



Commissioning Support Programme Schools & Commissioning

13 October 2010

**Academies Conference
The Barbican, London**

Commissioning Support Programme

Improving the life chances for children and young people in local communities is at the heart of the Programme's work

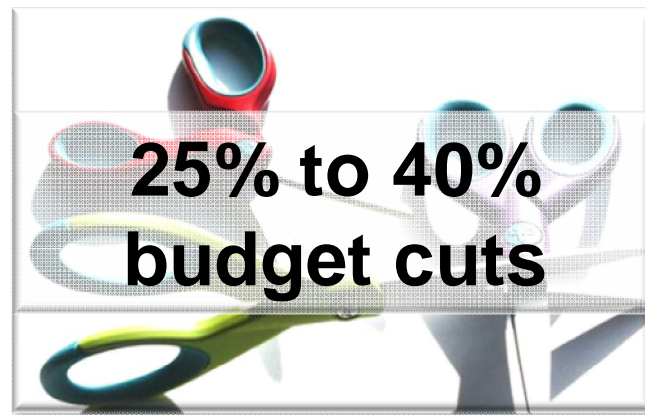
CSP is a 2½ year programme aimed at making a step change in Children's Services commissioning. The programme concludes in March 2011. A delivery team of 28 work in a 1-1 'pulled' way with each Children's Trust or locality.

Our work is important because it goes deep into the community to offer support to the cost saving Big Society agendas by working locally to make a difference. Our support is:

- Pulled by the sector
- Locally delivered
- Co-produced with commissioners (and produces joint learning)
- targeted at driving out efficiencies whilst retaining a focus on children's outcomes



The perfect storm



Commissioning & schools

New era system thinking...

- **Commissioning & school improvement**

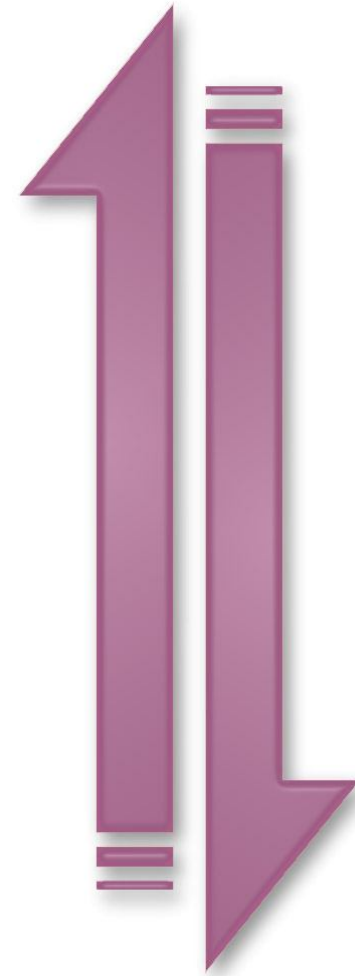
Immediate...

- **Capacity and commissioning**

How...

- **Wider commissioning strategy**

Vision...



Commissioning and school improvement/support services

- Local models
- Shared services
- The role of outstanding schools and Academies
- Brokerage models
- School commissioning: challenges & opportunities





Commissioning Support Programme

Raising School Achievement

School improvement models,
themes and issues
to 2011 and beyond



October 2010



Capacity and commissioning: Schools

- Do/have schools commissioned?
- Procurement and efficiency
- Leadership in schools
- School partnerships, clusters: culture change
- Social enterprises, Federations and Trusts





Commissioning Support Programme Commissioning for schools

The provision of centrally driven services will be reduced as schools gain greater autonomy. Schools have already held considerable financial management since the introduction of local management of schools (LMS) but the current changes will further increase the open nature of the markets in which services to schools are provided.

Schools have often used their financial management to drive best value in their purchasing or procurement and there are many quite complex contracts involving individual or groups of schools. The local authority (LA) has been the lead provider of services in many areas but there is already considerable diversity of provision. This diversity is set to increase.



What will this mean in practice for schools?

Schools' procurement of a range of utilities and services will continue and, in a more challenging economic climate, they will look even more to achieve value from this. Some of this procurement is relatively standard but much may allow some wider possibilities. Some schools are developing different staffing models with partner schools, given the high spending on staffing. This requires a greater level of strategic planning.

Schools are already discussing with LAs how future reduced services will be commissioned. The targeting of more limited resources to meet needs may be of increasing interest to schools – especially those working in areas of greatest challenge.

School improvement services will increasingly be commissioned by schools, either individually or in groups. For most schools, therefore, the method by which commissioning leads to new providers, including other schools, and how this is brokered effectively and simply, is also of interest.

As schools gain greater scope to determine how resources are used, the manner of this work will involve more than just a set of purchasing decisions. Likewise, even in areas of government there has been a move to

consider what needs changing and how to procure this activity from different possible providers. This, and the need to prioritise reduced public expenditure, is why commissioning has become such a significant new area of activity.

Commissioning involves looking at the overall resources available which can be used to deal with a specific challenge or need. Thus commissioning is about ICT, school improvement, behaviour support, additional classroom support, sports and leisure activity, the learning environment, and more.

This opens the possibility of considering a range of delivery options. It also demands a strong understanding of core need and opportunity, effective leadership for delivery, the efficient use of resources and an open view of who should be commissioned to provide services.

Good commissioning is therefore a broader concept than procurement, buying on the basis of best value or contracting. However, good processes in these areas are also essential and there is plenty of advice to be had from a range of organisations, including your LA and the DfE, as well as some very good practice to be studied from schools themselves. It is important to remember that there is no compulsion to use a commissioning approach – it is not a



Wider commissioning strategy

- Efficiency and outcomes
- Schools commissioning wider services
- Shared services across CS & Corporate
- School leaders and GPs
- New skill set needed for some for LA staff?
- Vision



Further information and contacts

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