Data

NAVIGATOR

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Data Navigator Survey Guidance Document

Welcome to the survey element of the Data Navigator. This document provides a short background to the inception of the Data Navigator and will guide you through the survey element to aid with the completion of each section.

If you have any questions as you progress with the survey, please feel free to contact the Data Navigator team at DataNavigator@barnett-waddingham.co.uk.

A background to the Data Navigator

These are demanding times for schools and the challenges are set to continue with the trading outlook for all businesses in the UK appearing difficult until prices of fuel reduce, other commodities stabilise and inflation reduces. For independent schools, the problems are more acute. Many schools operate on thin margins with little financial resilience, and surpluses well below the sector benchmark of 10% of gross fees are becoming more common. Immediate term operational cost pressures will be impacted further by potential medium-term changes in the taxation position; there is a potential for VAT to be levied on school fees and mandatory business rate relief to be abolished. Planning for this uncertain future will also have to include the costs of meeting sustainability goals and the eventual carbon net zero targets set for 2050.

These pressures follow closely on from the unprecedented impact of the pandemic and stretch into the medium-term, and long-term in the case of the carbon net zero legislation. Of all the inflationary pressures, the challenges imposed by escalating fuel prices as the result of geopolitical tensions were most unexpected. They continue to have a material impact on school finances which are already operating on low margins and with little scope in the short term to absorb increasing cost pressures.

The escalating rate of fuel prices rises will reduce, or even wipe out, trading surpluses in some schools and may also impact reserve levels. The recently flagged potential for a substantial increase in employer contribution rate for teachers' pensions in April 2024 is another cost pressure.

With the number and severity of risks set to increase in the coming years, successfully operating a school and maintaining it as a sustainable, viable business is more challenging than ever.

Against this extraordinary background, Barnett Waddingham has collaborated with ISBA to develop "Data Navigator for Schools" – a new survey-based analytical tool with a user-friendly and interactive dashboard. It allows schools' leadership teams and governors to understand their school's business performance in comparison to an absolute standard and with other schools of similar type and/or location. The outputs are of course anonymised to avoid any competition concerns.

It is essential for governors and the executive teams to have ready access to proven and trustworthy data in a meaningful context and with relevant benchmarks to inform all levels of decision making across the school.

This tool is designed to do just that. It combines your school's own data with both anonymised benchmarks and external data to provide timely and dependable information. It also allows each school to perform its own analysis and drill-down to help build its strategy and support its decisions.

Benchmarks are compiled from surveys across the ISBA membership and presented with a strict regard for the commercial sensitivity of the information. The surveys are designed to be easy to complete from readily available information, primarily a subset of the ISC Census data for context with HR and accounting data for detail.

The tool is presented to each school as an individual, online and interactive dashboard, refreshed annually. It is structured with two distinct levels to ensure that all schools can benefit with access at a point that suits their needs.

The core dashboard will be available for free to all participating schools (and for a small fee to cover hosting and other costs at around £250 annually for non-participating schools interested in the benchmarks only). It includes:

- **Comprehensive metrics** reflecting the varied challenges schools face, especially considering the school as a business, with rich summaries and ready-to-use tables and charts **for effective communications**.
- **Summaries** of Education and Finances **with details** across Marketing, Income, and Expenditure considering both operational and capital activities, **supporting all levels of strategy and decision making**.
- **Built-in benchmarks** against similar schools (stages, pupil ages, boarding, region, and more) **for relevant comparisons and context**.
- **Self-service** allowing immediate ad-hoc comparisons, deep-dives into the data, and future planning **without requiring additional consulting projects**.

The enhanced dashboard provides additional data and detail to support governors and executive teams in their decisions around capital and other large or long-term projects. It will be priced around £1,250 annually (final pricing to be confirmed) and will include:

- **Additional external data** integrated into the dashboard, including changing demographics in catchment area covering population numbers, ages, affluence, and much more, **for better future planning**.
- **Detailed benchmarks** by allowing more control over the selection of schools for comparison, including selecting geography by location (e.g. city vs rural), driving distance, regional affluence, and more, giving extra **confidence to investment cases**.
- **Alerts** with standard and configurable triggers for metrics that are **out of benchmark or out of budget**.
- **Tracking** projects and changes with the ability to update the school's data at any time during the year **for confidence in ongoing delivery against targets**.
- **Integrated planning and risk management**; including impact of policy decisions and external changes with impacts including pupil numbers, fees, changes in salary, pensions, or benefits, and more; allowing **scenario planning with clear communications** to governors and other stakeholders.

The first version of the tool will collect data from June 2023 with the dashboards becoming available during Q3 2023. Since it is the first time we will run this survey, the initial dashboards will not have information on annual changes – this will come with the 2023-24 version of the service which will also incorporate enhancements based on the feedback received from schools during the year.

Through this annual survey ISBA will, over time build a database documenting the changes in the sector, which we believe will become a valuable resource for our schools. We plan on offering a discount for schools taking up the product in the first year.

