benchmarking) |

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| --- | --- | --- | --- | --- | --- |
| **Term** | **The SEU/EA has to:** | **The LEA has to:** | **The Forum has to:**  **(Sept 98 starters)** | **In additional to all schools, a  Zone school has to:**  **(Sept 98 starters)** | **All schools have to:** |
| Spr 00 | By end of March 00, provide feedback to LEA on any amendments to EDP that might have been required  Discuss and support Forum on implementation, monitoring and evaluation of interim ZAP including evaluation report covering period up to March 00.  Discuss and support Forum on development of ZAP (for the period from Apr 00 onwards) | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Discuss with SEU any issues arising from any amendments to EDP, including the updated ZAP | Continue to implement, monitor and evaluate ZAP  By end of March 00, provide evaluation of interim ZAP to SEU  By end of March 00, discuss and agree ZAP for the remainder of the zone and especially the targets for the period Apr 00 - Mar 01. | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP  By end of March, discuss and agree the ZAP for the remainder of the zone and especially the targets for the period Apr 00 - Mar 01. | (If relevant publish annual report including statutory target) |
| Sum 00 | By end of April, provide feedback to the Forum on the evaluation of ZAP and the revised ZAP (from Apr 00 onwards).  Continue to discuss and support Forum on implementation, monitoring and evaluation of ZAP  Discuss and support LEA in implementation, monitoring and evaluation of EDP | Continue implementation of EDP including supporting schools in achieving their statutory targets  As a Forum partner, continue to assist in implementation,, monitoring and evaluation of ZAP | Continue to implement, monitor and evaluate ZAP  Respond to any comments about and if necessary amend the ZAP | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP | (If relevant publish annual report including statutory target) |
| Aut 00 | Continue to discuss and support Forum on implementation, monitoring and evaluation of ZAP  Discuss and support LEA in implementation, monitoring and evaluation of EDP including whether any amendments are required | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue implementing EDP including supporting schools to achieve targets taking into account 2000 pupil performance and whether amendments are required | Continue to implement, monitor and evaluate ZAP especially taking into account pupil performance data for summer 00 series | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners. Continue to implement relevant part of ZAP.  Set statutory targets taking into account the ZAP | Set statutory targets for Summer 2002 taking into account pupil performance during summer 00, relevant statistical data (e.g. benchmarking) |

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| **Term** | **The SEU/EA has to:** | **The LEA has to:** | **The Forum has to:**  **(Sept 98 starters)** | **In additional to all schools, a  Zone school has to:**  **(Sept 98 starters)** | **All schools have to:** |
| Spr 01 | By end of March 01, provide feedback to LEA on EDP if any revisions have been necessary  Discuss and support Forum on implementation, monitoring and evaluation of ZAP including evaluation report covering period up to March 01.  Discuss and support Forum on development of ZAP (up to Aug 91) | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Discuss with SEU any issues arising from draft EDP prior to formal approval, including updating the draft in the light of ZAP | Continue to implement, monitor and evaluate ZAP  By end of March 01, provide evaluation of ZAP to SEU  By end of March 01, discuss and agree ZAP for the remainder of the zone (up to Aug 01) | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP  By end of March, discuss and agree the ZAP for the remainder of the zone (up to- Aug 01) | (If relevant publish annual report including statutory target) |
| Sum 01 | By end of April, provide feedback to the Forum on the evaluation of ZAP and ZAP from Apr 01 onwards.  Continue to discuss and support Forum on implementation, monitoring and evaluation of ZAP  Discuss and support LEA in implementation, monitoring and evaluation of EDP  To discuss and support Forum on final monitoring and evaluation of ZAP and embedding the achievements of the zone in the work of the schools and the LEA | Begin implementation of EDP including supporting schools in achieving their statutory targets  As a Forum partner, continue to assist in implementation,, monitoring and evaluation of ZAP  As a Forum partner , discuss the final evaluation of ZAP with other partners. (will depend on whether zone is extended) | Continue to implement, monitor and evaluate ZAP  Respond to any comments about and if necessary amend the ZAP  By the end of August, provide evaluation of ZAP to SEU, zone schools and LEA especially taking into account the overall improvements within the zone and the embedding of the improvements in the schools and the LEA (will depend on whether zone is extended) | As a Forum partner , discuss the implementation, monitoring and evaluation of ZAP with other partners.  Continue to implement relevant part of ZAP  As a Forum partner , discuss the final evaluation of ZAP with other partners and the embedding of the achievements in the work of the school. (will depend on whether zone is extended) | (If relevant publish annual report including statutory target) |
| Aut 01 | Discuss and support LEA in implementation, monitoring and evaluation of EDP including if amendments are required | Continue EDP implementation including supporting schools in achieving their statutory targets taking into account 2001 pupil performance data and if amendments are required |  |  | Set statutory targets for Summer 2003 taking into account relevant statistical data |

**Links between the EDP, EAZ and schools’ statutory targets**

This annex describes the interface between the EDP, EAZ and schools’ statutory targets. Annex B provides the same information but in a term by term format for LEAs, Forums and zone schools.

**Actions required by zones (September 98 starters), zone schools and LEAs with zones**

*By end of October 1998*, the Forum will submit an *interim action plan* covering the period up to the end of March 99 which has been the subject of consultation and discussion between and with the partners. This will include information on:

* an indicative set of overall targets for the zone as a whole by the end of its 3 year programme - this will normally use as a basis that which was contained in the application.
* indicative targets for the end of each year
* targets for the period up to March 99
* details of the programme up until March 99.

(This will probably contain a sizeable amount of auditing and planning work )

It is expected that during the development of the interim action plan, the Forum will have discussed with the LEA the indicative targets for the zone and the detailed programme up to end of March 1999. This will enable the LEA to take into account the zone’s programme and consider the implications for its own EDP and the related school improvement programme from April 99 onwards. It is also expected that the Forum and zone schools will take into account the proposed programme of school improvement that the LEA is to provide as contained in its EDP.

*By the end of December 1998*, schools will set their statutory targets (for summer 2000). The extent to which the targets reflect the zone programme will depend largely on the amount of detail available about the zone programme at the time of setting the target and the timing itself:

* where the zone programme is fairly detailed and provides support to the statutory targets, it is expected that zone schools will take into account the programme and their targets will reflect the additional investment and challenge;
* where the programme is not yet sufficiently detailed for a zone school to know what support it will receive from the zone in terms of the statutory targets, it is expected that it will set a target based on the current information but it will be expected to perform above that target. In such instances this might be expressed as a zone wide target with a clear indication of the level of added value that is expected.

By the deadline of December, zone schools will probably know much more about the zone programme than they might have done at the time of submitting the zone’s interim action plan (31 October 1998) or at the time when the governing body agreed the target. In such circumstances, zone schools can adjust their statutory targets as long as this is done by the end of December, providing that the zone and the LEA is made aware of these changes, taking into account any advice that the zone or the LEA may offer.

*By the end of December 1998,* LEAs will submit their draft EDPs. These will take into account the interim action plans submitted by zones and upon which there should have been consultation with the LEA (as one of the partners). The Annex providing details of schools’ statutory targets will need to indicate which schools are in a zone and whether the zone’s programme has been taken into account when setting the statutory target.

*By end of March 1999*, the Forum will submit an action plan covering the rest of the life of the zone (at this stage, up to August 2001) but with greater detail for the period April 99 to March 2000. In particular this will provide:

* more detailed targets for the zone as a whole and/or individual schools than was provided in the interim report. By March 99 it is expected that all schools will be well acquainted with the EDP as proposed by their LEA as well as the detail of the zone programme especially in the period April 99 to March 00. For schools that established their 2000 targets without detailed knowledge of the zone programme, the plan should provide details of how much above the statutory target it is anticipated the zone or individual schools within the zone will achieve. Targets within the zone will need to reflect both the EDP and EAZ programmes and the LEA will need to have been consulted fully to avoid overlaps or shortfalls.

*By the end of March 1999*, the EDP will be approved following further discussions between DfEE and LEAs on the draft. It is expected that these will take into account the detail of the zone action plan from April 99 onwards and any anticipated achievements over and above the statutory targets of the zone as a whole or for individual zone schools.

**Reducing the burden on schools**

The principle must be that Forums, zone schools and LEAs work collaboratively and in partnership, seeking to reduce the burden on schools. In order to reduce additional burdens especially on zone schools, there is merit in their holding discussions with their LEAs about their statutory targets as late as possible in the Autumn term. This will provide more time for the zone programme to be worked up and thus for it to be taken into account by schools and LEAs alike.

### **Range of employment options in EAZs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of teacher employment** | **Legal employer** | **Employment**  **Managed by** | **New contract** | **Temporary variation to existing contract** |
|  |  |  | |  |
| Direct employment by governing body | LEA (community & VC) govs (foundation & VA) | Governors | no | Only if STPCD disapplied |
| Employment function ceded to forum or undertaken by forum as agent | LEA (community & VC) govs (foundation & VA) | Forum | No | Only if STPCD disapplied |
| Employment by governing body topped up by additional employment by the forum | LEA (community & VC) govs (foundation & VA | Governors/forum jointly | No | Yes |
| Direct employment by the forum | Forum | Forum | Yes | No |
| Secondment from a school to the forum | LEA (community & VC)  Govs (foundation & VA) | Governors\* | No | Yes |
| Employment by the forum and secondment to a school | Forum | Forum\*\* | Yes | No |
| Directly employed by LEA with secondment to forum or individual school | LEA | Forum\*\* or school\* | No | Yes |
| [\*line managed by forum\*\*line managed by school] | | | | |

**Procedure for agreeing disapplication of the STPCD**

Requests for disapplication should be sent to the zone’s linked adviser within the Standards and Effectiveness Unit.

1 Although the decision to apply must be taken by each relevant governing body, it is likely (though not necessary) that disapplication of the STPCD will be an Action Forum initiative proposed as part of a zone-wide strategy to raise standards. Before proposing such an initiative the Action Forum should consult the LEA.

2 Before the consultation with teachers required by the provisions of the Act can take place however it would be necessary for the governors of the individual schools -

* to take a formal decision that they intend to apply
* to record the reasons for making an application
* to agree the way in which it is proposed that existing conditions should be varied.

3 Where the initiative is with the forum, it would normally prepare and present proposals for the governors’ consideration. Where it is an individual school initiative, it would be for the chairman and headteacher to put forward proposals and to secure the support in principle of the forum.

4 Before any application can be made the governors are required to consult all teachers affected and the teachers’ professional associations. Where this is a zone-wide initiative, individual governing bodies may want the Action Forum or the project director to handle the consultations on the governors’ behalf. Given the importance of such a proposal to individual teachers it is suggested that a minimum period of six term time weeks is allowed for consultation.

5 The next step will be for the governing body(ies) in the light of the views expressed to decide whether they wish to proceed and if so whether there are changes they wish to make to their proposals. With the emphasis in EAZs on consensus and partnership, the government’s expectation is that proposals, if they are to go ahead, should command majority support among those affected.

6 The notice of application can then be made either by an individual governing body or, in the case of a zone-wide initiative, by the forum acting as agent of the governing bodies. With the application, the Secretary of State will wish to receive the following -

* the reasons for the application
* the details of who has been consulted and a summary of the views expressed
* the views of the Action Forum
* the proposals for varying existing conditions once the STPCD has been disapplied indicating where changes have been made as a result of consultations
* the proposed date of implementation which must be no less than three months after the date of application.

7 The governing bodies and Action Forum concerned will be informed of the Secretary of State’s decision which, if affirmative, will be in the form of an order naming the school(s) and the date of commencement which may be the date applied for or a date amended through discussion.

8 If the Secretary of State decides to turn down the application he will give his reasons. Depending on those reasons the school(s) may be invited to submit a revised proposal.

9 It is the government’s wish that disapplication, if approved, should be for the remaining life of the EAZ. The Secretary of State is unlikely to approve shorter periods and is not at this stage able to consider disapplication beyond the maximum three or five year life of an EAZ.

10 Where the LEA is the employer in law of teachers affected by disapplication, the LEA will be obliged to comply with the revised pay and conditions specified by the governing body.

