

Benchmarking Report Card 2019-20

Forward:

The Department for Education annually produce a Benchmarking Report Card for schools. Although good in principle there is no input from each establishment, consequently there is no place on the report where variances can be explained. The raw data uses 'averages' but there is no such thing as an average school. This document tries to go some way to explain the variances between comparator schools. The 'average' shown on the report is average between the comparator schools, not a national average or the like.

Our comparator schools are two fairly nearby - Cardinal Pole and Gladesmore. Norham High in North Shields, St Hilds VA School in Hartlepool and Chamberlayne College for the Arts in Southampton. These schools have similar size intake but with the exception of Cardinal Pole all are 11-16 schools with no sixth form.

Benchmarks:

Teaching staff – Even though TUS has a 'lower than average' spend on teaching staff as mentioned above we have a sixth form who have lower teacher/student ratios. The lower than average spend reflects the efficient timetable we have with staff used to their full potential. When a vacancy occurs an analysis is undertaken and we rarely replace like with like.

Admin/Clerical staff - Despite the recommendation in the document for collaboration, this has no way of being recorded, consequently although at first glance it looks like we are overspending on Admin staff, when the sums paid to us by New Regents College for the admin support we provide is taken into account, our administration would be around the average mark. I also consider the person responsible for exam admin, special educational needs admin and extended hours opening as admin staff as this gives greater flexibility when deploying staff. At other establishments these staff members could be considered part of the school support team.

Revenue Reserve – Our revenue reserve is apparently 26 points above our comparison group, but as three of the schools seem to be in extreme deficit. I think our revenue reserve is at about the right level in comparison to the schools local to us.

Pupil – Teacher Ratio – at 15.4 students per teacher we seem spot on average for this measure.

Supply Staff - Our supply staff number is 2.3% higher than comparator schools. A couple of reasons for this would be the nature of our staffing profile means we do have a on average two or three staff on maternity leave at any one time who require cover. In this academic year we have one teacher employed via an agency on a one-year contract.

ICT Learning Resources – Our expenditure is 0.8% above our comparison group. This reflects that since the creation of the sixth form we have been attempting to close the digital divide by issuing each 6th former with an iPad. The importance of doing this has only recently come into vogue, but as ever The Urswick School was forward thinking and ahead of the curve.

Financial Transparency

Under new regulations introduced in 2021, the school is required to publish the number of school employees where gross salary equals or exceeds £100,000.

One employee's salary is over £100,000 though 40% of this salary is funded by New Regent's College. No employee earns more than £150,000.

Once adopted by The Governing Body this report will be published on TUS's website along with the Benchmarking Report Card 2019/20.

David Wood
Director of Finance



Benchmarking Report Card 2019-20

This is the benchmarking report card for your school. It captures highlights of your school's spending compared with a small number of schools that share similar characteristics. The report card draws on published spending and staffing data from 2019-20 for local authority-maintained schools.

The first column in each chart shows your school. The school in the second column is the similar school that is geographically closest to your school. The remaining schools are those most statistically similar based on your school's free school meals (FSM) and special educational needs (SEN) rates. Primary, secondary, special schools are only compared with one another.

The report card can be used to stimulate discussion within the school leadership and governance team to discover where resources may be used more effectively, and to prompt more sharing of best practice among schools.

The report card might prompt you to look at the following:

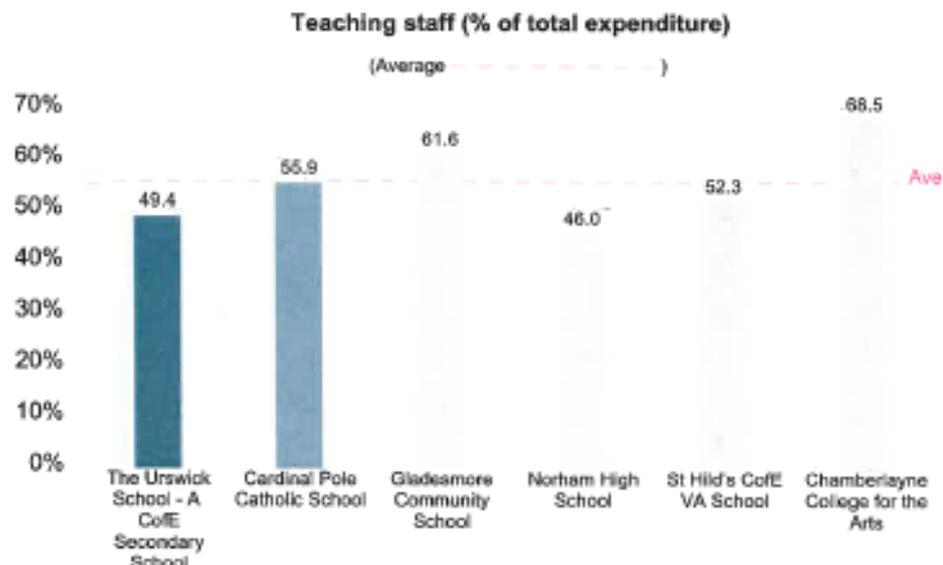
- Why are you spending more in a particular category than similar schools? Could you be more efficient or do you have unique circumstances compared with those schools?
- What might you do to achieve the greatest efficiency in that category?
- What could you learn by contacting the similar schools?

You can also use the [schools financial benchmarking service on GOV.UK](#) to compare similar schools' spending in more detail. This allows you to make a wide range of comparisons with other schools on different categories of spend, choose the criteria to identify schools to compare with and produce customised reports.

You can find further guidance and tools on school resource management [on GOV.UK](#).

Areas of interest for all schools

These charts identify areas that are likely to be relevant to all schools in ensuring they make the best use of their available resources.

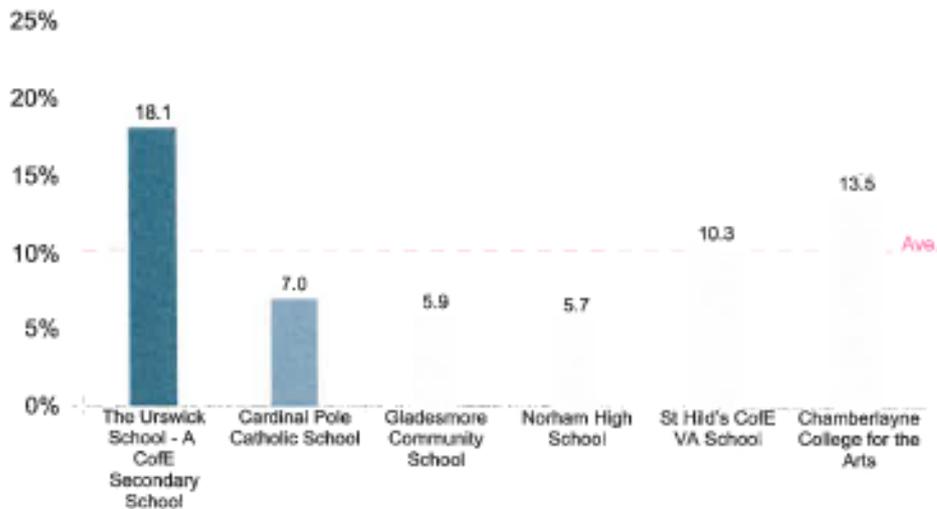


Your current expenditure on teaching staff is below the average for your comparison group by 6.2 percentage points.

There is some evidence that greater relative spend on teachers tends to be associated with higher attainment. Of course, simply spending a greater proportion of a school budget on teaching does not guarantee results. The most efficient schools deploy their workforce effectively; taking care to review their staffing structures, focus on improving the quality of teaching and consider the best use of teachers' time.

Given that spending on teachers makes up the majority of school spending, it's especially important to make sure you're managing your resources in the best way possible.

