

DERBYSHIRE COUNTY COUNCIL
CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE

11 August 2015

Report of the Director of Legal Services

Chesterfield Schools Foundation

In considering this report the Cabinet Member will be acting on behalf of the County Council as Trustee of the Chesterfield Schools Foundation charity.

1. Purpose of the Report

To ask the Cabinet Member to consider a request for funding made by the Chesterfield and Bolsover Learning Community.

2. Information and Analysis

2.1 The Chesterfield Schools Foundation (the Charity) is a charitable trust governed by the provisions of a Charity Commission Scheme dated 31 July 2002. The Scheme amalgamated the assets and funds of the former Chesterfield School Charity and the prize funds of the former St. Helena School, Chesterfield.

2.2 Derbyshire County Council holds on trust for the Charity, land at Chesterfield forming the major part of the Brookfield Community School site. The Council also holds additional property on trust for the Charity (Hurst House, Abercrombie Street, Chesterfield), which was until July 2014 leased to the Workers Educational Association and run as a community education centre. That property is currently empty. A third property of the Charity, the site of the dining room of the former St Helena School, Chesterfield, was sold in 2011.

2.3 In addition to land held by the Charity, at the end of the 2013-14 financial year the Charity's cash fund totalled £333,999. Following a previous request for funding the Bolsover and Chesterfield Learning Partnership received a grant of £112,000 in 2013/14 and a further grant of £34,000 in 2014-15 in connection with The Bridge Project.

2.4 The objects of the Charity are:

- (1) to promote the education by the provision of equipment and other items, services and facilities for any secondary school in the former Borough of Chesterfield as it subsisted immediately prior to 1 April 1974;
- (2) to promote in either of the following ways as the Council shall think fit, either generally or individually, the education (including social and physical training) of persons over 11 years of age but who have not attained the age of 25 years, who are in need of financial assistance and who are attending or have attended a school in the said former borough:-
 - (i) by awarding to such persons scholarships, exhibitions, bursaries, maintenance allowances or grants tenable at any school, university, college of education, or other institution of further (including professional and technical) education approved for the purpose by the Council;
 - (ii) by providing financial assistance, outfits, clothing, tools, instruments or books to assist such persons to pursue their education (including the study of music and other arts), to undertake travel in furtherance thereof, or to prepare for or enter a profession, trade, occupation or service on leaving school, university or other educational establishment.

2.5 The schools eligible to benefit from the Charity (those within the area of the former Borough of Chesterfield) are:

- Brookfield Community School
- Hasland Hall Community School
- Whittington Green (formerly Meadows Community) School
- Outwood Academy (formerly Newbold School)
- Parkside Community School
- St. Mary's Catholic High School

2.6 The Charity Commission Scheme provides for the Council to exercise certain powers in furtherance of the objects of the Charity including the making of rules regarding the making of awards by the Charity. No such rules have been made by the Trustee.

2.7 The cash fund of the Charity was £334,024 at the end of the 2014-15 financial year. This figure includes original endowments of some of the charities now comprised in the Chesterfield Schools Foundation, as well as the £50,000 from the proceeds of the 2011 sale of land. The Charity has a small number of long-standing investments in shares, the market value of which is approximately £700. The amount of income available for distribution is at least £199,000.

2.8 The request for funding made by the Chesterfield and Bolsover Learning Community seeks funding of £41,300 to continue and expand an existing project. The purpose of the funding is to employ a co-ordinator for the Jigsaw Project, which delivers alternative technical qualifications for students aged 14 to 16 who would otherwise be at risk of exclusion. The bid made on behalf of the Jigsaw Project is at Appendix 1.

2.9 Year 10 students can participate in the project for two days per week, during which time they can try different vocational subjects as well as participating in an enrichment programme focusing on personal and social development. Students continuing with, or joining, the project in Year 11 also participate for two days per week but follow a programme in a single vocational area leading to a level 1 qualification (GCSE grade D-G), with the possibility of progression to an apprenticeship at level 2 at the end of the course.