We believe that this Data Navigator service will materially benefit all ISBA schools by enabling executive teams and governors to navigate these fast-changing and challenging times with full visibility of the best-available data and insights to inform their decisions.
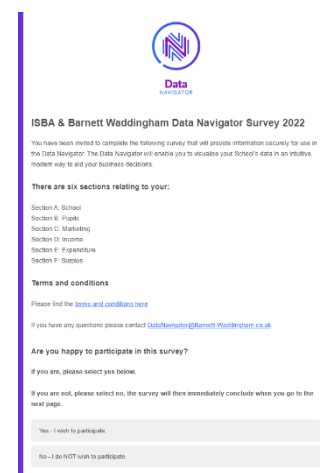
Completing the Survey

Security

The security of your data is of paramount importance to the Data Navigator team, a point that was only strengthened as it was the number one topic in feedback sessions conducted during the development process with pilot schools and individual Bursars. All data that is entered into the survey will be stored as per the terms and conditions document that can be found here https://datanavigator.barnett-waddingham.co.uk/contract/Survey%20Terms%202022.pdf

Each link to the Data Navigator survey is unique to each school and the survey can only be accessed via these. In practice, this means that no one can complete the survey who has not been invited, reducing the chances of rogue or malicious completion which would impact the quality of the benchmarking capabilities.

Terms and Conditions page

Upon entering the email address associated to your school, you will be presented with the page shown to the right. By selecting "Yes – I wish to participate" you will be agreeing to the terms and conditions that are hosted via the link provided both in the survey itself and here, https://datanavigator.barnett-waddingham.co.uk/contract/Survey%20Terms%202022.pdf If you have any questions regarding this page or the terms and conditions document, please liaise initially with your school's representative and if questions are un answered, please contact the Data Navigator support team at DataNavigator@barnett-waddingham.co.uk.

Navigating through the survey

The survey is split into 6 sections and can be completed in any order. In the image on the immediate right-hand side of the page you will see the main contents page, and to the right of that, the smaller pop-up content bar that will appear when you enter the different sections of the survey. If you do not see the pop-up content page, please look for the three lines in the top left-hand side of the page and the small content bar will appear.
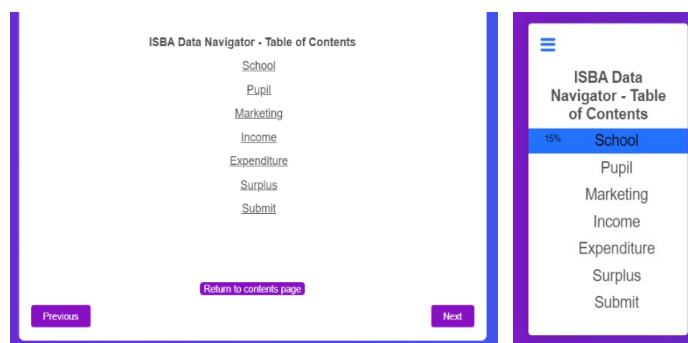
To ensure that the inputs you have entered are saved **click the "Next" arrow** in the bottom right of the page or the **"Return to content page"** button found at the base of each page in the centre. **If you do not complete either of these actions, your data may not be saved if you have to return to the survey at a later date. Please also note that by just clicking "Return to content page" the section will not be marked as complete in the pop-up content bar.**

If you have to leave at any point to obtain information, or have been instructed by your school's representative to complete an individual section that is relevant to your business area, follow the above steps before closing the page. **If you return to edit data or add additional information, follow the original link that was provided to your school's representative and use the same browser that you initiated the survey completion on. Further to this, please do not delete cookies or clear the cache on the browser as this may cause the loss of saved data.**

The final submission

The final submission is only made on the last page as shown in the image to the right. Completing one section will not submit the entire survey.

To submit the survey, please click on the "Submit" button on this page. Once you have submitted the survey, you will be presented with a downloadable PDF of your answers for your record.

If the survey is submitted in error or you wish for an item to be ammended, there is no concern, simply contact the Data Navigator Support team at <u>DataNavigator@barnett-waddingham.co.uk</u> with your contact details and you will be assisted in any rectifications that are required.
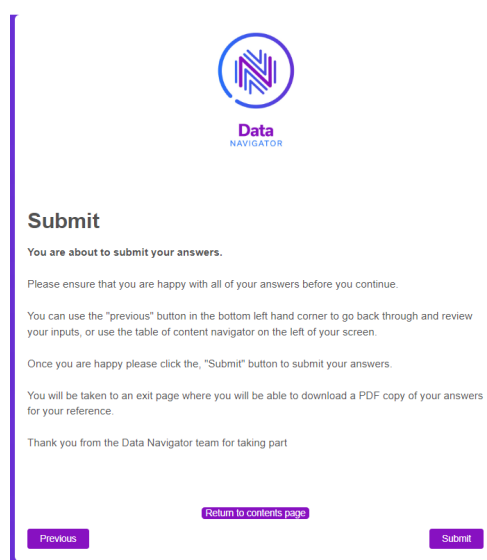
The Data Navigator Question Guide

This section details every question that is in the Data Navigator Survey, what information is being asked for and importantly, why the Data Navigator team are asking for it. The Data Navigator team understand that some sections will be more relevant to your needs than others and that there will be some questions that you have data that aligns directly to, and others where there will be a degree of judgement required. It is for these reasons that the team have developed the dashboard to be interactive so that once your data is presented back to you, you are able to select the items relevant to your needs ahead of other elements.