Administrative/Clerical (% of total expenditure)

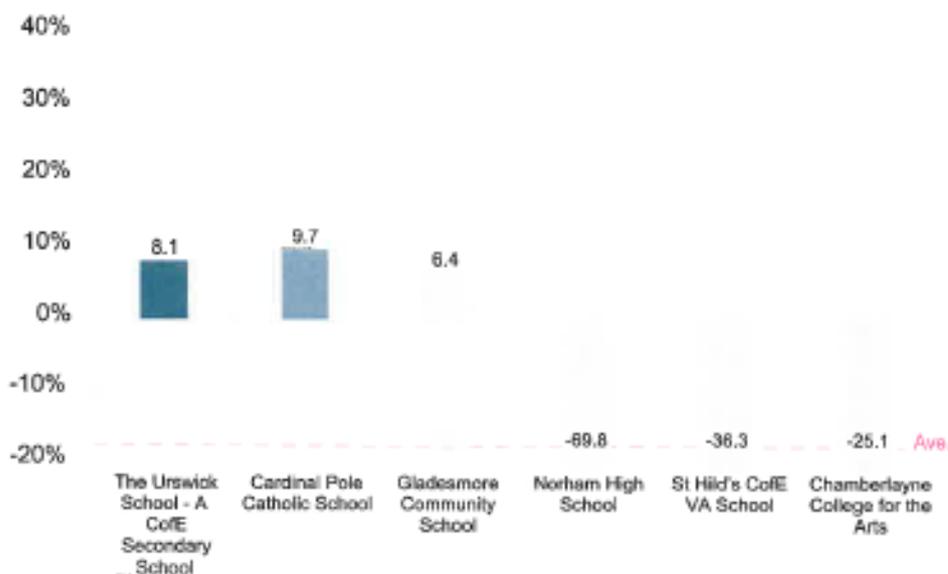


Your current expenditure on administrative/clerical functions is above the average for your comparison group by 8.0 percentage points.

This category refers to spend on administrative and clerical staff, administrative supplies and bought-in services such as legal and auditor costs.

Efficiencies in administrative/clerical expenditure could be made by upskilling staff, changing professional services supplier or reducing waste. Greater collaboration can also achieve greater efficiency and increase buying power. For more procurement guidance please click [here](#).

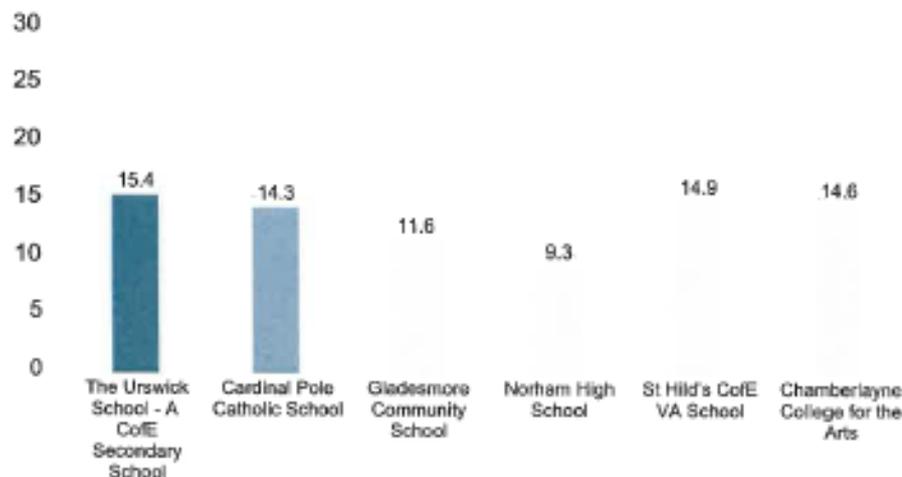
Revenue reserve



Your current revenue reserve is above the average for your comparison group by 26.0 percentage points.

Keeping a modest level of revenue reserves from year to year is prudent, but if a school or trust is building up a substantial surplus there should be a clear plan for how it will be used to benefit pupils.

