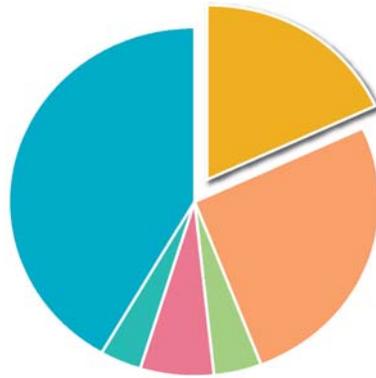


Education



Introduction

Education spending includes providing funding for schools, teacher training, supporting children with special education needs and disadvantaged families and helping to fund further education and training for 16-19 year olds.



Budget 2013-14: £97 billion
(Source: HM Treasury March 2013)

Learning objectives

- To understand the types of economic decisions that schools have to make;
- To understand the consequences of economic decisions for different people within the school community (pupils, teachers, parents).

Learning outcomes

- **All must** give an argument in support of a school budgeting decision;
- **Most will** understand the consequences of budget cuts for different groups of people;
- **Some could** give an explanation of how school funding can be used effectively.

Curricula references at Key Stage 4

Citizenship: 1.1 b; 1.2 a, b, c; 2.1 a, b, c, d; 2.2 a, b, c; 3 a, j, k; 4 a, b, c, g, h.
PSHEe (EWFC): 1.2 d; 1.3 a; 1.4 a, b; 2.3 l; 2.4 b, d; 3 k.

Resources

Item	PDF	Presentation slides
The Cost of Education	Page 4	✓
Wattock School Budget	Page 5	✓
Budget Challenges (Versions A & B)	Pages 6-11	✓
Opinion Cards - The Purpose of Education	Pages 12-13	✓
Go Local or Free to Choose?	Page 14	

Lesson Sequence

Starter (15 mins)

- Ask the students to think about all the costs associated with providing an education for children and young people from the ages of 5 to 16;
- The students can work in pairs or small groups to create a mind map of the costs, or this can be done as a whole class;
- Use **The Cost of Education – model mind map and key facts** (p 4 and in the slides) as a prompt and to guide discussion.

Main (35 mins)

In this activity students will respond to a series of budget challenges faced by a school.

- Distribute the **Wattock School Budget** (p 5 and in the slides) to the class. Either read it as a class or ask students to read it individually. Students may have questions, or you might want to ask them some questions to ensure understanding;
- Explain that the school is facing a number of financial challenges and the students are going to advise the Headteacher and governing body on how they can be tackled;
- Divide the class into groups of three to four and give them the **Budget Challenges** (pg 6–11 and in the slides). There are two versions of this to enable differentiation: version A is designed to help students that need support with structuring their thoughts and contains more information and prompts; version B has less scaffolding and is more challenging to complete;
- Groups could work through all of the **Budget Challenges** and feed back at the end, or complete them one by one with feedback after each. There is space for them to write their decisions on the sheet;
- At the end of the activity, ask:
 - *What kind of financial dilemmas do schools face?*
 - *Why are they difficult for schools to deal with?*
 - *What decisions do you think central government has to face when allocating a budget to the nation's education? (eg What areas of education to prioritise).*

Lesson Sequence (cont..)

Plenary (10 mins)

- Ask the students to consider what their priorities would be if they were managing a school budget by ranking the following in order of importance:

- *Pupil to staff ratios*
- *General maintenance of buildings*
- *Buying equipment that could be seen as a luxury (eg laptops)*
- *Buying essential equipment (eg stationery).*

This could be done as a whole class discussion, individually or in pairs. You can also use the lesson plan presentation slides. Ask students to record their reasons. Lower ability students can give reasons for their highest and lowest priorities. Higher ability students can give three reasons for each category.