2.10 From its start in September 2007 the project received central government funding, through the Key Stage 4 Engagement Programme pilot, with schools contributing a subsidised fee of £2180 per student. From September 2010 to July 2014 the project was funded by the reallocation of underspend from other Jigsaw programmes across the county, although the student fee was no longer subsidised with the schools paying £3400 per student. For the last academic year the costs of co-ordination have been met by an underspend of funding allocated to Chesterfield College for Key Stage 4 Learner Support.

2.11 The Chesterfield and Bolsover Learning Community is seeking funding for 75% of the costs of co-ordination for a further two years of the project, estimating that 75% of the students likely to attend the project will be from beneficiary schools. The additional co-ordination costs will be met by the non-Chesterfield schools.

2.12 The Chesterfield and Bolsover Learning Community attribute to the project a significant impact in improving the attendance of participants, as well as providing vulnerable students with an opportunity to gain qualifications. A senior CAYA officer has noted, with regard to the bid, that the Jigsaw project has been instrumental in maintaining vulnerable students in full-time education and that it has assisted the process of transition into further education by giving students experience of an FE setting, college or training provider and providing tasters of possible vocational options.

2.13 The provision offered by the Jigsaw project would fall within the first object of the Charity by providing services for beneficiary secondary schools. The grant requested would not meet all of the costs to the beneficiary schools as they would continue to meet the cost per student place of £3400. Although the provision is intended to be available to schools that are not beneficiaries of the Charity the Chesterfield and Bolsover Learning Community has

indicated that any non-beneficiary schools will be required to contribute to the co-ordination costs.

3. Legal Considerations

3.1 The advancement of education is a charitable purpose. The Charities Act 2011 requires trustees to demonstrate explicitly that their aims are for the public benefit and to have regard to the Charity Commission's guidance when considering an application for grant funding. The guidance is available on the Charity Commission's website.

3.2 The two key principles of public benefit are:

- (i) that there must be an identifiable benefit or benefits, and,
- (ii) that the benefit must be to the public or a section of the public.

3.3 Essentially it must be clear to the Trustee what the benefits of a particular activity are, and that this benefit relates to the aims of the charity, and are balanced against any detriment or harm that might be caused. Those benefitting from the activity must be appropriate to the aims, and where the opportunity to benefit is restricted to a section of the public it must not be unreasonably restricted by geographical or other restrictions; people in poverty must not be excluded from the opportunity to benefit, and any private benefits must be incidental. However the section of the public to benefit from a charity's aims may be limited to those who have the opportunity to be educated at particular educational establishments benefitting from a charity.

3.4 Education is given a wide meaning, and in determining whether the activity proposed advances education the Trustee is not restricted to considering education delivered by a teacher in a classroom, playground or sports field, nor to the delivery of academic instruction. The Trustee should consider whether the proposed activity has educational merit.

4. Other Considerations

In preparing this report the relevance of the following factors has been considered: financial, prevention of crime and disorder, equality and diversity, human resources, environmental, and property considerations.

5. Key Decision No

6. Call-in

Is it required that call-in be waived in respect of the decisions proposed in the report? No

7. Background Papers

Funding bid and correspondence with the Chesterfield and Bolsover Learning Community, held on Legal Services' file 3306.

8. OFFICER'S RECOMMENDATION

That the Trustee approves a grant to the Chesterfield and Bolsover Learning Community of £20,650 for the academic year 2015-16 and a further grant of £20,650 for the academic year 2016-17, to be used to meet co-ordination costs relating to the Jigsaw Project.

John McElvaney
Director of Legal Services

Bid to Chesterfield Schools Foundation Charity (527170)
Chesterfield and Bolsover Learning Community
The JIGSAW Project Coordination

The Chesterfield Learning Community has worked collaboratively for 8 years delivering the Jigsaw Programme provision within a partnership of schools, training providers and Chesterfield College. The programme delivers a series of alternative technical qualifications for 14-16 year old students with a focus on real life work opportunities. This is a unique project in Derbyshire and an 'off school site' provision for pupils aged 14-16 at risk of exclusion.

The JIGSAW programme began in September 2007 with a cohort of Year 11 learners. It was developed as part of the pilot activity run by Derbyshire LA for the Key Stage 4 Engagement Programme to create a programme specifically for learners who are at risk of exclusion. In September 2008 a two year model was introduced and this is the model that has continued to run until July 2015. The key to the success of this programme is not just the partnership of providers that are involved but specifically the coordination by a nominated person.

The Coordination role is vital to the success of the programme and has resulted in the excellent retentions and achievement rates on the Jigsaw Programme. Enabling students to engage with the provision any time throughout the academic year and facilitating transitions between provisions is crucial. A central point for collating and disseminating attendance data, the reporting processes and continuous communication with home schools, teachers and parents has proved to be essential. The responsibility for the outcomes of level 1 qualifications, progression onto FE, Apprenticeships or Study Programmes for all year 11 students or progression for year 10 into year 11 or back into mainstream education is also a fundamental part of the coordination role.

The Coordinator for the programme is the link between the Training providers who deliver the qualifications. These include Chesterfield College who deliver Sport and Catering, Age UK Training who deliver Health and Social Care and Childcare, DCASS who deliver Music and ICT, Groundwork who deliver Construction and Horticulture, The Proact Community Hub which deliver Jiu Jitsu, Media and Employability training, Derbyshire and Nottinghamshire Chamber Training who deliver social skills. The coordinator is also responsible for bringing in interventions for students including Drug and alcohol awareness training, sexual health and smoking cessation advisors.

The outcomes from the last three years of the project show significant impact in improving attendance (an increase from 63% of students attending the second year of provision in 2012/13 to 85% in 2014/15). The young people attending are seriously at risk of exclusion from mainstream education and will have been identified as having difficulties resulting in poor emotional and social development and are vulnerable to social and educational exclusion.

The outcome data for the 2012 to 2015

	Year 10 Pupil Starts 2012/13	Year 11 Pupil Starts 2012/13		Year 10 Pupil Starts 2013/14	Year 11 Pupil Starts 2013/14		Year 10 Pupil Starts 2014/15	Year 11 Pupil Starts 2014/15
Total Places Allocated	2	19		9	19		18	12
Total participation including student substitutions	4	22		9	26		20	14
Success rates (Achieve a qualification)	Carousel 73%	Single Pathway 76%		Carousel 73%	Single Pathway 80%		Carousel 75%	Single Pathway 85%

Progression Rates	63% Onto single pathway	100% of Completers progressed to apprenticeships FE or college	86% Onto single pathway	100% of completers progressed onto apprenticeships, FE or college	85% Onto Single pathway	100% of completers will progress onto apprenticeships, FE or college
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Data from the DfE Evaluation of The Schools Exclusion Trail (Responsible for Attendance Provision) Interim report 2013 section 5.1 shows, most teachers (about two thirds) focused on the fact that Alternative Provision is in some way different to school. Within this category, lead teachers mentioned the fact that Alternative Provision can meet individual or complex needs and “*provide personal education pathways*”. Another common view was that Alternative Provision providers have specialist staff of facilities that can support pupils. The case study interviews confirmed that Alternative Provision can provide for students to break out of a stereotypical label that they may have acquired. A different environment can support behaviour change.

NEET outcomes for excluded students are much higher than for those maintaining a place in school. The Jigsaw Project aims to provide missing social and emotional experiences for the young person based on developing transferable skills enabling them to go on to enter employment or further education. Giving them either a carousel of tasters in vocational sectors or by undertaking a year long vocational and technical qualification delivered by experienced tutors with up to date relevant vocational experience.

Meeting Chesterfield Charity Criteria

Chesterfield Schools Foundation Charity Criteria	How the Jigsaw Project meets Chesterfield Charity Criteria
Object 1 To promote education by the provision of equipment and other items, services and facilities for any secondary school in the former Borough of Chesterfield as it subsisted immediately prior to 1st April 1974	<ul style="list-style-type: none"> • An adaptive flexible model that promotes increased educational outcomes and improves the life chances of vulnerable students aged 14-16 • Provides resources, and skilled staff needed to deliver the coordination of interventions outside the usual school environment to students with a high risk of exclusion both social and educational
Object 2 To promote in either of the following ways as the council shall think fit, either generally or individually, the education (including social and physical training) of persons over 11 years of age but have not attained the age of 25 years, who are in need of financial assistance and who are attending or have attended a school in the said former borough:- <ol style="list-style-type: none"> By awarding to such persons scholarships, exhibitions, bursaries, maintenance allowances or grants tenable at any school, college or any other institution of further education approved for the purpose by the council 	<ul style="list-style-type: none"> • A proven model that improves the life chances of vulnerable students aged 14-16 • Supported by Headteachers as an asset to inclusion strategies and meeting the needs of vulnerable students • The Jigsaw Programme is available to all secondary schools in former Borough of Chesterfield. • Reduces exclusions and increases attendance and the likelihood of engagement in positive opportunities