Each question is numbered and listed in the sections below. Beneath each question in this guide further information has been provided indicating the type of information that is required and why we are asking the question. In the survey itself, further information can be found by hovering over the ⓘ icon.

If you do not have answers for a question, please leave these blank or feel free to contact the help team as DataNavigator@barnett-waddingham.co.uk and you will be assisted in answering the question.

Below you will find each section and question numbered as it appears in the survey itself.

Section A- School
Introduction to the section

This section contains general questions regarding your school such as location, facilities, property and how the school is registered to conduct business.

Section A Questions

1. What would you like your school to be referred as in the Data Navigator dashboard?
   a. This name will be used in the interactive dashboard that is produced following the data acquisition in the survey. This does not necessarily have to be the full name of the school and can be any abbreviation that the user desires.

2. What is your school's URN, DE or SEED?
    a. This question is being asked purely to identify your individual school when your data is being analysed, this will not be displayed to other schools.
    b. For schools in England and Wales please find your information via this link [Get Information about Schools - GOV.UK (get-information-schools.service.gov.uk).](#)
    c. For schools in Scotland please find your information via this link [https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/](#)
    d. For schools in Northern Ireland please find your information via this link [Search Schools | Education Authority Northern Ireland (eani.org.uk)](#)

3. Where is your school located?
    a. This question is being asked to enable geographically-based comparison with other schools that the user wishes. The location filter has a hard cap of 25 schools meaning that the minimum location will be the distance that includes all 25; individual schools will not be identifiable.

    b. You are required to select from the pre-filled options available. If none of these are applicable, please select "other" and input your location in the field that appears.

    If Applicable If other, where?
    a. Please input the location of your school outside of the pre selectable options.

4. Is your school part of a group?
    a. This question is being asked to ascertain if your school is part of a wider collective of schools, for example in a foundation.

    b. Please answer either yes or no in the pre-selected options.

    If Applicable What is the name of the group?
    c. The Data Navigator Team are developing the ability to compare schools on a collective group level and will use this name to group together the individual survey entries for each school. The team is aiming for this functionality to be available in the 2024 release of the Data Navigator.

    d. Please enter the name of the group

5. What is the postcode of the main school premises?
    a. This question is being asked to enable geographically-based comparison with other schools that the user wishes. The location filter has a hard cap of 25 schools meaning that the minimum location will be the distance that includes all 25; individual schools will not be identifiable.

b. Please enter the postcode of the building that is considered the main premises including a space between the first and second sections of the postcode.

6. Is the main school premises Freehold or Leasehold?

   a. This question is being asked to enable comparison of the makeup of premises with other schools and enable the graphical visualisation and reporting of cost to the school if this is applicable.

   b. With reference to the building that is considered the main premises, is the building Freehold, the school owns both the property and land that it is built on, or Leasehold, the school runs the building (subject to terms) for the length of your lease agreement with the freeholder?

   c. If the building is freehold, mortgage payments due are included in section 5 "Expenditure".

   If Applicable What are the annual charges for the leasehold?

   a) If the building that is considered the main premises is *leasehold* then please supply the annual charge levied as at 1 September 2022 in Great British pounds.

7. How many further premises do you use for educational purposes that are at different locations within the Great Britain?

   a. This question is being asked so that the school will easily be able to view the total cost of Leasehold property and if desired, compare this with other schools.

   b. A subset of inputs will appear where you will be able to input the premises' name, postcode, freehold or leasehold and if applicable, leasehold charges per annum.

   c. If applicable to your school, please input the number in a numerical format up to a maximum of 10. Please do not provide details of any premises that are based overseas outside of Great Britain

   If Applicable Please provide data for all of these further premises?

   a) Please complete the selection table that has appeared in the survey. If the property is freehold, the costs will be accounted for in the expenditure section, please only input leasehold charges.

8. What facilities does the school have? (Select all that apply)

   a. This question is being asked to enable the school to quickly and visually identify facilities that the school has in comparison to other schools. This is designed to aid governing boards in business case analysis for potential capital expenditure projects.

   b. Please select all the entries that apply to your school.

9. If applicable, please provide facilities that you wish to be included in the next release of the Data Navigator Survey
    a. There is no "other" option currently available however if you have a suggestion for other facilities that could be added to the survey, please input these into the input box found in this survey question.