Further/additional activities

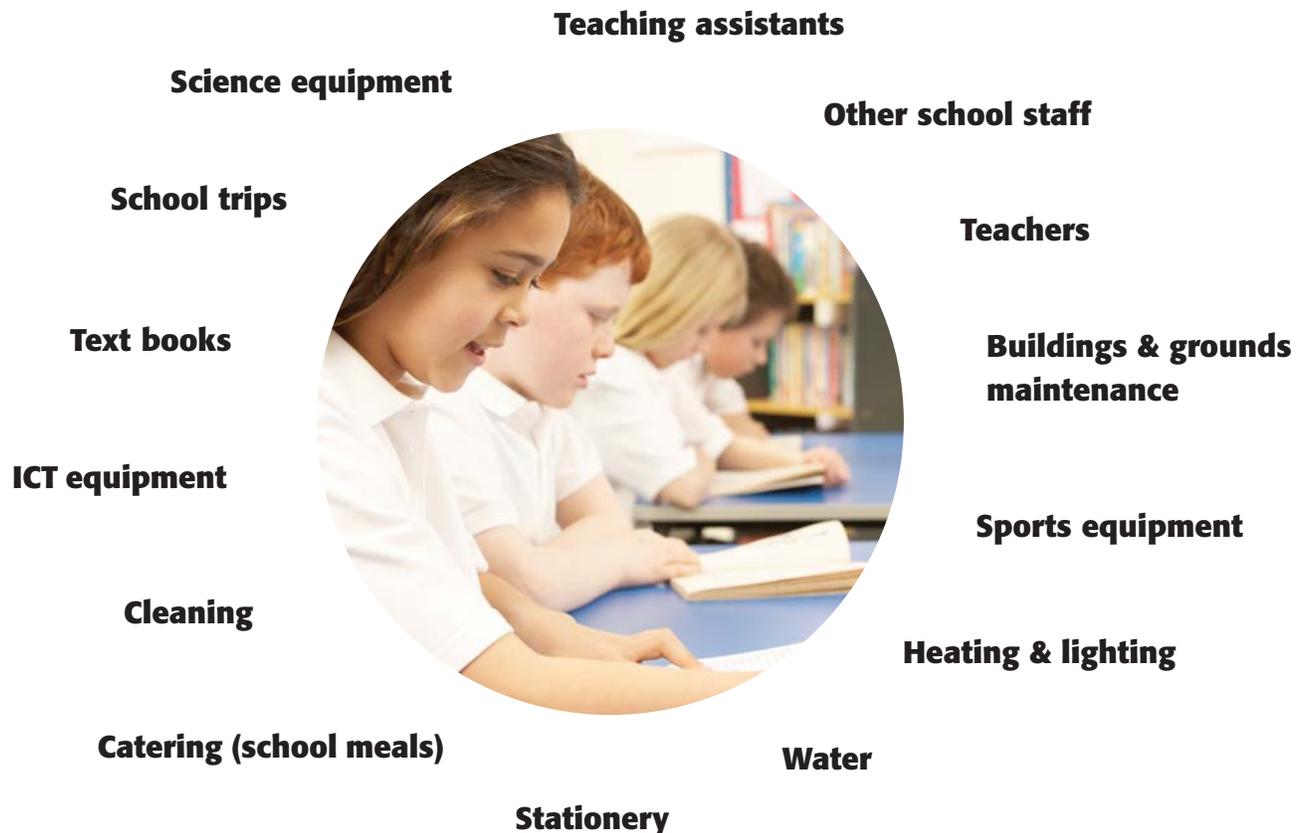
- Students write a letter to the headteacher giving their advice and recommendations about all the challenges they considered during the lesson;

- The **Opinions Cards – Purpose of Education** (pg 12-13 and in the slides) contain 10 differing views of what pupils should get out of going to school and can be used in different ways to suit different classes and students:

- *Pupils are given one card and asked to formulate an opposing view;*
- *They rank them, from the most to the least important purposes of education;*
- *Students summarise the information on the cards according to different interest groups, eg employers, parents, pupils, and give their own opinions on the purpose of education.*

- Distribute copies of **Go Local or Free to Choose?** (p14) which explains how the Government funding of schools is based on a 'per capita' (per person/pupil) calculation, illustrated through the Wattock School scenario. Task the students with developing arguments for and against whether students should have to go to their local school or whether parents and carers should be free to choose which school their children attend.