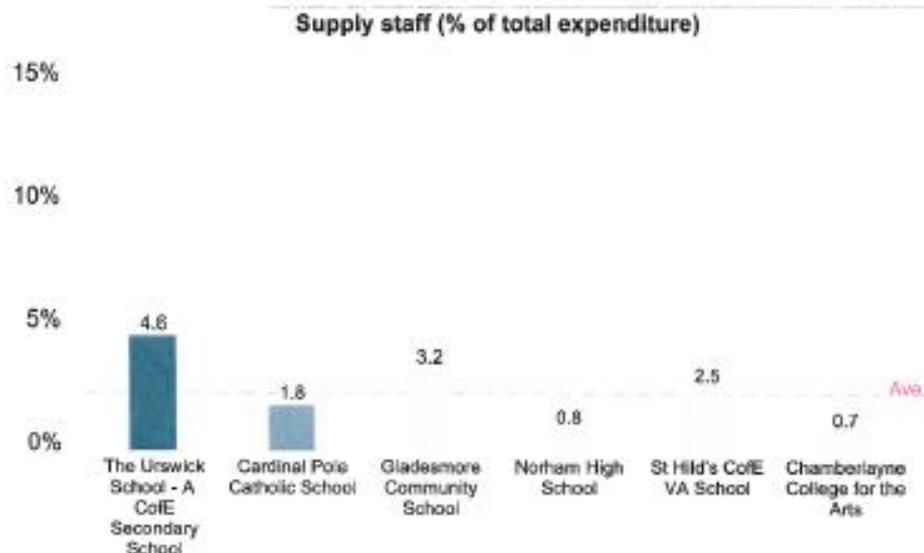
Pupil-teacher ratio



This graph shows the number of pupils to teachers. When reviewing staffing structures schools should consider pupil-teacher ratios in comparable schools, as well as allocation of classroom-based support staff.

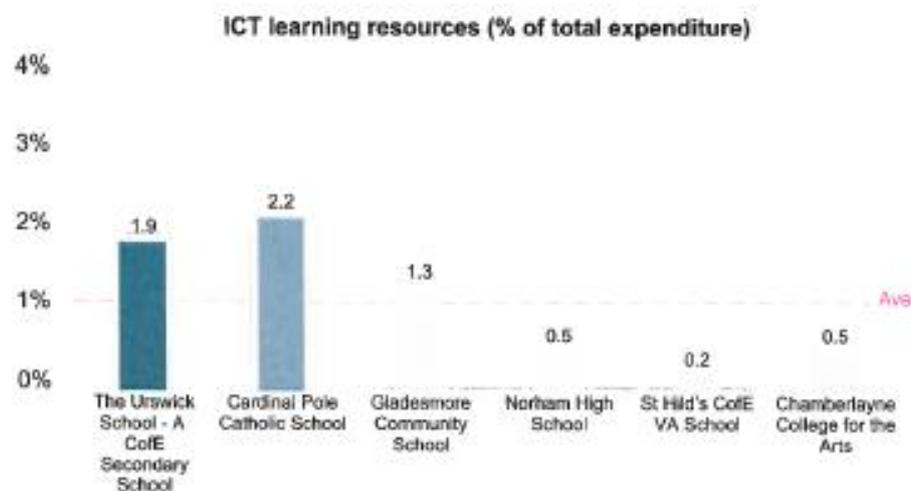
Areas for further investigation

The following areas have been identified as ones where your school may be able to improve the use of available resources. These are the expenditure categories where your expenditure is highest compared with the average of your comparison group.



Your current expenditure on supply staff (after deducting any receipts from supply teacher insurance) is above the average for your comparison group by 2.3 percentage points.

Regular review of supply arrangements and research into similar schools' approaches and contracts could help increase value for money (including by collaborating with other schools, for example to negotiate down agency fees).



Your current expenditure on ICT resources is above the average for your comparison group by 0.8 percentage points.

Procurement guidance including guidance on cloud computing services can be found [on GOV.UK](https://www.gov.uk).