The below questions have been included in the survey due to the potential changes that are on the horizon for changes in VAT for the Independent school Sector. We have split the questions for registered charity status and Not-For-Profit Organisations to enable a more granular level of detail and to commence discussion if a school is run as a Not-For-Profit (NPO) but not as a Charity and thus in receipt of the benefits that this can bring. If you do not have this information, please leave blank.

10. Is the school a registered company?
    a. Is your school registered with Companies House in England, Wales and Northern Ireland or The Registrar of Companies in Scotland?
11. Is the school a registered charity?
    a. Is your School registered with the Charity Commission?

12. Is the school a Not-For-Profit Organisation (NPO)?
    a. Is your School set up as a NPO to invest funds earned or donated into the school's objectives rather than distributed to investors?

Section B- Pupils
Introduction to the section

This section relates to information based around the pupils of the school including the numbers in the previous and current academic year, gender splits, capacity and destination of leavers.

As the Data Navigator evolves, an addition of year-on-year comparison is in the development plan to enable an increase to the richness of data evaluation available to the school.

We note that pupil numbers, especially those in the early years and nursery, may fluctuate to a higher degree than other year groups throughout the year. We envisage this area to develop in subsequent years of the Data Navigator as the ability is added to view a year-on-year trend for the two fixed data points requested of 31 August and the 1 September (31 July and mid-August for Scotland) of the year the survey is gathering data for.

This does mean that in the first year of the Data Navigator, the numbers of pupils may appear to decrease dramatically from August 2022 to September 2022 (31 July and mid-August for Scotland). In reality, this is part of the regular cycle that will become apparent through future years comparisons to create an additional resource for your use.

Key information for the section

- You are asked for details of the **previous academic year** as questions marked **"as at 31 August 2022"** and for the **current academic year** marked**, "as at 1 September 2022".**

- **For schools in Scotland,** please take these dates to mean the **end** and **beginning** of your school year, which will normally change around mid-August.

- The Data Navigator team understand that when categorising **boarding** the school offers, one may differ from another. For the purposes of the Data Navigator, and to ensure that there is a consistency of data being input when comparisons are being made between schools the Data Navigator team, use the below cohorts to split boarding types;

Pupil cohort	Information on split
Day Pupils	Do not stay on the premises overnight
Flexible	Up to and including 3 days boarding
Full / Weekly	Over 3 days boarding

- As categorisation of pupils by age in the Independent Schools sector vary, for the purposes of the Data Navigator, when grouping of pupils occur, the following cohorts are used:

Pupil cohort	England categorisation	Scotland categorisation	Northern Ireland categorisation
Nursery	Pre-School	Pre School	Pre School
Junior	Reception to Year 6	P1 – P7	P1 – P7
Senior	Year 7 to 11	S1 – S4	Year 8 – 12
Sixth Form	Year 12 to 13	S5 – S6	Year 13 - 14

Section B Questions

13. Number of pupils by boarding type as at 31 August 2022
    a. This question is being asked to ascertain the split in the makeup of the school, please refer to the above table in the "key information for the section" to gain additional information on the split of each cohort.
    b. Please input in a numerical format the number of pupils relevant to each year group and boarding type as at the 31 August 2022. The "total" column will calculate automatically.

14. **Number of pupils by gender as at 31 August 2022**
    a. This question is being asked to ascertain the split in the makeup of the school.
    b. Please input in a numerical format the split of genders in each year group. The total number must equate to the total number input in the boarding question as at 31 August 2022.

15. **Number of pupils by boarding type as at 1 September 2022**
    a. This question is being asked to ascertain the split in the makeup of the school in comparison to the previous year.
    b. Please input in a numerical format the number of pupils relevant to each year group and boarding type as at the 1 September 2022. The "total" column will calculate automatically.

16. **Number of pupils by gender as at 1 September 2022**
    a. This question is being asked to ascertain the split in the makeup of the school in comparison to the previous year.
    b. Please input in a numerical format the split of genders in each year group. The total number must equate to the total number input in the boarding question as at 1 September 2022.

17. **Are you a Prep school that teach Year 7 and 8 (Year 8-9 in NI) but not the other Senior years?**
    a. This question is being asked as the Data Navigator team are aware that many Prep schools will teach year groups that cross over into both the Junior and Senior Categories but are indeed Junior schools. To make the Data Navigator survey as streamlined as possible for all types of school and not add in a multitude of option questions, this simple selection makes it clear to the analysis tool that an extra two years worth of data is being added to the "Junior" section.
    b. For later questions where we split out numbers by Nursery, Junior, Senior, and Sixth Form, we ask you to put all your numbers in Junior
    c. Please answer yes or no

18. **Do you provide sixth form services but include reporting as part of the Senior school?**
    a. This question is being asked as the Data Navigator team are aware that many schools will report sixth form equivalent year groups as part of the senior category. To make the Data Navigator survey as streamlined as possible for all types of school and not add in a multitude of option questions, this simple selection makes it clear to the analysis tool that an extra two years worth of data is being added to the "Junior" section.
    b. Answer 'yes' here if you provide sixth form education, or equivalent for Scotland / NI, and you are unable to report pupil capacity and income separately for Senior and Sixth form)

19. What is the total FTE pupil capacity for each age group as at 1 September 2022?
   a. This question is being asked to accurately calculate the Teacher to Pupil ratio.
   b. We understand that cohorts such as "Nursery" may have a higher number of pupils than teaching places and therefore, please input in a numerical format the maximum number of full-time equivalent pupils that the school can accommodate in each cohort.

20. Of all new pupils that have joined this year where have they moved from?
   a. This question is being asked to assist the school in identifying trends over time and to provide a visual representation of the different areas the new year intake is from. This will help the school with targeted marketing and pupil acquisition.
   b. Please input in a numerical format, if known, the number of pupils that have originated from each of the listed options that have joined the school as at the 1 September 2022.

21. If applicable, what is the destination of Senior leavers (pre sixth form equivalent education) for the school year ending 31 August 2022?
   a. This question is being asked to identify patterns of leavers at the end of compulsory education.
   b. Please input in a numerical format the number of pupils aligned to each destination option.

22. Does the school provide education for sixth form or equivalent?
   a. If your school has the facility to provide Sixth Form or equivalent education services e.g. Sixth Form, S6 or part of the Senior school teaching up to age 18, please select "yes" to this question and input your data in the question that appears.
   b. Please answer "yes" or "no" if your school has a 6th form or equivalent, if your school is in Scotland and you educate up to S6 or if you teach up to age 18 but this is part of the Senior school.

   If applicable how many subjects are on offer for sixth form or equivalent education?
   c. Please input in a numerical format the number of subjects on offer to pupils in the pre higher education year groups e.g. Seniors, Sixth Form or S6.

   If applicable what is the destination of leavers for the school year ending 31 August 2022?
   d. Please input in a numerical format the number of pupils aligned to each destination option.

For the series of questions below, please answer if you have the information readily available. We understand that this data may not be commonplace, but we are attempting to build a rounder picture of the Independent school sector to aid your assessment of your schools' position regarding the intake of pupils and give schools the ability to easily asses this if this is an area currently reported on, or a potential future benchmarking figure. **If you do not have this information, please leave blank.**

23. What is the total number of Non-British (including Northern Ireland) pupils in the school as at 1 September 2022?
    a. If the data is available, please input in a numerical format the number of non-British pupils i.e. those that are not citizens of England, Wales, Scotland or Northern Ireland. Please leave blank if this information is unavailable.

24. If applicable how many Non-British (including Northern Ireland) pupils have parents overseas as at 1 September 2022?
    a. If the data is available, please input in a numerical format the number of parents in this cohort i.e. those that are not citizens of England, Wales, Scotland or Northern Ireland. Please leave blank if this information is unavailable.

Section C- Marketing and Attraction

Introduction to the section

This section is designed so that a school can easily view the admissions funnel in a graphical form. The intention is that this item can be used by admissions boards to clearly see numbers applying and moving through the process and if the school wishes, asses their rates of application against other schools of their choosing. In addition, the section records the attrition rate of pupils to give the school greater understanding of pupil turnover.

Section C Questions

25. Admissions information relating to places in the school year from 1 September 2022
    a. Please provide the number of pupils that participated in each part of the application process below, including those that were ultimately unsuccessful. All inputs that cannot be filled in can be left blank and if you do not have this information, please select the "I do not hold the information to answer the below question" button.

26. Pupil figures from September 2022 to 31 August 2022
    a. This question is being asked so that the school will easily be able to see the attrition rate of pupils that commence the academic year but do not see it through. This data can then be used to launch further investigations into reasoning and budgetary conversations if a systemic issue can clearly be seen.
    b. Please input the number of pupils in a numerical format that started the academic year as of the 1 September 2022 and the number of pupils in a numerical format that completed the entire academic year as at 31 August 2023.

Section D - Income

Key information for the section

- This section contains questions regarding income, broken down into fees, concessions, investments and various other forms of income. **Please provide answers for the previous accounting year as at the 31 August 2022.** If your accounting year does not end on this date, please specify this in the question named "Accounting Year". This data will be presented for your school in the Data Navigator dashboard however for the completion of the survey please complete all questions marked as the 31 August 2022 with figures akin to your schools accounting year.

- Please answer all questions in **Great British Pounds** unless otherwise specified and if any answers are not applicable, please leave these blank.

- As categorisation of pupils by age in the Independent schools sector vary, for the purposes of the Data Navigator, when grouping of pupils occur, the following cohorts are used:

Pupil cohort	England categorisation	Scotland categorisation	Northern Ireland categorisation
Nursery	Pre-School	Pre School	Pre School
Junior	Reception to Year 6	P1 – P7	P1 – P7
Senior	Year 7 to 11	S1 – S4	Year 8 – 12
Sixth Form	Year 12 to 13	S5 – S6	Year 13 - 14

- For the questions relating to fees, we have split the inputs into three cohorts, "Day", "Flexible" and "Full / Weekly". Through consultation, we are aware of the movement to flexi boarding and as such have set the current distinction between "Flexi" and "Full / Weekly" at 3 days. Please see the table below for more information.

Pupil cohort	Information on split
Day Pupils	Do not stay on the premises overnight
Flexible	Up to and including 3 days boarding
Full / Weekly	Over 3 days boarding

27. If your accounting year does not match with your academic year as at the 31 August 2022, please select your Accounting year end below
    a. This question is being asked so that the data will be presented for your school in the Data Navigator dashboard will be visually accurate for your reporting when the dashboard is exported, meaning that the user will not have to amend this date when a report is created.
    b. Please use the calendar entry to select the end of the schools last accounting year. Please note that the questions answers noting the 31 August 2022 will not change following this input and so please complete all questions marked as the 31 August 2022 with figures akin to your schools accounting year.

28. Fees - Current academic year as at 1 September 2022
    a. For this question a maximum and minimum amount is requested. This has been asked to allow multiple fees to be included in the data collection whilst maintaining a streamlined collection method.
    b. Please provide the minimum and maximum current school year's fees per annum to the nearest pound for this academic year i.e. from 1 September 2022 that relate to each cohort.
    c. If only one fee is charged per cohort, please input the same amount in both the minimum and maximum inputs.

29. Fees – Previous academic year to 31 August 2022
    a. For this question a maximum and minimum amount is requested. This had been asked to allow multiple fees to be included in the data collection whilst maintaining a streamlined collection method.
    b. Please provide the minimum and maximum school year's fees per annum to the nearest pound for last accounting year to the 31 August 2022 that relate to each cohort.
    c. If only one fee is charged per cohort, please input the same amount in both the minimum and maximum inputs.

30. Fees - Gross Income to 31 August 2022
    a. This question is being asked to ascertain the income level generated by fees for the school to then visually analyse, compare against other schools and in the future years of the Data Navigator, track.
    b. Please provide the total income relating to fees for the last accounting year to 31 August 2022.
    c. If your school does not record a split between 6th form and the senior school, please provide the full amount in the senior section.

31. Concessions for the last accounting year to 31 August 2022
   a. This question is being asked to ascertain the level of concessions the school has provided in the last accounting year. This question has been included in the income section as we note that common recording of this data is as a deduction from income, rather than an expense.
   b. Please provide both the number of concessions offered for the last accounting year to 31 August 2022, in a numerical format along with the monetary amount. Please note that you do not have to input symbols I.e., £ in the right-hand column and this section will total the amount for you.

32. Other educational income
   a. This question is being asked to record alternative income that is received by the school that is not received from financial instruments. Please be as accurate as possible but we understand that the definitions used in this section will vary from school to school and as such estimates can be used. In addition, you are able to add any additional categories in the box below the question for review of possible inclusion into the next iteration of the Data Navigator.
   b. Please provide the other net income for the last accounting year to 31 August 2022.

33. Suggested items for the "Other educational income" section
   a. As noted above, the Data Navigator will grow with the needs of the schools that participate and as a result, the development team welcome suggestions that would benefit its users for incorporation into the next year's version.

34. Investment income for the last accounting year to 31 August 2022
   a. Please provide the net investment income for the last accounting year to 31 August 2022 in Great British Pounds, you do not need to add in symbols.

35. Other income for the last accounting year to 31 August 2022
   a. Please provide any other net income for the last accounting year to the 31 August 2022 to 31 August 2022 in Great British Pounds, you do not need to add in symbols.

Section E- Expenditure

Introduction to the section

This section contains questions regarding expenditure, broken down into staff costs, running costs and various financial costs. The aim of this section is to visualise all expenditure of the school to enable self-analysis and a comparison with peers across a variety of filtered options.

Key information for the section

- Please provide answers for the last accounting year to the 31 August 2022 and answer all questions in GBP unless otherwise specified. If any answers are not applicable, please leave blank.

- We note that many schools employ staff via the school's payroll and also employ staff via agencies. It is for this reason that separate questions are presented for each expenditure section. Due to the differences in expense requirements for these two cohorts, additional information has been requested for payroll staff.

- This section categorises employees into three cohorts, these are detailed in the table below:

Employee Cohort	Definition	Examples
Teaching Staff	All staff that directly provide academic, vocational or sporting teaching to students	Teachers, Coaches
Teaching Support Staff	All staff that directly assist in the delivery of teaching	Teaching Assistants, Lab Technicians, Sport Equipment Assistants
Non-Teaching Staff	All staff that participate in roles that are not directly educational	Groundskeepers, Drivers, Catering Staff, Admissions, Finance, Administrators, Medical, Residential Boarding

Staff Costs

36. What are the total staff costs for employees on the Schools payroll, in the previous accounting year to 31 August 2022?
    a. This question is being asked so that the school will be able to see a clear graphical representation of their spending and give the ability to benchmark against other schools of their choosing. This will allow deeper analysis of spending sooner as differentiators will be visually noticeable.
    b. This question will also provide an accurate pupil to staff member cost when teamed with the answer to question 41 as the calculation of total spend divided by pupil numbers are used.
    c. Please provide the monetary amounts in Great British Pounds. Please do not include any commas or decimal places.

37. What are the total agency staff costs in GBP for those not on the schools payroll in the previous accounting year to 31 August 2022?
    a. As with the above question, this question is being asked so that the school will be able to see a clear graphical representation of their spending and give the ability to benchmark against other schools of their choosing. This will allow deeper analysis of spending sooner as differentiators will be visually noticeable.
    b. Please provide the monetary amounts in Great British Pounds. Please do not include any commas or decimal places.
    c. If you do not have a breakdown for each section, please enter the total that has been invoiced for the accounting year ending 31 August 2022 in the input box entitled, "total if breakdown is unknown".

38. What was the average number of full-time equivalent staff removing duplicates at the school over the previous accounting year to 31 August 2022?
    a. This question is being asked so that the school is able to view an accurate pupil to staff member ratio even when replacements have been brought in to fill a position.
    b. Please enter the estimated number of FTE staff removing duplicates for staff members where agency staff have been brought in for events such as long-term sickness or maternity leave.

Running Costs

For the running costs section, please provide information based on the last accounting year to the 31 August 2022 to the nearest hundred in Great British Pounds if the exact figure is not available.

Please note that the relationship to the real world and benefit to your school through the analysis provided by the Navigator is based upon the accuracy of input.

39. Running costs: Utilities
   a. This question is being asked to allow the school to visualize costs and benchmark spending against other schools. The visualisation will help easily highlight a need to investigate overspending if present.
   b. Please round to the nearest hundred the exact or estimated annual charges to the school.

40. Running costs: Catering
   a. This question is being asked to allow the school to visualize costs and benchmark spending against other schools. The visualisation will help easily highlight a need to investigate overspending if present.
   b. Please round to the nearest hundred the exact, or estimated, annual charges to the school.
   c. **Do not include staffing costs in this section** as directly employed catering staff and agency catering staff will fall under non-teaching staff in their respective categories in the "Staff Cost" section.

41. Running costs: Consumables, maintenance and welfare
   a. As with the other questions in the consumables section, this question is being asked to allow the school to visualize costs and benchmark spending against other schools. The visualisation will help easily highlight a need to investigate overspending if present.
   b. Please round to the nearest hundred the exact or estimated annual charges to the school.
   c. Please make use of the "other" input box if you have costs that do not fit into the provided categories. The categories in the survey are noted below;

Category	Examples of category
All teaching including sports and extra-curricular	Books, pens other teaching materials required
Premises	All aspects of maintenance for School buildings
Welfare (not including catering)	
Administration	

42. Running costs: Governance and Legal
   a. As with the other questions in the consumables section, this question is being asked to allow the school to visualize costs and benchmark spending against other schools. The visualisation will help easily highlight a need to investigate overspending if present.
   b. Please round to the nearest hundred the exact or estimated annual charges to the school.
   c. Please make use of the "other" input box if you have costs that do not fit into the provided categories. The categories in the survey are noted below;

Category	Examples of category
Annual Audit	All costs associated with the Auditing process
Governance	Staff, legal costs, board, memberships such as AGBIS
Governors Expenses	Travel for attendance of training or meetings if expensed
Training costs	Room and educator charges for Governor's training sessions

43. Sales, Marketing and Fundraising costs
    a. This question is being asked to provide the school with a more detailed overview of marketing spending than the Data Navigator research team has currently found is recorded by some schools. Over time, this question will give the school the ability to track spending and aid in budgeting in relation to cost against reward analysis.
    b. The team understands that this detailed breakdown of information may not currently be recorded and as a result the "other" input box has been included for an overall figure.
    c. Please provide a breakdown in Great British Pounds if available of your school's marketing for the last accounting period to the 31 August 2022, if not available please either skip or provide an estimated overall cost.

Finance Costs

44. Capital Expenditure
    a. This question is being asked to assist the school with tracking and visualising capital expenditure (CAPEX) over a period of up to 7 years. The Data navigator team understand that recording of CAPEX is commonplace but the Data Navigator will give the school the ability to instantly view their own data, spot trends and benchmark against other schools using customisable filters.
    b. Please provide a breakdown for past, present and future capital expenditure if available.
    c. Please provide a planned or estimated figure in Great British Pounds rounded to the nearest hundred.

45. Short Term Borrowing – repayable in 12 months or less
    a. Short term borrowing is defined as any amount repayable in 12 months or less that is a bank loan or lease including overdraft, finance leases and higher purchases. Not including fees in advance schemes or deposits held. Please provide the figure in Great British Pounds rounded to the nearest hundred.

46. Long Term Borrowing - Repayable in more than 12 months
    a. Long term borrowing is defined as any amount repayable in 13 months or more that is a bank loan or lease including overdraft, finance leases and higher purchases. Not including fees in advance schemes or deposits held. Please provide the figure in Great British Pounds rounded to the nearest hundred.

47. Fee concessions for staff
    a. This question is being asked to provide the school with the opportunity to easily benchmark concession rates against other schools and track any change in a visual format.
    b. Please feel free to input your answer if required to 2 decimal places i.e. 10.55%
    c. Please provide as a percentage the concessions for educational fees for the differing cohorts of staff members. The staff cohorts used are the same throughout the survey and can be found detailed in the table below.

Employee Cohort	Definition	Examples
Teaching Staff	All staff that directly provide academic, vocational or sporting teaching to students	Teachers, Coaches
Teaching Support Staff	All staff that directly assist in the delivery of teaching	Teaching Assistants, Lab Technicians, Sport Equipment Assistants
Non-Teaching Staff	All staff that participate in roles that are not directly educational	Groundskeepers, Drivers, Catering Staff, Admissions, Finance, Administrators, Medical, Residential Boarding

48. Is the school a member of the TPS (Teachers' Pension Scheme) or equivalent for other UK regions as at 1 September 2022?
    a. With the growing costs associated with membership of the TPS and equivalent arrangements, this question is being asked so that the school will quickly be able to benchmark their position against the school types of their choosing without having to rely on other third-party reports or submit their own freedom of information request that can be time consuming.
    b. Please indicate with either yes or no, if yes is selected an additional question will appear.

If applicable, of existing and eligible staff, how many are enrolled in the TPS or equivalent as a percentage?

    c.   This question will help the school benchmark against other school types and if items such as phased withdrawal is implemented by the school, allow a visual representation of take up.

    d.   Please indicate the percentage of teaching staff that are enrolled in the TPS or equivalent as at 1 September 2022.

If applicable as of 1 September 2022, (if available) do you currently operate a phased withdrawal from the TPS?

    e.   Due to the increased numbers of schools opting to leave the TPS and the option of Phased Withdrawal being introduced to Scotland, this question is being asked so the school will be able to assess the take up amongst others if the option is being discussed without having to rely on other third party reports or submit their own freedom of information request that can be time consuming.

    f.   Phased Withdrawal is defined as the practice of retaining membership in the Teachers pensions Scheme but closing the option to new joiners.

49. If applicable, please provide the Employer and Employee default contribution of the Defined Contribution scheme in place for Teaching Staff

    a.   As more schools move to a Defined Contribution (DC) arrangement for pension provision, the percentage on offer will become a key area in staff acquisition and retention. This question is being asked to allow the school to easily benchmark default contribution levels for the DC arrangement for teachers if applicable.

    b.   Please provide the default contribution options as part of your schools DC arrangement if applicable. You do not ned to provide the % symbol in your answer.

Section F- Surplus

Introduction to the section

This section contains questions regarding how the Board deals with surplus funds. The Data Navigator team understand that surplus figures are very individual to each School and as a result, this section is envisaged to provide the greatest level of information to the school itself by acting as a quick reference point as information is required. The additional benefit of compiling the data annually in the Data Navigator is that the school will be able, if wished, to compare against other schools, using the filtering system to expand or contract the comparators.

Key information for the section

- Please input figures that are stated on your latest Statement of Financial Activity

- Please answer all questions in Great British Pounds

Section E Questions

50. What is your total net Statement of Financial Activities (SoFA)?
    a. Please input your value in Great British Pounds, you do not have to include the £ symbol in your answer.

51. What is your total depreciation?
    a. Please input your value in Great British Pounds, you do not have to include the £ symbol in your answer.

52. What are your surplus figures as defined below?
    a. Please input your value in Great British Pounds, you do not have to include the £ symbol in your answer.

53. What is the board's policy or budget on target surplus level as a percentage of net fees?
    a. Please input your value in Great British Pounds, you do not have to include the £ symbol in your answer.
    b. Surplus is defined as SoFA less depreciation.

54. What amount of the reserve is held in cash?
    a. Please input your value in Great British Pounds, you do not have to include the £ symbol in your answer.

Contact Information

If you have any questions whilst completing the survey or wish to provide feedback on your experience please email DataNavigator@barnett-waddingham.co.uk stating which school you are emailing on behalf of, a short explanation of your query and a contact telephone number and we will get in touch in line with your contact preferences.

In addition, please find additional assistance via https://datanavigator.barnett-waddingham.co.uk/

Meet the team

The Data Navigator has been brought to you by Barnett Waddingham, in partnership with ISBA and it will be the members below that you will be contacting if you have a query and developing the Data Navigator over the coming years to deliver the ability to analyse and access data in a way that has not been possible previously.

John Murphie

COO ISBA

Martin Willis

BW Partner

Allan Engelhardt

BW Principal

Martin Sims

Education Consultant

Anna Sehn

Senior Consultant - Analytics Consulting

Ollie Waterfall

Senior DC Pensions and Education Sector Analyst