The Cost of Education



Key facts

- Most schools in the UK are funded through taxation and are free to attend. They are known as state schools and are funded by the Government;
- Pupils can also attend schools that are funded through fees which are usually paid by parents or carers. They are called private, public or independent schools;
- Some also receive funding from other sources including: business sponsorship; church endowments, fundraising efforts of Parent Teacher Associations and hiring out their buildings and grounds for other purposes outside the school day;
- All schools have limited funding with which to provide an education for their pupils. Unforeseen costs or a reduction in income are very challenging for schools. They have to work out how they can achieve the same educational goals with fewer resources.

Wattock School Budget



Wattock School is attended by 1,200 boys and girls aged 11 to 16, and located in a medium sized town in Wiltshire. It employs 100 teachers and school staff. The average class size is 24. The school building is in fairly good repair although the roof leaks in several places when it rains heavily and parents have complained about the state of some of the classrooms. They say they are in such poor condition that it's having a detrimental effect on their children's learning.

The school has a very active Parent Teacher Association (PTA)¹ which runs numerous fundraising activities throughout the year including a summer fete, a Christmas fair and events to raise money for the school's nominated charities: the local Wattock Hospice and Oxfam. 10 per cent of students are eligible for free school meals which is lower than the national average (16.7 per cent).

Last year 61 per cent of its students achieved 5 A*-C GCSE grades including English and Mathematics (national average is 53.4 per cent), compared to 70 per cent the previous year. The school's Ofsted inspection four years ago rated the school 'good with outstanding features'. The school was inspected again last term and was rated as 'good'.

There are two other state schools in the town: The Wattock Academy (60 per cent A*-C) and Excalibur High School (42 per cent A*-C). There is an all-girls independent school, The Grange, 10 miles from the town centre (75 per cent A*-C).

¹A PTA is usually made up of parents and teachers who work together for the benefit of the school. PTA activity varies from school to school. A PTA can raise funds, run social events, provide support for school trips, run after-school clubs and organise meetings to inform parents about education issues.

Wattock school annual budget	Per pupil (£)	School (£)	%
Funding from central government	4,996	5,995,200	98.7
Funds raised by Parent Teacher Association	18	21,600	0.4
Hall rental (dance classes, slimming club etc.)	49	58,800	0.9
Total income	5,063	6,075,600	100
Teaching staff	2,884	3,460,800	58.3
Supply teachers	84	100,800	1.7
Education support staff	512	614,400	10.4
Caretaking & other staff costs	86	103,200	1.7
Premises	345	414,000	7.0
Back office/admin	457	548,400	9.2
Catering	52	62,400	1.1
Energy (gas and electricity)	92	110,400	1.9
Learning resources	292	350,400	5.9
ICT	93	111,600	1.9
Teacher and staff training	48	57,600	1.1
Total expenditure	4,945	5,934,000	100

Leaky roof

The roof in the technology block leaked badly over the holidays. Your choices are to:

1. Spend £9,500 on patching the roof up. The builder estimates that will keep it water tight for about two years;
2. Spend £65,000 replacing the roof which comes with a 25 year guarantee.

Consider...

- Where will you make cuts to fund the roofing work and will anyone lose out as a result?
- What could happen if the roof continues to leak? What could get damaged?
- Is it better to spend more money now for something that will last longer, or spend less in the short term?

My advice and recommendations for the headteacher

Student laptops

The leaking roof in the technology block has damaged a class set of laptops that were stored on a trolley in the ICT room. Your choices are to:

1. Buy 30 refurbished laptops for £175 each (£5,250 in total) which include all the right software but run fairly slowly and might break relatively quickly;
2. Buy new laptops for £650 each (£19,500 in total).