It is particularly important with ICT spending that there is a clear plan and review process to ensure that investment has a positive impact on pupil attainment.

Your comparator schools

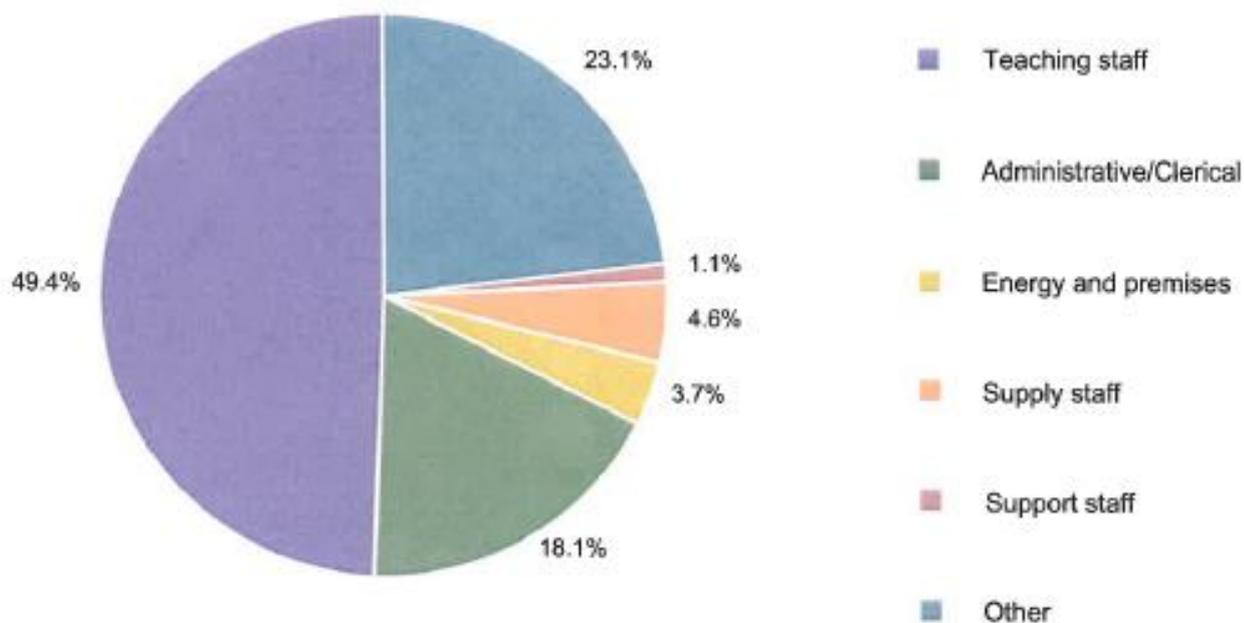
The following schools have been chosen on the basis that they have the most similar contextual information. The first comparator in the list is your school, the second is the closest school with similar SEN and FSM data, and the remaining schools are those of the same type with the most similar SEN and FSM data to yours.

School Name	LAESTAB	FSM %	SEN %	FTE pupils	Distance in miles	Spend per pupil (pounds)
The Urswick School - A CoE Secondary School	2044697	65.1	27.2	862	N/A	8,919
Cardinal Pole Catholic School	2044714	40.4	17.7	1029	0.3	8,531
Gladesmore Community School	3094033	51.9	28.6	1261	2.5	8,667
Norham High School	3924008	47.3	28.9	311	246.5	12,487
St Hild's CoE VA School	8054000	45.8	26.3	707	224.3	6,738
Chamberlayne College for the Arts	8524271	45.5	24.6	464	72.5	13,233

The following charts provide a summary of the school's total expenditure split into 6 high-level categories.

We have also included a summary of total expenditure of the most local similar school. For a more detailed comparison please also use the [schools financial benchmarking service on GOV.UK](#).

Expenditure: The Urswick School - A CofE Secondary School



Expenditure: Cardinal Pole Catholic School

