



**Schools Forum**  
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Item  
  
Public

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## SHROPSHIRE SCHOOLS FORUM CONSTITUTION

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### Summary

At their meeting on 7 November 2013, Schools Forum approved the constitutional arrangements for the annual re-apportionment of membership to take account of the changing mix between maintained and academy schools. This report details the required re-apportionment from April 2021 based on the academy conversions up to October 2020.

### Recommendation

To approve the re-apportionment of Schools Forum membership from April 2021.

## REPORT

### Membership

1. All local authority School Forums are constituted in accordance with the Schools Forum (England) Regulations 2012. Shropshire Schools Forum approved the current Constitution at their meeting on 13 September 2012, with the new Constitution becoming operational from 1 October 2012.
2. At their meeting on 7 November 2013, Schools Forum received a report on a document from the then Education Funding Agency (EFA) - now Education and Skills Funding Agency (ESFA) - which referenced a requirement for regular reviews of Forum membership to take account of the pace of academy conversions and to ensure that membership remains proportionate (based on pupil numbers).

3. The following membership structure has operated from 1 April 2020: 6 primary (3 headteachers, 3 governors), 1 secondary (1 headteacher), 12 academy, 1 special school place and 1 pupil referral unit place (PRU). The special school and PRU places are not included in the apportionment calculation.
4. In the November 2013 report Schools Forum agreed that a re-apportionment of membership should take place annually, from 1 April, using the pupil numbers from the previous October's school census.
5. In order to model the position from April 2021, the school census information from October 2020, and based on the number of academies as at 1 October 2020, has been used to assess the impact on representation. The table below summarises the revised representation (noting that 19 school places are apportioned by excluding special and PRU members).

	<b>Oct. 2020 NOR*</b>	<b>Apportionment</b>	
Maintained Primary Schools	11,473	30.8%	6
Maintained Secondary Schools	482	1.3%	1
Academies (as at 1 October 2020)	25,344	67.9%	12
	<b>37,299</b>	<b>100.0%</b>	<b>19</b>

*\* excluding pupils in special schools and PRUs*

6. The analysis indicates that from April 2021, given that there have not been many academy conversions between October 2019 and October 2020, the existing membership does not require any amending. The numbers of pupils in remaining maintained secondary school is now at a very low level (when taken as a percentage of the overall pupil population), however it is proposed that they continue to retain a place in the structure. The membership as at 1 April 2021 is attached.
7. The academy pupil numbers are split, 38% primary and 62% secondary, which breaks down as 5 primary academy representatives and 7 secondary academy representatives. However, it is noted that the majority of academies are in mixed phase multi-academy trusts (MATs) and so the phase representation is not particularly relevant, though consideration might be given to drawing increased membership from MATs operating mainly in the primary phase.
8. The ESFA guidelines stipulate that the academy representation can be drawn from free schools in the local authority area. Equally consideration will need to be given to the balance of headteacher and governor representation in each of the constituent groups. The remodelling of membership indicates there are 5 vacancies for academy representatives from April 2021.
9. This gap in membership, representing over 20% of School Forum's total school representation, is a concern. The views of Schools Forum, in particular of the academy representatives, are sought on how to address this membership issue. While the local authority will support the constituent groups through the facilitation and management of, for example, election processes, the responsibility for determining how nominations will be sought, the mix between headteachers and governors, and the balance of representation between phases and/or size of school, must rest with the constituent groups.