Consider...

- Where will you make cuts so the school can afford to replace the laptops and who will the cuts effect?
- Do students need brand new laptops, or will the refurbished laptops do the job even if they are slower?
- Is it better to spend more money on laptops that should have a longer life span, or spend less on ones that aren't new but are adequate?

My advice and recommendations for the headteacher

Science text books

In response to demand from pupils, the school is offering a new science qualification and needs to buy three sets of text books for 230 students. They cost £15.50 per book, £10,695 in total. Your choices are to:

1. Cut back on supply teachers and make the school's teachers cover more lessons including subjects they have not been trained to teach;
2. Ask the Parent Teacher Association to raise the money.

Consider...

- Will students' learning be affected if classes are taken by teachers who are not subject specialists?
- How will you persuade the Parent Teacher Association this is a good cause when they already do so much for the school?

My advice and recommendations for the headteacher

Rising energy costs

Your energy supplier has just informed you that gas and electricity costs will rise this year by 17% (£18,768) if the school continues to use the same amount as last year. Your choices are to:

1. Find ways of reducing the amount of gas and electricity used throughout the school to keep costs down;
2. Delay the refurbishment of the classrooms that are in the worst condition until next year.

Consider...

- Who will need to help you reduce gas and electricity use? How will you convince them that it's important and how will you make it work?
- What will you tell the parents who have complained about the state of the classrooms if you delay the refurbishment?

My advice and recommendations for the headteacher

Less students

17 new pupils from local primary schools that applied to come to Wattock have not turned up at the start of term and the school has received £84,932 less funding from central government as a result (£4,996 per pupil). Your choices are to:

1. Persuade the pupils to return to Wattock School;
2. Make savings to cover the shortfall in the budget;
3. Generate other income to bridge the funding gap.

Consider...

- Why might the pupils have left the school, and where could they have gone? How can you change their minds?
- Where will you make cuts totalling £84,932 if the pupils don't return? Who will be affected by the cuts?
- How can the school generate additional income? What will this involve?

My advice and recommendations for the headteacher

Pupil premium

The school receives additional government funding that must be spent on raising the achievement of disadvantaged pupils. For Wattock School this means £600 for each of the 120 pupils who are eligible for free school meals, a total of £72,000.

How will you put the funding to good use?

Consider...

- What measures do you think will help pupils achieve more at school?
- What resources would you need? Special teachers or equipment?
- How would you know if the extra funding has helped the pupils?

My advice and recommendations for the headteacher

Leaky roof

The roof in the technology block leaked badly over the holidays. Your choices are to:

1. Spend £9,500 on patching the roof up. The builder estimates that will keep it water tight for about two years;
2. Spend £65,000 replacing the roof which comes with a 25 year guarantee.

My advice and recommendations for the headteacher

Student laptops

The leaking roof in the technology block has damaged a class set of laptops that were stored on a trolley in the ICT room. Your choices are to:

1. Buy 30 refurbished laptops for £175 each (£5,250 in total) which include all the right software but run fairly slowly and might break relatively quickly;
2. Buy new laptops for £650 each (£19,500 in total).

My advice and recommendations for the headteacher

Science text books

In response to demand from pupils, the school is offering a new science qualification and needs to buy three sets of text books (£15.50 per book) for 230 students. Your choices are to:

1. Cut back on supply teachers and make the school's teachers cover more lessons including subjects they have not been trained to teach;
2. Ask the Parent Teacher Association to raise the money.

Amount needed to buy the textbooks (£)

My advice and recommendations for the headteacher

Rising energy costs

Your energy supplier has just informed you that gas and electricity costs will rise by 17% this year. Your choices are to:

1. Find ways of reducing the amount of gas and electricity used throughout the school to keep costs down;
2. Delay the planned refurbishment of the classrooms in the worst condition until next year.