Future plans for September 2015 until August 2017

Our aims have been translated into five key areas for the project. These are communicated to children, parents, schools, visitors and multi agency services involved in the project. The aims are to;

- develop transferable skills to enable students to progress onto Further Education or apprenticeships
- help children to become more successful in mainstream education
- equip children with the social and emotional skills for school and work life
- reduce the need for exclusions
- increase attendance

Programme model – delivered 2 days a week for 36 weeks pa.

Year 1

Day 1- carousel of vocational subjects delivered by a range of providers and based on 6 – 8 week blocks with accreditation through the AIM Awards Step UP Award. [The Step Up qualification is gained by completing short vocational units that combine to give a qualification that can support the student progressing onto a singular vocational route either at year 11 or post 16](#)

Day 2 – Enrichment programme focusing on Personal & Social Development with accreditation through the AIM Step UP Award.

Year 2

A full year programme over 2 days in a specific vocational area delivered by a range of providers with level 1 qualification as the outcome. [A level 1 qualification is equivalent to a GCSE grade D-G and enables the student to progress post 16 onto an apprenticeship at level 2](#)

1. To maintain the current model

Action	Number of students involved over 2 years
Maintain the offsite provision coordination.	60 (each student receives 36 weeks of interventions)
Develop the Jigsaw Provision to meet the needs of the Chesterfield Schools zero exclusion agenda	Impact on a number of students in schools that attend sessions and alter their practice.

2. To build and widen the impact of the current model

Widen participation from schools in the Chesterfield area to 15 schools in the Chesterfield and Bolsover area.	
Develop The Jigsaw Programme partnership to offer a wider variety of provision.	80 (each student receives between 7 to 36 weeks of provision)
Develop self esteem building workshops with providers including Chesterfield Football Club, DCAS Arts and Music Centre	80 (each student receives 8 days of interventions)

The programme was heavily subsidised from the Local Authority at the beginning of the provision but there is no longer funding to support the Coordination of the Jigsaw Programme

September 2007 & July 2010 – central government grant funding for the Key Stage 4 Engagement Programme pilot, which contributed to the costs of delivery & coordination. [The schools paid for places on the provision at a subsidised rate of £2180 per student. The coordinators costs of £26,000 were paid from the grant funding.](#)

September 2010 to July 2014 – as a result of an under spend across the county in other JIGSAW programmes additional funds were allocated to this LC as the programme was successful. This allowed for the continued payment of coordination. [Each schools now paid the full rate of £3400 per student for places on the provision and the coordinators cost of £26,600 were paid from the underspend.](#)

September 14-July 15- Coordination Costs were covered by an under spend of funding allocated to Chesterfield College for KS4 Learner Support from the Learning Community. The schools continued to pay £3400 per place on the programme and the coordinators costs of £26,600 were paid by Chesterfield College from their under spend.

To continue with the Jigsaw Provision coordination we are asking the Chesterfield Schools Foundation Charity to fund the continuation of the coordination role for a further 2 years

Total number of students involved in the two year project is a minimum of 80.

Costs for two further years of the project coordination	£55, 050
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It is estimated that 75% of students attending the JIGSAW programme will be from the Chesterfield schools additional places for other schools in the Chesterfield and Bolsover Learning Community will be funded by the home school.

Therefore funding of £41,300 would be requested from The Chesterfield Schools Foundation Charity to support the continued coordination of the project. The Chesterfield schools will continue to pay £3400 per place on the programme for their students and non Chesterfield Schools will be charged an additional sum estimated at £685 per student for coordination costs.