**Project Director - Model Job Specification**

The Project Director will be accountable to the Action Forum for -

1 Leading, directing and managing implementation of the EAZ's action plan and raising attainment;

2 Acting as executive officer for the EAZ including -

i) preparing the forum's annual budget;

ii) establishing and maintaining secure systems for financial accounting and control with adequate separation of duties;

iii) establishing or procuring cost effective administrative systems and support for the purposes of the EAZ;

3 Advising the Action Forum on effective implementation strategies for meeting its objectives and targets;

4 Developing and agreeing in consultation with headteachers and governors the detailed implementation of the zone's action plan within the time scales specified by the forum;

5 Securing the co-operation through consultation and regular dialogue of all partners to the agreed implementation strategy;

6(a) Enabling the forum to account to individual governing bodies for the carrying out of any of their functions on an agency basis

and/or

6(b) Accounting to the forum for the proper discharge of functions ceded to it by governing bodies within the zone;

7 Reporting as required by the forum, the DFEE and other agencies on progress towards achieving action plan targets;

8 Managing an effective communications and public relations strategy on behalf of the Action Forum.

9 Preparing an annual report for presentation to parents, other members of the public and bodies represented on the Action Forum.

**Draft Code of Conduct for an Action Forum**

A member of an Action Forum should:

* support the aims, objectives and ethos of the forum and promote its interests in the wider community;
* work co-operatively with other members in the best interests of the community and of all the schools within the forum and in support of the forum’s aims and objectives ;
* acknowledge that differences of opinion may arise in discussion of issues but, when a majority decision of the forum prevails, it should be supported;
* base his or her view on matters before the forum on an honest assessment of the available facts, unbiased by partisan or representative views or the interests of particular institutions;
* acknowledge that, as an individual member, he or she has no authority outside the meetings of the forum and its committees;
* accept that an individual member, unless specifically authorised by the forum so to do, does not have the right to make statements or express opinions on behalf of the forum;
* resist any temptation or outside pressure to use the position of forum member to benefit himself of herself or other individuals or agencies;
* declare openly and immediately any personal conflict of interest, whether or not of a financial nature, arising from a matter before the forum and ensure that her/his entry in the forum’s register of interests is complete and kept up to date;
* respect the confidentiality of those items of business which the forum decides from time to time should remain confidential;
* give priority, as far as practicable, to attendance at meetings of the forum and those committees of which s/he is a member;
* have regard to his or her broader responsibilities as a member of a public body, including the need to promote public accountability.

**DRAFT CHARTER FOR FORUM AND SCHOOLS**

**(Taken from the Education Action Zone for South-West Newham)**

**4E partnership - a charter for zone schools**

At the heart of the 4E partnership is a federation of co-operating schools, committed to collaborative working and shared learning, with empowered staff agreeing targets and ambitions for the zone as a whole. The resources and expertise of all partner organisations will be used to support this approach and to bring about the step change that is needed in levels of educational achievement in the area.

This charter sets out the operating principles that will underpin the zone partnership:

**Respect for the individuality and autonomy of schools**

* The status, individual character and ethos of schools will be recognised and respected - zone schools will not be clone schools.
* No voluntary-aided school will be asked to agree anything that is contrary to its trust deed.
* Each school will continue to be responsible for managing its own delegated budgets (except where budgets have not been delegated or where delegation has been withdrawn).
* Day to day management of schools will remain the responsibility of headteachers.

Appointments, line-management and other personnel functions in relation to school-based staff will remain the responsibility of individual schools, (except where personnel powers have been assumed by the LEA if delegation has been withdrawn).

**Commitment to the zone**

* Once in the zone, schools will remain in it for the lifetime of the zone.
* Schools will promote the zone vision and principles, policies and priorities determined through the Management Team and the Action Forum.
* Schools will support the implementation of agreed EAZ strategies.
* Schools will respect and comply with decisions of the EAZ Management Team and Action Forum that are consistent with this Charter.
* Schools will always make decisions taking account of the zone context; this will include decisions that may not be of immediate benefit to the school but will be of benefit to the zone as a whole.

**Collaboration between schools**

* Schools will work together through the zone structures to promote the zone’s objectives and, particularly, higher levels of achievement in all schools in the zone.
* Schools will share and spread the benefits of EAZ initiatives with other EAZ schools and more widely across the LEA area.
* Schools will share existing expertise (people, materials, policies) with other EAZ schools.
* Schools will share policies and schemes of work, development plans and good practice.
* Schools agree to consider positively any proposed pooling of functions which appear to offer benefits in terms of economy, efficiency or raising achievement.
* Schools and other partners will work to ensure that there are successful and jointly planned progression arrangements for children and young people moving between different phases of education.

**Services provided at zone level**

* There will be agreed principles for allocating EAZ funds.
* EAZ resources will be used to support the agreed action plan.
* Once a zone level service approach has been agreed schools will comply with this for the agreed time period.

Once schools agree to adopt a common approach or common policies, they will stick to this for the lifetime of the zone unless the Management Team and Acton Forum agree to vary this.

**1. The legal basis for EAZs**

a. The legal basis for Education Action Zones is largely contained in the 1998 Education (School Standards and Framework) Act and the Education Action Forum (proceedings) regulations 1998. This guidance is intended to support that legislation. Relevant powers to allow payment of EAZs, and to allow curriculum disapplication, are in the 1996 Education Act.

Setting up an Education Action Zone

b. Each zone will be established by order made by the Secretary of State using a powers given in Sections 10 and 11 of the 1998 Act. Following the order, the zone will run for 3 years, unless the Secretary of State passes a subsequent order extending its length to 5 years. He may also pass an order bringing a school on special measures, or a new school created as a result of school reorganisations, into the zone. He can only pass these orders providing each participating school agrees.

c. The specific agreement of the LEA is not required for an Action Zone to be established; but the LEA will always be consulted and in most cases would be a partner.

The Action Forum

d. The order establishing the zone will also create an Action Forum for each zone. The Secretary of State may appoint one or two members of the forum, and each governing body will be able to appoint someone, if it wishes to. Further membership is set out in the order creating each action zone. It will typically include one or more of the following: parents, businesses, the LEA, the TEC, community or voluntary organisations.

e. Provisions relating to the Action Forum are made in Schedule 1 of the 1998 Act, the order made under Schedule 1 and sections 10 and 11, and regulations made under section 12. The order and regulations are largely permissive, requiring forums to determine their own means of operating. The forum's main objective is to raise standards in the participating schools. This complements, rather than replaces, the local education authority's duty to raise standards in schools in its authority, and accordingly the establishment of an action zone does not remove any powers from an LEA. In terms of practical working arrangements, it may be that the LEA will ask the forum to take on certain tasks on its behalf - for example, working with schools on their target setting.

f. Governing bodies also retain their statutory powers and responsibilities, but if they wish to they can legally cede their powers to forum. The forum then becomes accountable and responsible for carrying them out.

g. Zones will receive an annual grant paid using regulations made under section 485 of the 1996 Education Act. The forum must produce accounts and make an annual financial return to the Secretary of State, as required by Schedule 1 of the 1998 Act. The National Audit Office will audit Action Forum accounts.

Innovation in EAZs

h. We want applicants to be innovative in their approach as action zones will be test beds for future education policy. To assist this innovation, schools in zones may, if they believe it will raise standards, apply to the Secretary of State to disapply the Teachers' Pay and Conditions order, under section 13 of the 1998 Act. They may also apply to disapply the national curriculum under section 362 of the 1996 Education Act.

i. Governing bodies will be able to ask the Forum to act as their agent, carrying out functions on their behalf temporarily, using section 12(2)(a) of the 1998 Act. Under this arrangement, the governing body remains accountable for the actions taken by the Forum whilst acting as the governing bodies agent. As a further step, governing bodies can choose to cede most of their functions to the Forum, for the life of the zone, using part (b) of section 12(2). The procedures they need to follow if they want o use the Forum as an agent, or cede their functions to it, are set out in regulations made under section 12. These regulations are appended at ().

The role of the private and voluntary sectors

j. Ministers have made it clear they want to see how the public and private sectors can work together in zones. There are different kinds of involvement which business can have within such a partnership. Within the first 25 action zones, many businesses have chosen to sponsor zones, in the form of cash or by support in kind such as secondment of employees. Others will take a place on the Forum, and there are several Action Forums which will be chaired by people from the private sector.

k. It is also possible for specialist education management consultants to be given a contract to provide specific services to schools in the zone, or to the Action Forum. This is, of course, for local schools and the Action Forum to decide.

Employment of teaching staff in EAZs

l. A member of staff employed in a school in an Education Action Zone will remain with their existing employer (the governing bodies or the LEA depending on the type of school).

m. They would remain employed on contracts within the Teachers' Pay and Conditions document, unless the governing body was given permission to disapply this document, and renegotiated contracts with staff. Before giving permission to disapply, the Secretary of State will want to see that consultation has taken place with staff and their representatives, and that 3 months' notice has been given.

n. Where governing bodies cede their functions to the Forum, the Forum will become responsible for exercising the employment functions a governing body usually has, although the legal employer will not change. Only the Forum as a body can act as the employer in this way, not any individual member of the Forum.

o. The Forum will also be able to employ teachers directly; it may wish to offer contracts for particular work in the zone, which teachers - either locally or nationally - could apply for. Such posts would not come within the scope of the teachers' pay and conditions document. This means that specific contracts could be offered, for example working as a specialist teacher across a number of schools, or directing specific parts of the Forum's strategy.

**Model Order establishing the zone**

**S T A T U T O R Y I N S T R U M E N T S**

**1998 No.**

**EDUCATION, ENGLAND AND WALES**

**The [XXXX] Education Action Zone Order 1998**

*Made* . . . . . . . 1998

*Laid before Parliament* . . . . 1998

*Coming into force* . . . . xxxxx 1998

Whereas an application for the purpose of establishing an education action zone has been made to the Secretary of State with the consent of the governing bodies of every school which is comprised in this Order.

Now, therefore, in exercise of the powers conferred on the Secretary of State by sections 10(1)and 138(7) of , and paragraph 2 of Schedule 1 to, of the School Standards and Framework Act 1998**([[2]](#footnote-2))**, the Secretary of State for Education and Employment hereby makes the following Order:

**Citation and commencement**

1.This Order may be cited as the Education Action Zone Order 1998 and shall come into force on 1 September 1998.

**Interpretation**

2.In this order-

"partners" means those persons listed in Schedule 1 to this Order; and

"zone school" means a school listed in Schedule 2 of this Order.

**Constitution of education action zone**

3.The schools listed in Schedule 2 to this Order shall constitute collectively an education action zone under the name of the Education Action Zone ("the zone") for the purposes of Chapter III of Part I of the School Standards and Framework Act 1998.

4. There shall be an Education Action Forum for the zone, the membership of which shall include-

(a) one person appointed by the governing body of each school listed in the Schedule, unless any such governing body chooses not to make such an appointment;

(b) either one or two persons appointed by the Secretary of State; and

(c ) one person appointed by each partner unless any partner chooses not to make such an appointment.

5. The Forum may at any time appoint -

(a) businesses;

(b) parents of children of compulsory school age; and

(c) the voluntary sector

**Disqualification from membership of the Forum**

6. Articles 7 to 9 shall have effect for the purpose of prescribing the circumstances and cases in which a person is to be disqualified for holding, or continuing to hold, office as a member of the Forum.

**Disqualification from membership of Forum - bankruptcy etc**

**7.**-(1) Subject to the provisions of this regulation, a person shall be disqualified for holding, or for continuing to hold, office as a member of the Forum if he has been adjudged bankrupt or has made a composition or arrangement with his creditors; and a member, on becoming so disqualified, shall give written notice of the fact to the secretary to the Forum.

(2) Where a person is disqualified by reason of his having been adjudged bankrupt, that disqualification shall cease-

(a) unless the bankruptcy order made against that person is previously annulled, on his discharge from bankruptcy; and

(b) if the bankruptcy order is so annulled, on the date of the annulment.

(3) Where a person is disqualified by reason of his having made a composition or arrangement with his creditors and he pays his debts in full, the disqualification shall cease on the date on which the payment is completed and in any other case it shall cease on the expiration of three years from the date on which the terms of the deed of composition or arrangement are fulfilled.

**Disqualification from membership of Forum - criminal convictions**

8. (1) Subject to paragraph (2) a person shall be disqualified for holding, or for continuing to hold, office as a member of the Forum if-

(a) within five years before his appointment would otherwise have taken effect or since his appointment, he has been convicted, whether in the United Kingdom or elsewhere, of any offence and has had passed on him a sentence of imprisonment (whether suspended or not) for a period of not less than three months without the option of a fine;

(b) within twenty years before his appointment would otherwise have taken effect, he has been convicted as aforesaid and has had passed on him a sentence of imprisonment for a period of more than two and a half years; or

(c) he has at any time been convicted as aforesaid and has had passed on him a sentence of imprisonment of not less than five years.

(2) For the purposes of this regulation there shall be disregarded any conviction by or before a court outside the United Kingdom of an offence in respect of conduct which, if it had taken place in any part of the United Kingdom, would not have constituted an offence under the law in force in that part of the United Kingdom.

**Disqualification - absence from meetings**

9. Any member of the Forum who, without the consent of the Forum has failed to attend the meetings thereof for a continuous period of six months beginning with the date of a meeting shall, on the expiry of that period, be disqualified for continuing to be a member of the Forum without prejudice however, to his re-appointment.

**Chairman's tenure of office**

10.The chairman of the Forum elected in accordance with paragraph 2 of Schedule 1 to the Act, shall hold office for one year from the date of his election (unless he resigns his office earlier), without prejudice to his eligibility to be re-elected for a further such period.

SCHEDULE 1

Article 2

MEANING OF "PARTNERS"

The following persons are "partners" for the purposes of appointing additional members of the Forum:

SCHEDULE 2

Article 3

SCHOOLS COMPRISING THE ZONE

1998 Minister of State,

Department for Education and Employment.

**EXPLANATORY NOTE**

*(This note is not part of the Order)*

This Order establishes the Education Action Zone, which comprises the schools listed in the Schedule. The Order also provides (in articles 4 and 5) for the membership of the Education Action Forum for the Zone.

[order.doc]

**EAZ Regulations**

**S T A T U T O R Y I N S T R U M E N T S**

**1998 No.**

**EDUCATION, ENGLAND AND WALES**

**The Education Action Forum (Proceedings) Regulations 1998**

*Made* . . . . .

*Laid before Parliament* . .

*Coming into force* . . . 1 September 1998

In exercise of the powers conferred on the Secretary of State by section 138(7) of, and paragraph 4 of Schedule 1 to, the School Standards and Framework Act 1998 **([[3]](#footnote-3))**, the Secretary of State for Education and Employment hereby makes the following Regulations.

Citation and commencement

1. These Regulations may be cited as the Education Action Forum (Proceedings) Regulations 1998 shall come into force on 1st September 1998.

Interpretation

2.-(1) In these Regulations -

"chairman" means the chairman of the Forum;

"Forum" means an Education Action Forum;

"secretary" means the person appointed as such under regulation 3;

"vice-chairman" means the person elected as such under regulation 4.

(2) Any reference in these Regulations (except regulation 6(1)(b)) to the chairman shall include the vice-chairman during such time as the chairman is unable to act.

Appointment of Secretary

3. A Forum shall appoint a person to act as secretary to the Forum to carry out the functions conferred on the secretary by these Regulations.

Appointment of vice-chairman

4.-(1) The Forum may elect one of their members to be vice-chairman and where such a person is so elected he may exercise the functions conferred by these Regulations on the chairman during such time as the chairman is unable to act.

(2) A person elected as vice-chairman shall remain vice-chairman for one year from the date of his election (unless he resigns as vice-chairman earlier) without prejudice to his eligibility to be re-elected for a further such period.

Meetings

5.-(1) A Forum shall hold a meeting at least once in each relevant period in every year, and shall hold other meetings if -

(a) the chairman, or the Forum at a previous meeting, so determines; or

(b) if notice is given to the secretary requesting a meeting stating the reason for the request signed by a number of members equal to at least 20% of the members.

(2) Every meeting shall be convened by the secretary and, where a request has been received under paragraph (1)(b), shall be convened within fourteen days of the date on which the secretary received the notice under that sub-paragraph.

(3) Every member of the Forum shall be given, at least seven days before the date of the meeting -

(a) written notice thereof, signed by the secretary, and

(b) a copy of the agenda of the meeting

provided that, where the chairman so directs on the grounds that there are matters demanding urgent consideration, it shall be sufficient if the written notice convening the meeting and the copy of the agenda for the meeting are given within such shorter period as he specifies.

(4) For the purposes of this regulation relevant periods are -

(a) 1st September to 31st December;

(b) 1st January to 31st March; and

(c) 1st April to 31st August.

Quorum

6.-(1) The quorum for a meeting of the Forum at which the matter to be considered is -

(a) the authorisation of a committee to exercise any of its functions; and

(b) the election of a chairman or vice-chairman

and the quorum for a vote on any such matter shall be two thirds of the membership of the Forum when complete.

(2) The quorum for any other meeting, and any vote on any matter at such a meeting shall be one third of the membership of the Forum when complete.

Voting at and minutes of meetings

7.-(1) Every question to be decided at a meeting of a Forum shall be determined by a majority of the votes of members present and voting on the question and in the case of an equality of votes the chairman shall have a second or casting vote.

(2) Minutes of proceedings of a Forum shall be drawn up and shall be signed at the same or next subsequent meeting by the chairman.

Public access

8. Any question whether a person who is not a member of the Forum should be allowed to attend a meeting of the Forum shall be decided by the Forum.

Withdrawal from meeting

9.-(1) Subject to sub-paragraph (4), if a person has any pecuniary interest, direct or indirect, in any contract, proposed contract or other matter and is present at a meeting of the Forum or any committee of the Forum at which the contract or other matter is the subject of consideration, he shall at the meeting and as soon as practicable after its commencement disclose the fact and withdraw from the meeting during the consideration or discussion of the contract or matter and he shall not vote on any question with respect of the contract or matter.

(2) For the purposes of this regulation a person shall be treated as having an indirect pecuniary interest in a contract, proposed contract or other matter if -

(a) he or any nominee of his is a member of a company or other body with which the contract was made or is proposed to be made or which has a direct pecuniary interest in the matter under consideration; or

(b) he is a partner, or is in the employment, of a person with whom the contract was made or is proposed to be made or who has a direct pecuniary interest in the matter under consideration:

provided that a person shall not by virtue of this paragraph be treated as so having such an interest by reason only of his membership of, or employment under, any public body or by reason only of his membership of a company or other body if he has no financial interest in any securities of that company or other body.

(3) For the purposes of this regulation a person shall be treated as having a direct or indirect pecuniary interest in a contract, proposed contract or other matter if a relative (including his spouse) living with him, to his knowledge has, or would be treated as having, such an interest, direct or indirect.

(4) No provision in this regulation shall prevent members of the Forum or any committee of the Forum considering and voting upon proposals for the Forum to take out insurance protecting its members against liabilities incurred by them arising out of their office or the Forum obtaining such insurance and paying the premiums.

1998 Parliamentary Under Secretary of State,

Department for Education and Employment.

**EXPLANATORY NOTE**

(This Note is not part of the Regulations)

These Regulations make provision for the meetings proceedings of an Education Action Forum. Amongst other matters, they make provision for the appointment of a vice-chairman, frequency and notice of meetings, the quorum at meetings and cases where a person must withdraw from a meeting of a Forum.

[eafpregu.doc]

**Current requirements of the school curriculum and proposed changes   
from September 1998**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Key Stage  School Years  Pupil ages | 1  1,2  5-7 | 2  3,4,5,6  7-11 | 3  7,8,9  11-14 | 4  10,11  14-16 |
|  | English | 3 | 3 | 3 | 3 |
|  | Mathematics | 3 | 3 | 3 | 3 |
|  | Science | 3 | 3 | 3 | [3] |
|  | Design & Technology | (3) | (3) | 3 | [3] |
|  | Information Technology | 3 | 3 | 3 | 3 |
|  | History | (3) | (3) | 3 |  |
|  | Geography | (3) | (3) | 3 |  |
|  | Modern Foreign Languages |  |  | 3 | [3] |
|  | Art | (3) | (3) | 3 |  |
|  | Music | (3) | (3) | 3 |  |
|  | Physical education | (3) | (3) | 3 | 3 |
|  | Religious education | 3 | 3 | 3 | 3 |
|  | Sex education |  |  | 3 | 3 |
|  | Careers education |  |  | \*{3} | {3} |

Key: 3 current statutory requirement

(3) requirement to follow the full programme of study to be lifted from   
September 1998 for initial period of two years

[3] up to two of these three subjects can set aside from September 1998 to   
facilitate work-related training

{3} new statutory requirement from September 1998

\*{3} new statutory requirement from September 1998, year 9 only

**Further guidance and advice on curriculum innovation**

The following documents are available from QCA and provide further information and guidance on curriculum issues.

* Maintaining breadth and balance at Key Stages 1 and 2 (1998)
* A guide to the National Curriculum (1996)
* Planning the curriculum at Key Stages 1 and 2 (1995)
* Keeping the curriculum under review - curriculum development at Key Stage 3 (1997)
* Managing the curriculum at Key Stage 4 (1995)
* Planning the curriculum for pupils with profound and multiple learning difficulties (1996)
* Supporting pupils with special educational needs: Key Stage 3 (1996)

**Information required in applications for disapplication of National Curriculum (other than at Key Stage 4 to provide greater opportunities for work related learning)**

Requests for disapplication should be sent to the zone’s linked adviser within the Standards and Effectiveness Unit.

The person submitting the application should be either:

* the chair of governors or the headteacher on behalf of the governing body, or
* the project director of the EAZ in cases where the governing body has ceded this power to the Forum, or
* the Chief Education Officer (or another senior officer) of the LEA.

The information required in the application is as follows:

* the name(s) and address(es) of the school(s) concerned
* the name, position, address, telephone number and signature of the person applying for disapplication under section 362 of the 1996 Education Act
* the name, position, address, telephone number and signature of the person(s) agreeing to the disapplication
* details of the curriculum to be introduced, including
* the National Curriculum requirements which are to be disapplied (e.g. subjects, programmes of study within subjects, activities within programmes of study)
* the National Curriculum requirements (if any) which are to be modified, and in what ways
* the activities which are to be put in place of the disapplied activities
* the pupils to which the proposed curriculum will apply (e.g. the whole school, certain key stages, year groups or classes, named pupils or specific cases (such as pupils with particular educational or career needs)
* the purpose of the proposed curriculum, including details of the educational outcomes intended, how the curriculum will meet the specific educational and career needs of pupils, and how it will meet the requirement in section 351(1) of the 1996 Education Act to provide a “balanced and broadly based” curriculum
* the length of time for which the proposed curriculum will be taught, including the proposed start and finish dates
* the preparation pupils will receive for re-entry to the full National Curriculum, or the transition to post-16 studies, training or work, at the end of the period of disapplication/modification
* the arrangements for assessing achievement and progress across the proposed curriculum, including whether the normal statutory testing and/or teacher assessment appropriate to the subjects or key stages concerned will be feasible
* the arrangements for evaluation of the proposed curriculum

**EDUCATION ACTION ZONES**

**FINANCIAL MEMORANDUM**

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**FINANCIAL MEMORANDUM**

**INTRODUCTION**

1. This memorandum sets out the terms and conditions for payment by the Secretary of State for Education and Employment ("the Secretary of State") of Grant-in-Aid towards expenditure of the Education Action Zone ("the Forum") out of money provided by Parliament.

2. For the purposes of this memorandum:

'Secretary of State' means the Secretary of State for Education and Employment;

'the Department' means the Department for Education and Employment;

'month' means calendar month;

‘financial year' means the 12 month period from 1 April to 31 March;

‘the Forum' means the Education Action Forum which will lead the Zone;

‘the Project Director’ means the senior executive officer within the Forum with overall accountability to the Forum for the Zone’s progress.

**PURPOSE OF GRANT-IN-AID**

3. Any Grant-in-Aid paid by the Secretary of State to the Forum will be paid pursuant to the School Standards and Framework Act 1998 and relevant regulations. Payment of Grant-in-Aid shall be subject to the conditions and requirements set out in this Memorandum and to such further conditions and requirements as the Secretary of State may from time to time specify.

4. The Forum's object is to improve standards in the provision of education at each of its participating schools. No Grant-in-Aid shall be payable to the Forum except in respect of relevant expenditure incurred or to be incurred in pursuit of the Forum's object or in the exercise of its powers in furtherance of that object. The Forum shall ensure that any Grant-in-Aid from the Secretary of State is used only in accordance with the terms of this Memorandum.

**RECOVERY OF GRANT-IN-AID**

5. If the Forum does not comply with any of the conditions and requirements referred to in paragraph 3 the Secretary of State may by notice in writing require the Forum to repay all or any part of Grant-in-Aid paid to it under this memorandum.

6. Where, in any one year it is anticipated that business contributions in cash and in kind will fall below the level agreed with the Secretary of State, then the Department must be informed immediately. The Secretary of State would wish to consider the future viability of the Forum.

**ACCOUNTABILITY**

**The Role of the Permanent Secretary**

7. The Permanent Secretary of the Department, as Accounting Officer for the Vote from which funds are paid to the Forum, is accountable to Parliament for the resources which it makes available to the Forum. The Permanent Secretary's responsibilities are to ensure that the conditions attaching to the funding of the Forum conform with the terms of its Vote; to monitor compliance with those conditions by the Forum and to satisfy himself that the financial and other management controls applied by the Department are appropriate and sufficient to safeguard public funds, and more generally, that those being applied by the Forum conform with the requirements both of propriety and of good financial management.

**The Role of the Project Director**

8. The Project Director, as the Forum's senior full-time official, shall be held formally responsible for all financial affairs and for the proper conduct of business. The Project Director will be personally responsible for ensuring regularity and propriety, and for the economic, efficient and effective use of resources (i.e. ensuring value for money), and administration of the affairs of the Forum. The Project Director will be specifically responsible for:

a. ensuring that the annual accounts are prepared in accordance with any Direction made by the Secretary of State with the approval of the Treasury;

b. observing the conditions laid down by the Department for administering the Grant-in-Aid;

c. safeguarding all public funds and assets in the Forum's charge;

d. ensuring that public funds are applied only to the purposes of the body as approved by Parliament, that proper financial procedures are followed, that financial records are maintained suitable for the requirements of management;

e. ensuring that the body has sound financial systems as set out in Annex G and the EAZ Handbook;

f. taking appropriate action if the Forum, or the Chairman, is contemplating a course of action involving a transaction which he considers would infringe the requirements of propriety or regularity (including the provisions of the Forum's Financial Memorandum, action plan, or other documents setting out the financial duties of the Forum or of any other rules governing the conduct of the body), or would not represent prudent or economical administration, or the efficient or effective discharge of the Forum's functions.

9. The Project Director, as the Forum's senior full time official, is liable to be summoned to appear before the Public Accounts Committee alongside the Accounting Officer of the Department for Education and Employment when matters concerning the Forum are being discussed. The Project Director may also be required to appear before other Parliamentary Select Committees.

**FORECASTS OF EXPENDITURE IN THE FORTHCOMING FINANCIAL YEAR**

10. The Forum shall submit to the Secretary of State, each year, on a date as may be agreed with the Secretary of State, a costed programme of activities and estimates of income and expenditure for the financial year beginning on 1 April following, together with a statement setting out the cash flow and grant consequences of the estimates. The forecasts shall be prepared in the light of the Action Plan and shall be consistent with that Action Plan and any directions given by the Secretary of State. The Forum shall also submit, at the Secretary of State's discretion, forecasts of income and expenditure for subsequent financial years. All submissions made under this paragraph shall be in such form and be accompanied by such supporting and explanatory information as the Secretary of State may require.

11. The forecasts shall distinguish between capital, programme and administrative expenditure. For this purpose, capital expenditure shall be taken to include expenditure on fixed assets, equipment or vehicles having a planned life of more than one year costing £2,500 or more, or such other limit as may be determined by the Secretary of State from time to time.

12. The Forum shall provide the Secretary of State with revised forecasts of income and expenditure and with outturns in such form, and at such times, as he may require.

13. The Forum shall notify the Department immediately a significant under or overspend of the resources available to it is identified.

**ACTION PLAN**

14. The Forum shall submit to the Secretary of State, by a date agreed by the Secretary of State, a three year Action Plan setting out its strategic objectives and plans for achieving these objectives. The Forum shall specify arrangements for monitoring and assessing the strategic objectives, including the setting of targets and performance measures. The Forum shall have regard to the advice contained in the EAZ Handbook in framing its Action Plan. The payment of grant will be subject to the approval of the Plan by the Secretary of State.

15. In subsequent years the Forum shall submit to the Secretary of State, by a date agreed by the Secretary of State, a revised Action Plan detailing progress in achievement of objectives and setting out any revisions in its strategic objectives and plans for achieving these objectives. The payment of grant will be subject to the approval of the revised Plan by the Secretary of State.

**GRANT-IN-AID ASSESSMENT**

16. The amount of Grant-in-Aid to be paid to the Forum in any year will be decided by the Secretary of State in the light of Government policies, after considering estimates of income and expenditure, the activities to which this expenditure will be applied and the Forum's Action Plan and after taking account of the Forum's general financial position and of other competing demands on education or employment resources.

17. The Department shall send to the Forum as soon as possible in advance of each financial year a formal statement of the amount of Grant-in-Aid approved by the Secretary of State, together with a statement of any change in policy this reflects. The amount notified will be subject to Parliamentary approval, and will represent a cash limit.

18. On being notified of its Grant-in-Aid and approval of the Action Plan the Forum should ensure that the annual budget for the year reflects the agreed objectives for the year and the financial implications for its activities or cost centres.

19. When, after consultation with the Forum, the Secretary of State specifies that a stated amount of the grant shall be applied to a stated purpose, that part of the Grant-in-Aid shall be payable only if the relevant expenditure is incurred.

**PAYMENT OF GRANT-IN-AID**

20. The Forum shall provide the Secretary of State with revised forecasts of receipts and payments and such outturn figures as he may from time to time require in respect of their running costs.

21. Except with the Secretary of State's prior agreement, the Forum shall not budget for expenditure in any year in excess of expected income nor enter into commitments which are likely to have substantial implications for future levels of grant, or for the period grant may be required.

22. Grant-in-Aid will be paid in monthly instalments on evidence of need. Written applications for instalments of Grant-in-Aid shall be submitted in the form, and at the time, prescribed by the Secretary of State. Payment will be made by the Department within 14 working days of the receipt of a satisfactory grant application.

23. The grant application must be certified by the Project Director or a senior officer previously nominated in writing by the Project Director.

24. Where, in any one year business contributions in cash and in kind exceed the level agreed with the Secretary of State, then the Forum will use such receipts to finance additional expenditure in accordance with paragraph 3 of this Financial Memorandum.

25. The Forum shall collect income promptly and invoices should be paid in accordance with the terms of contracts or within 30 days.

26. Any amount of Grant-in-Aid which has not been paid to the Forum by 31 March in any year will lapse.

27. The body may carry over from one financial year to the next any issued but unexpended balance of the authorised Grant-in-Aid up to a limit of 2% of grant relating to direct administrative costs and 10% of grant relating to the balance of Grant-in-Aid total as voted by Parliament. Any such balance in excess of the above limits shall be taken into account in the payment of the following year's Grant-in-Aid.

28. The Department retains the right to withhold Grant-in-Aid if Forum do not submit information and claims requested by the Department in the required time or to a required standard.

**FINANCIAL MANAGEMENT**

29. The forum shall:

a. introduce and maintain to the satisfaction of the Department an appropriate system of financial management. Guidelines issued by the Department are set out in Annex G;

b. ensure that adequate inventory records are kept, providing detailed information in respect of the equipment and stocks, with material amounts properly disclosed in the accounts;

c. introduce and maintain a sound system of internal financial controls, including safeguards against fraud and theft, and ensure that the forum's External Auditors shall, as part of their audit, report on the adequacy or otherwise of that system;

d. comply with such other relevant guidance on the administrative practices relating to the expenditure of public funds as are notified by the Department,

e. determine any fees or charges for services provided by the forum in accordance with the Treasury's "Fees and Charges Guide" (1992), or successor document;

f. have regard to the procurement of goods and services for which it receives grant so as to secure best value for money. In particular contracts for works, equipment, stores and services awarded by the forum should be placed on a competitive basis unless there are good reasons to the contrary. Tendering procedures shall be in accordance with relevant EC Directives and with any additional guidance issued by the Department;

g. have procedures which ensure that it does not act beyond its authority and that staff fully understand the limits of its delegated authority.

30. The forum shall not make any advance, interim or deferred payments to contractors without the written consent of the Secretary of State.

**SUBSIDIARY UNDERTAKINGS**

31. The forum shall not establish any subsidiary undertaking without the prior written consent of the Secretary of State. Where a subsidiary undertaking is approved, the terms and conditions as set out in this financial memorandum should be applied to the subsidiary undertaking..

**BORROWING**

32. The forum may not borrow money from any source, charge any asset or security, nor enter into a deferred purchase agreement. Nor may it incur any contingent liability e.g. by guarantee, indemnity or letter of comfort, without the approval of the Secretary of State, other than in the normal course of business. The normal course of business is defined as being an unavoidable feature of the forum’s business as authorised by Parliament and what Parliament could reasonably assumed to have accepted when it voted through the supply expenditure. It follows that this category does not include any liability resulting from a new service for which Parliamentary authority does not exist.

**DELEGATED AUTHORITIES**

33. The Project Director has delegated authority to incur expenditure up to the limit of total income, subject to the objectives set out in the agreed Action Plan.

**LOSSES, GIFTS AND SPECIAL PAYMENTS**

34. The forum may only write-off losses, make or sanction special payments and gifts (which include ex-gratia payments) with the written authority of the Secretary of State. Any gifts to staff will be subject to the requirements of DAO(GEN) 1/94.

35. The forum shall maintain a record of all losses written off and special payments made, including details of the circumstances of the event and stating the action taken to prevent a recurrence. All losses sustained or special payments made shall be suitably recorded in the statement of accounts for each financial year and shall be available to the Secretary of State on request. A record of gifts both given and received should also be kept. No gifts of significant value shall be received or made, except with the approval of the Secretary of State.

36. All cases of fraud or theft or suspected fraud or theft must be immediately reported to the Secretary of State, investigated and a report made to the forum's Project Director and to the Secretary of State.

**PURCHASE AND DISPOSAL OF ASSETS**

37. All purchases and disposals of tangible or intangible assets with a value in excess of £2,500 shall be detailed in the Action Plan, and shall be subject to the prior approval of the Secretary of State. All sales of such assets must be at best price. The Secretary of State may require the forum to surrender the net proceeds of any disposal of an asset financed by the Secretary of State, or the appropriate proportion thereof, to the Secretary of State.

38. Grant-in-Aid can not be used for the acquisition of land and buildings.

39. The forum shall record in its annual accounts the cost of assets acquired with the help of Grant-in-Aid, the amount of the Grant-in-Aid and any disposal of such assets during the period covered by the accounts.

**INSURANCE**

40. The forum should insure against any significant risk, balancing risk against the requirement to achieve value for money.

**BANKING ARRANGEMENTS**

41. The Project Director of the forum is responsible for ensuring that the forum's banking arrangements safeguard public funds and are carried out efficiently, economically and effectively. The forum should therefore ensure that these arrangements are suitably structured, represent value for money and are reviewed at least every 2 years.

**ACCOUNTS**

42. The forum shall, as required by the Schools Standards and Framework Act legislation and the accounts direction, keep proper accounts and proper records in relation to the accounts, and shall prepare a report and statement of accounts for each financial year. As exempt charities these accounts shall comply with relevant statutes, including the Charities Act 1993, and such requirements as the Secretary of State will, with the consent of the Treasury, direct as to the information to be contained in the statements, the manner in which the information is to be presented, and the method and principles according to which the statements are to be prepared. The current Accounts Direction is at Annex F.

43. The forum shall close its books as soon as possible after the end of the financial year. The draft accounts shall be submitted to the Controller and Auditor General ('the C&AG') as soon as practicable after the books are closed and not later than 31 August. All information of the forum shall be open to inspection by the C&AG.

44. An auditor's report accompanying the accounts should, in addition to giving an opinion on the accounts say whether, in the auditor's opinion:

a. the financial statements have been properly prepared in accordance with the Schools Standards and Framework Act and directions made thereunder by the Secretary of State for Education and Employment;

b. in all material respects the expenditure and income have been applied to the purposes intended by parliament and the financial transactions conform to the authorities which govern them; and

c. that the systems of internal controls are appropriate for the nature and size of the forum and that no material weaknesses in the systems of internal control was identified.

The format of the report should be as set out in Practice Note 10, issued by the Auditing Practices Board.

45. The auditors will also report on the adequacy and effectiveness of accounting systems and internal controls to standards determined by the Department, which will be in accordance with those laid down in the Government Internal Audit Manual.

46. The forum's Chairman and Project Director shall sign and submit the final accounts to the Secretary of State and the C&AG within five months of the end of the financial year to which the statements relate. The C&AG shall examine and certify the accounts submitted to him and lay copies of them together with his report thereon before each House of Parliament.

47. The forum shall provide the Secretary of State as soon as they are available with copies of the annual accounts and report along with copies of the management letters prepared by the auditors, any replies to them and any other relevant documents provided by the auditors.

48. The C&AG may, pursuant to section 6 of the National Audit Act 1983, also carry out examinations into the economy, efficiency and effectiveness with which the forum has used its resources in discharging its functions under the Schools Standards and Framework Act.

**PERSONNEL MANAGEMENT**

49. The forum shall recruit staff after fair and open competition and reward and promote them on their merits. Once staff are engaged the forum shall insure that any increase in salary shall be linked to a formal review and record of performance.

50. The forum shall facilitate any staff inspection which the Department may from time to time carry out with a view to examining value for money.

51. The terms and conditions of service, including any superannuation scheme and any compensation arrangements in respect of redundancy or other forms of compulsory retirement, shall be guided where possible by comparable arrangements in the wider public sector. Particular care must be taken, given the short term nature of the body, to avoid incurring long-term liabilities or taking over accrued liabilities from previous employers.

**ACCESS BY DEPARTMENT**

52. All records shall be open to inspection by the Secretary of State. If the Department's Accounting Officer should require a review of the forum's activities or independent assurance on any issues, the Department's internal auditors may undertake examinations of the forum's internal controls and financial management arrangements and may recommend improvements.

53. The forum shall provide the Secretary of State with such information about the organisation, operation and financial control of its operation as he may require.

54. The forum shall provide access to, and collaborate with, the Department in the conduct of periodical financial reviews, including financial management surveys, and reviews of policy and practice. Where necessary, the Secretary of State may, in the light of such reviews, request the forum to implement effective plans for achieving improvements.

**CESSATION OF THE FORUM**

55. The Schools Standards and Framework Act allows for an Education Action Zone to be established in the first instance for three years, with the possibility this may be extended for a further two years. The Forum should have in mind throughout all its activities and dealings that it has a fixed lifespan. In particular contracts should be of fixed term not extending beyond the lifespan of the zone. At the cessation of the forum, accounting, asset and staff records are to be submitted to the Department. Early consultation with the Department is required to identify action to be taken with regard to assets purchased by the forum. Unspent grant in aid should be returned to the Department.

**REVISION**

56. This Memorandum shall be reviewed every three years from the time it comes into effect. After consultation with the forum, the Secretary of State may at any time revise, revoke or add to any of the terms and conditions in this Memorandum, subject to Treasury agreement. The forum may itself make representations to the Secretary of State for revision, revocation or addition.

**INTERPRETATION**

57. Questions arising on the interpretation of the arrangements in this Memorandum shall be resolved by the Secretary of State after consultation with the forum.

**EFFECTIVE DATE**

58. The Secretary of State's representative and the Project Director of the forum sign below, and on a duplicate copy, their acceptance of the terms and conditions of this Memorandum, which are effective from the date of signing. This agreement shall be held by the forum and the duplicate copy by the Department.

SIGNATURE NAME IN BLOCK CAPITALS STATUS OF SIGNATORY DATE

........................ .................................................. ....................................... .........

(on behalf of the Secretary of State)

........................ .................................................. ....................................... ..........

(on behalf of ............................ Education Action Forum)

**GUIDELINES FOR SOUND FINANCIAL SYSTEMS**

**INTRODUCTION**

1 The overall objective of a sound financial system is to ensure that there is regularity, propriety and value for money, with a system of controls which is tailored to the size and complexity of the organisation.

2 The EAZ Handbook includes a chapter on Financial Matters which sets out the financial arrangements that will apply to EAZ's. Within this chapter are a number of "musts" which Forum will need to address to demonstrate a sound financial framework as part of the conditions of funding under the terms of this Financial Memorandum. The musts have been reproduced below.

3 The "musts" fall under four main headings:

• Organisation and Responsibilities, concerning the overall environment of control within which the forum should operate and the delegation of financial responsibilities;

• Financial Management, concerning the financial planning and monitoring of the forum's activities;

• Internal Financial Control Systems, concerning the detailed procedures through which financial transactions are approved, processed and recorded; also the system of internal controls necessary in order to ensure that the forum's activities are accurately recorded, correctly classified and summarised in the forum's accounting records;

• Compliance with Reporting Requirements, set out in Statutory Regulations, the Financial Memorandum and Accounts Direction;

**ORGANISATION AND RESPONSIBILITIES**

4 The forum must ensure that it has sound financial systems. The forum must be able to properly account for the use of its resources, demonstrate that resources have been used in accordance with the forums objectives, and demonstrate that proper regard has been given to ensuring value for money. (8.2.1)

5 One officer, normally the senior full-time official of the forum (Project Director), must take overall responsibility for the prudent and economical administration of the body. (FM paragraph 8)

6 Effective reporting arrangements must be established to ensure forum members can fulfill their responsibilities for ensuring the effective operation of the zone and for delivery against plan. (8.2.12/8.2.13)

7 Forum members and staff must avoid, and demonstrate avoidance of, conflict between their personal and business interests (8.2.17/8.6.9)

8 Forum staff must not use public monies or official business for personal benefit (8.2.19).

**FINANCIAL MANAGEMENT**

9 The forum must ensure that financial planning and management controls are appropriate and sufficient to safeguard public funds. (8.2.2)

10 The forum must prepare a budget, based on the Action Plan, to be submitted to the Secretary of State for approval (8.2.5, FM Paragraph 13)

11 The budget must be approved by the members of the forum (8.2.6)

12 Procedures must be established that all significant amendments to the budget are notified to the forum promptly (8.2.7)

13 The forum must be mindful of its lifespan in all its activities and transactions, especially with regard to contracting for staff and services (8.2.29, 8,6,5 and FM paragraph 52)

14 Where grant is carried forward from year to year it must be linked to identified grant objectives and actions (8.3.4)

15 Forums must demonstrate the proper and effective use of public funds in purchasing and contracting, and have regard to value for money (8.6.1./8.6.3)

**INTERNAL FINANCIAL CONTROLS**

16 Forums must have a clear delegation of responsibilities with particular regard to proper segregation of duties in particular the forum must ensure that no one individual is able to record and process an entire transaction. (8.2.14)

17 Forums must set appropriate delegated authorities and authorisation limits for spending (8.2.15)

18 The accounting system must retain sufficient evidence to enable the forum to produce timely information required for internal and external monitoring (8.2.21)

19 The DfEE's internal audit service must have right of access to the forum, its staff and accounting records (8.2.21/8.4.5)

**COMPLIANCE WITH THE REPORTING REQUIREMENTS OF THE DEPARTMENT**

20 The DfEE will specify returns which the forum must complete accurately, completely and timely. (8.3.5)

21 The financial returns must be signed by two representatives of the forum. (8.3.8)

22 A value must be attributed to gifts in kind (8.5.1)

23 The annual accounts must be submitted to the C&AG by 31 August following the end of the financial year to which they relate. (FM Paragraph 39, 40)

**MODEL ACCOUNTS DIRECTION FOR EDUCATION ACTION ZONES**

**ACCOUNTS DIRECTION GIVEN BY THE SECRETARY OF STATE FOR EDUCATION AND EMPLOYMENT, WITH THE APPROVAL OF THE TREASURY, IN ACCORDANCE WITH THE SCHOOL STANDARDS AND FRAMEWORK ACT**

1. The Education Action Zone shall prepare accounts for the financial year ended 31 March 1999 and subsequent financial years comprising:

a. a 'Trustees' Report;

b. a statement of financial activity and an income and expenditure account;

c. a balance sheet;

d. a cash flow statement; and

e. a statement of total recognised gains and losses,

including such notes as may be necessary for the purposes referred to in the following paragraphs.

2. The accounts shall give a true and fair view of the income and expenditure and cash flows for the financial year, and the state of affairs as at the end of the financial year.

3. Subject to this requirement, the accounts shall be prepared in accordance with:

a. generally accepted accounting practice in the United Kingdom (UK GAAP), including the provisions of the Statement of Recommended Practice, Accounting by Charities. Forum shall not adopt Financial Reporting Standard, Small Entities;

b. the disclosure and accounting requirements contained in "The Fees and Charges Guide" (in particular those relating to the need for appropriate segmental information for services or forms of service provided) and in other guidance which the Treasury may issue from time to time in respect of accounts which are required to give a true and fair view;

insofar as these are appropriate to XYZ Education Action Zone and are in force for the financial year for which the statement of accounts is to be prepared.

4. The statement of financial activity, income and expenditure account and balance sheet shall be prepared under the historical cost convention modified by the inclusion of :

a. fixed assets at their value to the business; and

b. stocks at the lower of net current replacement cost (or historical cost if this is not materially different) and net realisable value.

5. The value of contributions from business, both assets and services should be brought into account at a reasonable estimate of their value to the forum, i.e. they should be valued at what it would have cost the forum to have purchased the required asset or service itself.

6. This direction shall be reproduced as an appendix to the accounts.

Signed by authority of the Secretary of State for Education and Employment

.............................................................

Dated....................................... 199...

**Financial Monitoring Returns**

1. All Forum are required to submit financial monitoring returns to the Department. These returns include;

* EAZ Form 1 Annual cashflow forecast
* EAZ Form 2 Cashflow forecast - exceptional receipts and payments
* EAZ Form 3 Monthly claim and cash forecast
* EAZ Form 4 EAZ annual income and expenditure budget
* EAZ Form 5 Quarterly income and expenditure statement
* Annual audited financial statements

2. Copies of the standard financial monitoring returns are contained at the end of this Annex. Guidance on the format of the annual financial statements is circulated under separate cover.

3. The timetables for the submission of returns are shown in Tables A and B at the end of this Annex. Table A covers the transitional period from start up to the end of the first financial year on 31 March. Table B is the timetable for existing Forum at 1 April.

**Overview of the grant payment system**

4. Grant will be paid on the basis of the profile submitted by Forum as part of EAZ Form 1. The Department will review EAZ Form 1 to ensure that it reflects the spending requirements of the approved Action Plan prior to authorising grant payment. To generate payment Forum will have to submit a monthly claim and cash forecast, EAZ Form 3, which will enable the Department to monitor that grant is being spent and that balances are not being held at banks. Quarterly, Forum will submit an income and expenditure statement and explanation of variances from budget.

**Basis of Completion of Returns**

5. Financial monitoring returns should be completed on a basis consistent with the Forums audited financial statements. It is therefore expected that the March income and expenditure statement will equate to an EAZ’s annual financial statements. They should include all transactions and balances under the effective control of the EAZ. This includes both public and private funds and any funds given to the Forum by schools. Where schools have ceded powers to the Forum see paragraphs 38 to 40.

6. The income and expenditure Financial Monitoring Returns (EAZ Forms 4 and 5) should be completed on the accruals basis of accounting. The accruals basis of accounting requires income to be recognised at the point when it is due (i.e. receivable by the Forum), whether or not the cash associated by the transaction has actually been received. Similarly expenditure is recognised at the point when the goods and services are received (i.e. when the liability to the supplier arises), whether or not an invoice has been received or payment made. The exception to this rule is that income relating to donations of cash or goods in kind should be accounted for when they are received.

7. Committed expenditure for items ordered but not yet received should be excluded from the Financial Monitoring Returns.

8. The cashflow Financial Monitoring Returns (EAZ Forms 1, 2 and 3) should be completed on the cash accounting basis. This basis records only the movement of cash. Cashflow returns should include all cash balances held by the Forum. This includes any monies held on behalf of third parties such as funds given to the Forum by schools. Where schools have ceded powers to the Forum see paragraphs 38 to 40 .

9. All sections of each return should be completed. The figures should be shown in pounds thousand (£000).

**CASHFLOW RETURNS**

*(Transitional arrangements for Year 1 are described in paragraphs 27 to 29)*

**Annual** Cashflow Forecast - EAZ Form 1 and 2

10. EAZ Form 1 requests details of cashflows analysed by month. The annual cashflow forecast should contain details of recurrent receipts and payments during the year. The DfEE payment profile should be included in Line A of the form. Forum should profile for sufficient grant in each month to meet payments expected before the next grant payment is made, i.e. on the 20th of the following month. This payment schedule is based on the assumption that the majority of a Forum’s payments will fall in the later part of each month.

11. The total DfEE (line A) should be equal to (but must not exceed) the total grant notified to the Forum in the Department's annual funding letter. Definitions as to the contents of each line item are given in paragraphs 31 to 37.

12. Since grant is given for both the day to day running costs of the Forum and for programme expenditure, it is acknowledged that the monthly cash requirements may not be equal. The cash profile must, however, reflect actual forecast commitments, not simply the wish to create or sustain a reserve of funds beyond the permitted carry-over.

13. Where the forecast cash balance at the end of any month exceeds £70,000 (approximating the annual carryover of DfEE grant), Forum must demonstrate that the high cash balance is either:

* a consequence of non DfEE receipts (i.e. business contributions); or
* is justified by an exceptional level of payments in the next month.

14. In most cases this information will be available directly from EAZ Form 1 but where there is a need for additional information this should be provided on EAZ Form 2 - Cashflow forecast, exceptional receipts and payments. EAZ Form 2 need only be completed where there is a need for additional information not disclosed on EAZ Form 1.

15. The annual cashflow forecast will be reviewed by the Department. Where cash balances at the end of any month exceed £70,000 (approximating the annual carryover of annual DfEE grant) without a satisfactory explanation the Department will amend the DfEE payment profile and notify the Forum accordingly.

**Monthly Cashflow Forecast - EAZ *Form 3***

16. Grant is paid on the basis of the profile submitted on EAZ Form 1. To request payment Forum are required to submit a grant claim and a cash forecast each month by completing EAZ Form 3. The monthly cash forecast should reflect the best estimate of receipts and payments for the current month at the time of completing the form.

17. EAZ Form 3, Part 1 should include:

* the bank balance at the beginning of the month before adjustment for unpresented cheques and unpresented lodgements;
* estimated cashflows for the month attributable to both public and non public sources reflecting all receipts and payments;
* an explanation if the month end bank balance exceeds £70,000.

18. EAZ Form 3, Part 2 requires an analysis of the end of month bank balance between that attributable to public funds and that attributable to other funds e.g. business contributions. monies.

19. EAZ Form 3, Part 3 requires a description and value for all business contributions in kind received by the Forum in the previous calendar month.

20. EAZ Form 3 will be reviewed on receipt by the Department. If the grant claimed exceeds the profiled amount requested on EAZ Form 1 an explanation should be submitted with the form. To assist in processing, Forum should notify the EAZ Team in Sanctuary Buildings as soon as they are aware that the grant claim will be different to EAZ Form 1. The Department may request the Forum to submit a revised EAZ Form 1. Where the estimated month end bank balance exceeds £70,000 without a satisfactory explanation the Department will reduce the monthly DfEE payment and notify the Forum accordingly.

21. Where EAZ Form 3 is not received by the Department in accordance with the timetable detailed in Table A or B or has not been completed in accordance with these instructions, a delay or reduction in the monthly DfEE payment may be made.

**INCOME AND EXPENDITURE RETURNS**

**Annual Income and Expenditure Budget** *-* ***EAZ Form 4***

22. EAZ Form 4 should include all income and expenditure which the Forum expects to receive or incur during the course of the year. The form should be completed as follows:

23. Column A, should record the total budget for the year, the balance brought forward and balance carried forward rows should not be completed;

24. Columns B, C, D and E should analyse the total income and expenditure budgets by quarter. These columns should only record income and expenditure in the quarter and should not be completed cumulatively. As the form only records the budget for the year the balance brought forward row of column A should not be completed, all other balance brought forward and carried forward rows should be completed.

25. Definitions as to the contents of each line item are given in paragraphs 31 to 37.

**Quarterly Income and Expenditure Statement - EAZ *Form 5***

26. For the first 3 quarters of the financial year (see timetable at Table A and B) Forum are required to submit to the Department a quarterly income and expenditure statement (EAZ Form 5) by the 20th of the month following the end of the quarter. For the final quarter of the financial year either EAZ Form 5 or a copy of the draft accounts should be submitted by the 30th April.

27. EAZ Form 5 should report actual financial performance in the year to the end of the relevant quarter and provide the best latest estimate for the year as a whole. Where the latest estimate for the year as a whole is significantly different from the budget submitted on EAZ Form 4 Forum should provide an explanatory note indicating the main reasons for the significant change.

**Transitional arrangements for year 1**

28. Forum will be incorporated as at 1 September or 1 January. At this point in time the Action Plan will not have been submitted to the Department. Forum are required to complete EAZ Form 1T, annual cashflow forecast and EAZ Form 4T, EAZ annual income and expenditure budget based on the Operational Plan submitted prior to incorporation. September starters will be required to update these submissions based on the Action Plan as and when it is submitted and approved.

29. EAZ Form 3 should be submitted monthly based on the profile identified in EAZ Form 1T.

30. September starters should submit EAZ Form 5T for the first period (a four month period ending 31 December).

**Definition of income and expenditure categories on Financial Monitoring Returns**

31. ***DfEE grant -*** include the total DfEE grant receivable for the period, this should not include grant carried over from previous years.

32. ***Business contributions -*** include all amounts received from business contributors. Cash donations are self explanatory. Gifts in kind should be valued at their value to the Forum (i.e. the open market value of the asset or service that the Forum would have had to purchase to achieve its objectives). Time spent by Forum members in carrying out their role as a Forum member should not be valued as a business contribution.

33. ***Schools income -*** include all monies delegated/ceded to the Forum by schools

34. ***Other income -*** include all income not accounted for in the above categories.

35. ***Programme expenditure -*** include all costs associated with each programme initiative. Programme initiatives should be individually costed on the Financial Monitoring Returns and should agree to the Action Plan. Costs may include both cash costs and intangible costs relating to gifts in kind (i.e. for all gifts in kind recorded as income an equivalent amount should be recorded against the appropriate expenditure heading).

36. ***Administration expenditure -*** include;

* the full cost of salaries for the Project Director and any administrative staff. The full cost of salaries includes gross pay, employers’ NI and any superannuation contributions, maternity and sick pay. Also include any temporary administration staff.
* the costs of office accommodation and all other costs associated with occupancy e.g. cleaning, water, heat and light, rents rates and property insurance.
* any other costs associated with the administration of the forum, e.g. telephones, rental of equipment, travel and subsistence, printing, advertising, stationery, costs of forum meetings, audit fees, other professional fees.

As with programme expenditure costs may include cash costs and intangible costs.

37. ***Other expenditure -*** to include purchases of assets as approved in the Action Plan and related depreciation costs.

**Financial monitoring implications where schools have ceded powers**

38. If schools choose to cede their powers to the Forum then the Forum will need to establish separate financial reporting for each school. The Forum will take the responsibility for the financial monitoring returns required by the Local Education Authority, who will retain their usual duties and responsibilities for these schools; the form of these returns will need to be established with the Local Education Authority.

39. For the purposes of the Department’s Financial Monitoring Returns all income received by the schools should be recorded on the Schools income line and expenditure should be recorded as appropriate.

40. For the purposes of the annual financial statements the accounting treatment should be agreed with NAO.

|  |  |
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| ***ANNUAL CASHFLOW FORECAST*** | ***EAZ FORM 1*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 1 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | Aug  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |
| **Receipts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *DfEE grant* | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Business contributions - cash gifts* | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Schools income* | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other receipts* | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total receipts** | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Payments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Programme expenditure (see page 2)* | F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Management and Administration* | G |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other* | H |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total payments** | I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Excess of receipts over payments (E-I)** | J |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cash balance B/Fwd from last month** | K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cash balance C/Fwd to next month** | L |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Signed by (1) ….…..................... Signed by (2) …........................** If the balance at line L exceeds £70,000,or is negative, an

**(Block Capitals)** .......................... **(Block Capitals)** ...................... explanation must be attached on EAZ Form 2. For March only, if the

**(Position)** ...….................... **(Position)** ....................... balance at line L exceeds the allowable carryover

**(Date)** ......….................. **(Date)** .......................... limits (see page 2) explanation must be given or the grant should be refunded.

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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………………… Date………………………………… October 1998*** |

|  |  |
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| ***ANNUAL CASHFLOW FORECAST*** | ***EAZ FORM 1*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 2 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analysis of payments by Programme Area | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | Aug  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |  |
| *Programme expenditure:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | O |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Q |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Total programme spend (Transfer to line F)* | T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Signed by (1)**  .......................... **Signed by (2)**  ......................... Calculation of carryover of grant

**(Block Capitals)** .......................... **(Block Capitals)** ........................ 1) Management & admin costs (line G) £………. x 2% = £……(i)

**(Position)** .......................... **(Position)** ......................... 2) DfEE grant less management

**(Date)** .......................... **(Date)** .......................... & admin (line A - line G) £………..x 10% = £……(ii)

Carryover limits (i) + (ii) £ .

Please return this form to The EAZ Team, Standards and Effectiveness Unit, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………………… Date…………………………………***  ***October 1998*** |

|  |  |
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| ***ANNUAL CASHFLOW FORECAST (September starters)*** | ***EAZ FORM 1T*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 1 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | 1 Sept  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |
| **Receipts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *DfEE grant* | A |  |  |  |  |  | 62.5 |  |  |  |  |  |  |  |  |
| *Business contributions - cash gifts* | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Schools income* | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other receipts* | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total receipts** | E |  |  |  |  |  | 62.5 |  |  |  |  |  |  |  |  |
| **Payments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Programme expenditure (see page 2)* | F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Management and Administration* | G |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other* | H |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total payments** | I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Excess of receipts over payments (E-I)** | J |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cash balance B/Fwd from last month** | K |  |  |  |  |  |  | 62.5 |  |  |  |  |  |  |  |
| **Cash balance C/Fwd to next month** | L |  |  |  |  |  | 62.5 |  |  |  |  |  |  |  |  |

**Signed by (1) ….…..................... Signed by (2) …........................** If the balance at line L exceeds £70,000,or is negative, an

**(Block Capitals)** .......................... **(Block Capitals)** ...................... explanation must be attached onEAZ Form 2.

**(Position)** ...….................... **(Position)** .......................

**(Date)** ......….................. **(Date)** ..........................

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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………… Date……………………………… October 1998*** |

|  |  |
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| ***ANNUAL CASHFLOW FORECAST (September starters)*** | ***EAZ FORM 1T*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 2 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analysis of payments by Programme Area | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | Aug  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |
| *Programme expenditure:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | O |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Q |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Total programme spend (Transfer to line F)* | T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Signed by (1)**  .......................... **Signed by (2)**  .........................

**(Block Capitals)** .......................... **(Block Capitals)** ........................

**(Position)** .......................... **(Position)** .........................

**(Date)** .......................... **(Date)** ..........................

Please return this form to The EAZ Team, Standards and Effectiveness Unit, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………………… Date………………………………… October 1998*** |

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| ***ANNUAL CASHFLOW FORECAST (January Starters and September starters after approval of the Action Plan )*** | ***EAZ FORM 1T*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 1 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | Aug  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |
| **Receipts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *DfEE grant* | A |  |  |  |  |  |  |  |  |  | 62.5 |  |  |  |  |
| *Business contributions - cash gifts* | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Schools income* | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other receipts* | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total receipts** | E |  |  |  |  |  |  |  |  |  | 62.5 |  |  |  |  |
| **Payments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Programme expenditure (see page 2)* | F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Management and Administration* | G |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Other* | H |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total payments** | I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Excess of receipts over payments (E-I)** | J |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cash balance B/Fwd from last month** | K |  |  |  |  |  |  |  |  |  |  | 62.5 |  |  |  |
| **Cash balance C/Fwd to next month** | L |  |  |  |  |  |  |  |  |  | 62.5 |  |  |  |  |

**Signed by (1) ….…..................... Signed by (2) …........................** If the balance at line L exceeds £70,000,or is negative, an

**(Block Capitals)** .......................... **(Block Capitals)** ...................... explanation must be attached on EAZ Form 2. For March only, if

**Position)** ...….................... **(Position)** ....................... the balance at line L exceeds the allowable carryover limits (see page

**(Date)** ......….................. **(Date)** .......................... 2) explanation must be given or the grant should be refunded.

|  |
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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………………… Date………………………………… October 1998*** |

|  |  |
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| ***ANNUAL CASHFLOW FORECAST (January Starters and September starters after approval of the Action Plan )*** | ***EAZ FORM 1T*** |

**EAZ NAME ............................................................................... FINANCIAL YEAR ............................................... Page 2 of 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analysis of payments by Programme Area | Line  No | April  £000s | | May  £000s | June  £000s | July  £000s | Aug  £000s | Sept  £000s | Oct  £000s | Nov  £000s | Dec  £000s | Jan  £000s | Feb  £000s | March  £000s | Total  £000s |
| *Programme expenditure:* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | O |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Q |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Total programme spend (Transfer to line F)* | T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Signed by (1)**  .......................... **Signed by (2)**  ......................... Calculation of carryover of grant

**(Block Capitals)** .......................... **(Block Capitals)** ........................ 1) Management & admin costs (line G) £………. x 12/3 x 2% = £……(i)

**(Position)** .......................... **(Position)** ......................... 2) DfEE grant less management

**(Date)** .......................... **(Date)** .......................... admin (line A - line G) £…….x 12/3 x 10% = £……(ii)

Carryover limits (i) + (ii) £ .

Please return this form to The EAZ Team, Standards and Effectiveness Unit, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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| ***For DfEE use: The annual cashflow forecast is an adequate representation of the financial implications of the approved Action Plan*** |
| ***Recommended for approval ………………………………….. Approved…………………………………*** |
| ***Date…………………………………… Date………………………………… Revised September 1998*** |

|  |  |
| --- | --- |
| ***CASH FLOW FORECAST - EXCEPTIONAL RECEIPTS & PAYMENTS*** | ***EAZ FORM 2*** |

**EAZ NAME .......................................... FINANCIAL YEAR ...............................**

***List below any exceptional receipts and payments forecast in any one month (e.g. non-salaries expenditure on single items (or groups of related items) costing £10,000 or more, expenditure on approved assets exceeding £2,500, or committed contributions from sponsors). This information supports the profile of cash requirements given on EAZ Form 1.***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Month incurred** | **Explanation of Items** | **Value**  **(£000)** |
| **Receipts:** |  |  |  |
| **Payments:** |  |  |  |

***Please continue on a separate sheet if necessary and provide any further comments or explanations to assist interpretation of the cash flow profile submitted on EAZ form 1.***

***Signature 1: .................................. Signature 2: ..................................***

***Name: ................................. Name: ..................................***

***Position: ................................. Position: ..................................***

***Date: ................................. Date: ..................................***

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| ***Revised August 1998*** |

**Page 1 of 2**

|  |  |
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| ***MONTHLY CLAIM AND CASH FORECAST*** | ***EAZ FORM 3*** |

**EAZ NAME: ................................................. FINANCIAL YEAR ............................**

**PART ONE**

|  |  |  |
| --- | --- | --- |
| **CLAIM FOR THE PERIOD OF : .....................** | | |
|  | Line  No | £000s | |
| Recurrent bank balance at beginning of month | A |  | |
| Expected DfEE receipts | A1 |  | |
| Expected business contributions (cash) |  |  | |
| Expected Schools income receipts |  |  | |
| Other expected receipts |  |  | |
| Total expected receipts in the month | B |  | |
|  |  |  | |
| Programme expenditure payments |  |  | |
| Management and administration payments |  |  | |
| Other payments |  |  | |
| Total expected payments in the month | C |  | |
|  |  |  | |
| Estimated recurrent bank balance at month end (Lines A + B - C = D) | D |  | |

***(i) If the grant claimed at line A1 differs from the profile submitted on EAZ Form 1 an explanation must be provided to the EAZ Team at Sanctuary Buildings. This explanation should be submitted as early as possible in order to facilitate processing.***

***(ii) If the balance at line D exceeds £70,000 please complete Part Two of this form.***

**PART TWO**

|  |  |  |
| --- | --- | --- |
| **Analysis of estimated month end bank balance**: |  |  |
| attributable to public funds - DfEE grant | F |  |
| Business contributions | G |  |
| attributable to other funds | H |  |
| Estimated bank balance at month end (Lines F + G + H = I) | I |  |

***Please include an explanation with this form if line F exceeds 10% of the annual DfEE grant***

**Signed ............................. Position .............................**

**Block Capitals ............................. Date .............................**

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| ***Revised September1998*** |

**Page 2 of 2**

|  |  |
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| ***MONTHLY CLAIM AND CASH FORECAST*** | ***EAZ FORM 3*** |

**PART THREE**

|  |  |  |
| --- | --- | --- |
| **Analysis of business contributions in kind received in the previous calendar month** |  |  |
| *Description* |  | *Value* |
|  | J |  |
|  |  |  |
|  | K |  |
|  |  |  |
|  | L |  |
|  | M |  |
|  |  |  |
|  | N |  |
|  |  |  |
| Total Business contributions | O |  |

**Signed ............................. Position .............................**

**Block Capitals ............................. Date .............................**

**Please return this form to arrive with Mrs Norah Fraser, Room 231 Mowden Hall, Department for Education and Employment, Staindrop Road, Darlington DL3 9BG by 10th of the month.**

***Revised September 1998***

|  |  |
| --- | --- |
| ***EAZ ANNUAL INCOME AND EXPENDITURE BUDGET*** | ***EAZ FORM 4*** |

**EAZ NAME ........................................................ FINANCIAL YEAR...............................**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Line**  **No** | **Total**  **£000s** | **September- November**  **£000s** | **December- February**  **£000s** | **March-May**  **£000s** | **June- August**  **£000s** |
| **Income** |  | **(A)** | **(B)** | **(C)** | **(D)** | **(E)** |
| DfEE grant | 1 |  |  |  |  |  |
| Business contributions - cash | 2 |  |  |  |  |  |
| - in kind | 3 |  |  |  |  |  |
| Schools income | 4 |  |  |  |  |  |
| Other income | 5 |  |  |  |  |  |
| **Total Income** | 6 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Expenditure** |  |  |  |  |  |  |
| **Programme Expenditure:** |  |  |  |  |  |  |
| Programme area: | 7 |  |  |  |  |  |
|  | 8 |  |  |  |  |  |
|  | 9 |  |  |  |  |  |
|  | 10 |  |  |  |  |  |
|  | 11 |  |  |  |  |  |
|  | 12 |  |  |  |  |  |
|  | 13 |  |  |  |  |  |
|  | 14 |  |  |  |  |  |
| **Total programme expenditure** | 15 |  |  |  |  |  |
| **Management and Administration expenditure:** | 16 |  |  |  |  |  |
| Salaries - management | 17 |  |  |  |  |  |
| Salaries - administration | 18 |  |  |  |  |  |
| Premises costs | 19 |  |  |  |  |  |
| Other administration expenditure | 20 |  |  |  |  |  |
| **Total management and Administration expenditure** | 21 |  |  |  |  |  |
| **Other expenditure:** | 22 |  |  |  |  |  |
| Purchase of assets | 23 |  |  |  |  |  |
| Depreciation | 24 |  |  |  |  |  |
| **Total Expenditure** | 25 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Surplus\deficit** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Balance B/fwd from last quarter** |  |  |  |  |  |  |
| **Balance C/fwd to next quarter** |  |  |  |  |  |  |

**Signed by (1) ........................... Signed by (2) ............................**

**Block Capitals ........................... Block Capitals ............................**

**Position ........................... Position ............................**

**Date: ........................... Date: ............................**

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| ***Revised August 1998*** |

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| ***EAZ INCOME AND EXPENDITURE BUDGET (September starters)*** | ***EAZ FORM 4T*** |

**EAZ NAME ........................................................ FINANCIAL YEAR...............................**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Line**  **No** | **Total**  **£000s** | **September**  **£000s** | **October**  **£000s** | **November**  **£000s** | **December**  **£000s** |
| **Income** |  | **(A)** | **(B)** | **(C)** | **(D)** | **(E)** |
| DfEE grant - (1 September 1998)  - Monthly claims | 1 |  | 62.5 |  |  |  |
| Business contributions - cash | 2 |  |  |  |  |  |
| - in kind | 3 |  |  |  |  |  |
| Schools income | 4 |  |  |  |  |  |
| Other income | 5 |  |  |  |  |  |
| **Total Income** | 6 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Expenditure** |  |  |  |  |  |  |
| **Programme Expenditure:** |  |  |  |  |  |  |
| Programme area: | 7 |  |  |  |  |  |
|  | 8 |  |  |  |  |  |
|  | 9 |  |  |  |  |  |
|  | 10 |  |  |  |  |  |
|  | 11 |  |  |  |  |  |
|  | 12 |  |  |  |  |  |
|  | 13 |  |  |  |  |  |
|  | 14 |  |  |  |  |  |
| **Total programme expenditure** | 15 |  |  |  |  |  |
| **Management and Administration expenditure:** | 16 |  |  |  |  |  |
| Salaries - management | 17 |  |  |  |  |  |
| Salaries - administration | 18 |  |  |  |  |  |
| Premises costs | 19 |  |  |  |  |  |
| Other administration expenditure | 20 |  |  |  |  |  |
| **Total management and Administration expenditure** | 21 |  |  |  |  |  |
| **Other expenditure:** | 22 |  |  |  |  |  |
| Purchase of assets | 23 |  |  |  |  |  |
| Depreciation | 24 |  |  |  |  |  |
| **Total Expenditure** | 25 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Surplus\deficit** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Balance B/fwd from last quarter** |  |  |  |  |  |  |
| **Balance C/fwd to next quarter** |  |  |  |  |  |  |

**Signed by (1) ........................... Signed by (2) ............................**

**Block Capitals ........................... Block Capitals ............................**

**Position ........................... Position ............................**

**Date: ........................... Date: ............................**

|  |
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| ***Revised August 1998*** |

|  |  |
| --- | --- |
| ***EAZ INCOME AND EXPENDITURE BUDGET (January starters and September starters after approval of the Action Plan)*** | ***EAZ FORM 4T*** |

**EAZ NAME ........................................................ FINANCIAL YEAR .................................**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Line**  **No** | **Total**  **£000s** | **January**  **£000s** | **February**  **£000s** | **March**  **£000s** |  |
| **Income** |  | **(A)** | **(B)** | **(C)** | **(D)** |  |
| DfEE grant - (1 January 1999)  - Monthly claims | 1 |  |  |  |  |  |
| Business contributions - cash | 2 |  |  |  |  |  |
| - in kind | 3 |  |  |  |  |  |
| Schools income | 4 |  |  |  |  |  |
| Other income | 5 |  |  |  |  |  |
| **Total Income** | 6 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Expenditure** |  |  |  |  |  |  |
| **Programme Expenditure:** |  |  |  |  |  |  |
| Programme area: | 7 |  |  |  |  |  |
|  | 8 |  |  |  |  |  |
|  | 9 |  |  |  |  |  |
|  | 10 |  |  |  |  |  |
|  | 11 |  |  |  |  |  |
|  | 12 |  |  |  |  |  |
|  | 13 |  |  |  |  |  |
|  | 14 |  |  |  |  |  |
| **Total programme expenditure** | 15 |  |  |  |  |  |
| **Management and Administration expenditure:** | 16 |  |  |  |  |  |
| Salaries - management | 17 |  |  |  |  |  |
| Salaries - administration | 18 |  |  |  |  |  |
| Premises costs | 19 |  |  |  |  |  |
| Other administration expenditure | 20 |  |  |  |  |  |
| **Total management and Administration expenditure** | 21 |  |  |  |  |  |
| **Other expenditure:** | 22 |  |  |  |  |  |
| Purchase of assets | 23 |  |  |  |  |  |
| Depreciation | 24 |  |  |  |  |  |
| **Total Expenditure** | 25 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Surplus\deficit** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Balance B/fwd from last quarter** |  |  |  |  |  |  |
| **Balance C/fwd to next quarter** |  |  |  |  |  |  |

**Signed by (1) ........................... Signed by (2) ............................**

**Block Capitals ........................... Block Capitals ............................**

**Position ........................... Position ............................**

**Date: ........................... Date: ............................**

***Revised September98***

|  |  |
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| ***EAZ QUARTERLY INCOME AND EXPENDITURE BUDGET*** | ***EAZ FORM 5*** |

**EAZ NAME .................................................. FINANCIAL YEAR...............................**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Line**  **No** | **Actual results 1 April to end of quarter**  **£000s** | **Latest estimate 1 April to end of financial year**  **£000s** |
| **Income** |  | **(A)** | **(B)** |
| DfEE grant | 1 |  |  |
| Business contributions - cash | 2 |  |  |
| - in kind | 3 |  |  |
| Schools income | 4 |  |  |
| Other income | 5 |  |  |
| **Total Income** | 6 |  |  |
|  |  |  |  |
| **Expenditure** |  |  |  |
| **Programme Expenditure:** |  |  |  |
| Programme area: | 7 |  |  |
|  | 8 |  |  |
|  | 9 |  |  |
|  | 10 |  |  |
|  | 11 |  |  |
|  | 12 |  |  |
|  | 13 |  |  |
|  | 14 |  |  |
| **Total programme expenditure** | 15 |  |  |
| **Management and Administration expenditure:** | 16 |  |  |
| Salaries - management | 17 |  |  |
| Salaries - administration | 18 |  |  |
| Premises costs | 19 |  |  |
| Other administration expenditure | 20 |  |  |
| **Total management and Administration expenditure** | 21 |  |  |
| **Other expenditure:** | 22 |  |  |
| Purchase of assets | 23 |  |  |
| Depreciation | 24 |  |  |
| **Total Expenditure** | 25 |  |  |
|  |  |  |  |
| **Surplus\deficit** |  |  |  |
|  |  |  |  |
| **Balance B/fwd from last quarter** |  |  |  |
| **Balance C/fwd to next quarter** |  |  |  |

**Signed by (1) ........................... Signed by (2) ............................**

**Block Capitals ........................... Block Capitals ............................**

**Position ........................... Position ............................**

**Date: ........................... Date: ............................**

***Revised August 1998***

|  |  |
| --- | --- |
| ***EAZ QUARTERLY INCOME AND EXPENDITURE BUDGET (September starters)*** | ***EAZ FORM 5T*** |

**EAZ NAME .................................................. FINANCIAL YEAR...............................**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Line**  **No** | **Actual results 1 September to 31 December**  **£000s** | **Latest estimate 1 April to end of financial year**  **£000s** |
| **Income** |  | **(A)** | **(B)** |
| DfEE grant | 1 |  |  |
| Business contributions - cash | 2 |  |  |
| - in kind | 3 |  |  |
| Schools income | 4 |  |  |
| Other income | 5 |  |  |
| **Total Income** | 6 |  |  |
|  |  |  |  |
| **Expenditure** |  |  |  |
| **Programme Expenditure:** |  |  |  |
| Programme area: | 7 |  |  |
|  | 8 |  |  |
|  | 9 |  |  |
|  | 10 |  |  |
|  | 11 |  |  |
|  | 12 |  |  |
|  | 13 |  |  |
|  | 14 |  |  |
| **Total programme expenditure** | 15 |  |  |
| **Management and Administration expenditure:** | 16 |  |  |
| Salaries - management | 17 |  |  |
| Salaries - administration | 18 |  |  |
| Premises costs | 19 |  |  |
| Other administration expenditure | 20 |  |  |
| **Total management and Administration expenditure** | 21 |  |  |
| **Other expenditure:** | 22 |  |  |
| Purchase of assets | 23 |  |  |
| Depreciation | 24 |  |  |
| **Total Expenditure** | 25 |  |  |
|  |  |  |  |
| **Surplus\deficit** |  |  |  |
|  |  |  |  |
| **Balance B/fwd from last quarter** |  |  |  |
| **Balance C/fwd to next quarter** |  |  |  |

**Signed by (1) ........................... Signed by (2) ............................**

**Block Capitals ........................... Block Capitals ............................**

**Position ........................... Position ............................**

**Date: ........................... Date: ............................**

***Revised August 1998***

|  |  |
| --- | --- |
| ***CHANGE OF AUTHORISED SIGNATURES FOR GRANT CLAIMS*** | ***EAZ FORM 11*** |

**EAZ NAME...........................................................................................**

*From ......................(insert date) the persons listed below are authorised signatures for the EAZ grant:*

1. NAME (block capitals) **...............................................**

POSITION: **...............................................**

SAMPLE SIGNATURE **...............................................**

2. NAME (block capitals) **...............................................**

POSITION: **...............................................**

SAMPLE SIGNATURE **...............................................**

3. NAME (block capitals) **...............................................**

POSITION: **...............................................**

SAMPLE SIGNATURE **...............................................**

4. NAME (block capitals) **...............................................**

POSITION: **...............................................**

SAMPLE SIGNATURE **...............................................**

*Note: Authorised signatories should be limited to senior post holders or forum members.*

***Issued July 1998***

|  |  |
| --- | --- |
| ***CHANGE OF BANK DETAILS*** | ***EAZ FORM 12*** |

**EAZ NAME...........................................................................................**

*From .......................(insert date) please make payments of the EAZ grant to the following account:*

Bank or Building Society

Name: **.........................................................**

Address: **.........................................................**

**.........................................................**

**.........................................................**

**.........................................................**

**.........................................................**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sort Code: |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Account No. |  |  |  |  |  |  |  |  |  |

Account title **.........................................................**

Account type **.........................................................**

*Change of bank details authorised by:*

*Signature 1:* **...................................** *Signature 2:* ***.................................***

*Name:* ***...................................*** *Name:* ***.................................***

*Position:* ***...................................*** *Position:* ***.................................***

**EAZ Timetable for returns - September starters**

|  |  |
| --- | --- |
| **Submission Date** | **Financial Return** |
| * 31 August | * Submission of the Operational Plan, EAZ Form 1T and 2, Cashflow forecast for the four months to 31 December, and EAZ Form 4T, Income and expenditure budget for the four months to 31 December |
| * 10 September | * Submission of EAZ Form 3, monthly claim and cash forecast for September |
| * 10 October | * Submission of EAZ Form 3, monthly claim and cash forecast for October |
| * 31 October | * Provisional return of the Action Plan, EAZ Form 1, 2, Cashflow forecast and EAZ Form 4, Income and expenditure budget covering the period from 1 January to 31 March based on the initial submission of the Action Plan |
| * 10 November | * Submission of EAZ Form 3, monthly claim and cash forecast for November |
| * 10 December | * Submission of EAZ Form 3, monthly claim and cash forecast for December |
| * 31 December | * Approval of the Action Plan. Final return of EAZ Form 1, 2 Cashflow forecast and 4, Income and expenditure budget covering the period from 1 January to 31 March based on the approved Action Plan. |
| * 10 January, February, March | * Submission of EAZ Form 3, monthly claim and cash forecast for the relevant month |
| * 20 January | * Submission of EAZ Form 5T, Period income and expenditure account covering the period 1 September to 31 December |
| * 28 February | * Provisional returns for the next financial year due (see Table B) |
| * 20 April | * Submission of EAZ Form 5 or draft annual financial statements |
| * 31 August ( by no later than 31 December) | * Audited financial statements |

**EAZ Timetable for returns - January starters**

|  |  |
| --- | --- |
| **Submission Date** | **Financial Return** |
| * 31 December | * Submission of the Operational Plan, EAZ Form 1T and 2, Cashflow forecast for the three months to 31 January and EAZ Form 4T, Income and expenditure budget for the four months to 31 December 31 December |
| * 10 January, February, March | * Submission of EAZ Form 3, monthly claim and cash forecast for the relevant month |
| * 28 February | * Provisional returns for the next financial year due (see Table B) |
| * 20 April | * Submission of EAZ Form 5, Quarterly Income and expenditure account or draft annual financial statements |
| * 31 August ( by no later than 31 December) | * Audited financial statements |

**EAZ Timetable for returns**

|  |  |
| --- | --- |
| **Submission Date** | **Financial Return** |
| * 28 February | * Provisional return of the Action Plan, EAZ Form 1, 2, Cashflow forecast and 4, Income and expenditure budget covering the period from 1 April to 31 March based on initial submission of the Action Plan |
| * 31 March | * Approval of the Action Plan. Final return of EAZ Form 1, 2 Cashflow forecast and EAZ Form 4, Income and expenditure budget covering the period from 1 April to 31 March based on the approved Action Plan |
| * 10th of each month | * Submission of EAZ Form 3, monthly claim and cash forecast |
| * 20th July, October, January | * Submission of EAZ Form 5, Quarterly Income and Expenditure Statement |
| * 20 April | * Submission of EAZ Form 5 or draft annual financial statements |
| * 31 August ( by no later than 31 December) | * Audited financial statements |

**25 SUCCESSFUL ZONES**

|  |  |  |  |
| --- | --- | --- | --- |
| **APPLICATION** | **CONTACT**  **NAME** | | **START DATE** |
|  |  |  |  |
| MIDDLESBROUGH | Cheryl Berry | 01642 262 001 | SEPT '98 |
| NEWCASTLE-UPON-TYNE | Margaret Cook | 0191 232 8520 | SEPT '98 |
| SALFORD & TRAFFORD | Mark Carriline | 0161 837 1705 | SEPT '98 |
| BLACKBURN With DARWEN | Harry Devonport | 0161 368 5132 | SEPT '98 |
| N.E. LINCOLNSHIRE | Bill Carr | 01472 872 151 | SEPT '98 |
| BARNSLEY PRIORY | Derek Dalton | 01226 773 644 | SEPT '98 |
| LEICESTER | Jan Grant | 0116 252 7741 | SEPT '98 |
| HEREFORDSHIRE | Nick Browne | 01432 260 813 | SEPT '98 |
| N. SOMERSET | Ian McGregor | 01934 634 683 | SEPT '98 |
| LAMBETH | Clare Thomson | 0171 926 8195 | SEPT '98 |
| NEWHAM | Patrick White | 0181 471 5916 | SEPT '98 |
| NEW ADDINGTON | Geoff Hammond | 0181 686 4437 | SEPT '98 |
| S. TYNESIDE | Ian Reid | 0191 427 1717 | JAN '99 |
| WIGAN | Bob Clarke | 01942 244 991 | JAN '99 |
| SHEFFIELD | Jonathon Crossley-Holland | 0114 273 5726 | JAN '99 |
| KINGSTON-UPON-HULL | Joan Taylor | 01482 613 715 | JAN '99 |
| NOTTINGHAM CITY | Paul Roberts | 0115 915 0600 | JAN '99 |
| BIRMINGHAM KITTS G. | Ben Collins | 0121 779 6737 | JAN '99 |
| BIRMINGHAM ASTON | Tony Leach | 0121 359 3931 | JAN '99 |
| NORFOLK - THETFORD | Mike Shenstone | 01603 223 475 | JAN '99 |
| EAST BASILDON | Alan Roach | 01268 552 536 | JAN '99 |
| BRIGHTON & HOVE | Peter Walker | 01273 293 435 | JAN '99 |
| PLYMOUTH | Sohail Faruqi | 01752 307 400 | JAN '99 |
| CALDERDALE | Ian Jennings | 01422 357 257 | JAN ‘99 |
| SOUTHWARK | Gordon Mott | 0171 525 5002 | JAN '99 |

1. \* www.charity-commission.gov.uk [↑](#footnote-ref-1)
2. **()** 1998 c.31. [↑](#footnote-ref-2)
3. **()** 1998 c.31. [↑](#footnote-ref-3)