Increase in energy costs next year (£)

My advice and recommendations for the headteacher

Less students

17 new pupils from local primary schools that applied to come to Wattock have not turned up at the start of term. Your choices are to:

1. Persuade the pupils to return to Wattock School;
2. Make savings to cover the shortfall in the budget;
3. Generate other income to bridge the funding gap.

Reduction in funding (£)

Per pupil
In total

My advice and recommendations for the headteacher

Pupil premium

The school receives additional government funding that must be spent on raising the achievement of disadvantaged pupils. For Wattock School this means £600 for each of the 120 pupils who are eligible for free school meals, a total of £50,400.

Consider...

- What measures do you think will help pupils achieve more at school?
- What resources would you need? Special teachers or equipment?
- How would you know if the extra funding has helped the pupils?

Number of pupils eligible for free school meals

Amount of extra funding (£)

My advice and recommendations for the headteacher

Opinions Cards - Purpose of Education



'Qualifications don't really matter. What I'm interested in are people skills. Schools need to make sure that their students can work well as part of a team, manage projects, solve problems and take the initiative when they need to. They need those skills when they start work, and schools shouldn't expect me to spend time and money developing them.'

Richard Holmes, Owner and Manager of Gorgeous Clothes Boutique, Wattock.

'So many young people these days leave school with the wrong qualifications. I need employees with technical skills and there's such a shortage in the UK that I have to take on employees from other countries. Schools need to offer qualifications that lead to the kinds of jobs that are available.'

Dawn Brodrick, Chief Executive of Galaxy Telecoms Ltd

'Schools are the best place to bring young people together so they can make friends. My social life would really suffer without it.'

Steve Holdford, Year 11 pupil at Wattock School

'I want school to help me achieve as much as I can so my family can be proud of me. I want to run my own business, like my parents.'

Lui Ching, Year 10 pupil at Wattock School

'I want my child to get as many qualifications as possible. That way they'll get a well-paid job like a lawyer or a doctor and have a secure financial future. I'm investing in my child's education through taxation, so I want a good return on my money.'

Luther Charles, parent of Kai, Year 8 pupil at Wattock School

'I want my children to be happy and reach their full potential. Schools need to help children discover what they're good at and to find their passion in life. My two girls have very different interests and abilities and the school needs to help them both. I don't care what jobs they end up doing as long as they are happy and fulfilled.'

Sam Kahill, parent of Lilly and Rose Kahill, Year 7 pupils at Wattock School

'This country needs a productive workforce. School should prepare young people to take whatever jobs are available – they can't pick and choose. They need to be prepared to work hard so they can contribute to our economy and make the UK more competitive. If young people from the UK aren't willing to work hard there are plenty of people from other countries who will.'

Foundation for Economic Studies

'Young people represent the future of this country. Schools need to make sure the next generation can keep the UK at the forefront of ideas, innovation and creativity. We need people who can keep us at the cutting edge of business, technology, science and the arts.'

The Institute of Creativity and Innovation

'Schools need to focus on helping young people to take an active part in society. Our democracy needs responsible citizens who can make their own decisions and take responsibility for their own lives and their communities.'

Aziz Amin, MP for Wattock South

'I went in to teaching to make a difference to the lives of young people. Your chances in life shouldn't depend on your family or where you live. That's what schools are for – to give everyone equal opportunities.'

Mary Fry, teacher at Wattock School

Go Local or Free to Choose?



The funding that the Government provides to schools is based on a 'per capita' (per person/pupil) calculation. The Wattock School receives £4,996 per pupil each year.

The previous **Budget Challenge** activity includes a scenario where 17 pupils from local primary schools didn't turn up at Wattock School for the start of term. One reason for this may have been because exam results are slipping and some parents have decided to send their children to other schools.

There are different opinions on whether students should attend their local school or whether parents and carers should be free to choose which school their children go to.

Use the space below to develop arguments for and against each position. Consider educational and economic arguments in your for and against points.

Go local

Students should go to their local school

For:

Against:

Free to choose

Parents and carers should be able to choose which school their child attends.

For:

Against: