

London Borough of Harrow



SCHOOL ORGANISATION COMMITTEE THURSDAY 18 SEPTEMBER 2003 7.30 PM

COMMITTEE AGENDA
COMMITTEE ROOM 1+2
HARROW CIVIC CENTRE

PRE-MEETINGS:

LOCAL EDUCATION AUTHORITY GROUP: 7.00 pm COMMITTEE ROOMS 1 & 2

SCHOOLS GROUP: 6.45 pm COMMITTEE ROOM 3

MEMBERSHIP

Quorum: For approval of the School Organisation Plan or determining any statutory proposal: At least 1 member from at least 4 of the 6 groups

For all other purposes: 10

Chair:

- | | | |
|--|--|---|
| (i) Local Education Authority: | | |
| Councillors: | Gate
Ray
Stephenson
Thammaiah | Miss Bednell
Jean Lammiman
Anjana Patel |
| (ii) Church of England: | Rev P Reece | |
| (iii) Roman Catholic Church: | Mr J Coyle
Mr M Murphy | Ms Maureen Roe |
| (iv) Learning and Skills Council: | Ms E Yates | |
| (v) Schools | | |
| (Parents/Secondary): | Mrs C Millard | |
| (Parents/Primary): | (Vacancy) | |
| (Headteachers): | Mrs M Arnold
Mr D A Jones | Mr B A Robertson |
| (Co-optee/Special): | Mrs P Langdon | |
| (vi) HCRE: | Mr P Pawar | |
| Adviser to the Committee: | Mr B Leaver | |

Issued by the Committee Services Section,
Law and Administration Division

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LONDON BOROUGH OF HARROW

SCHOOL ORGANISATION COMMITTEE

THURSDAY 18 SEPTEMBER 2003

AGENDA - PART I

1. **Appointment of Chair:**
To appoint a Chair of the Committee for the Municipal Year 2003/2004.
2. **Attendance by Reserve Members:**
To note the attendance at this meeting of any duly appointed Reserve Members.
3. **Declarations of Interest:**
To receive declarations of interest (if any) from Members of the Committee arising from business to be transacted at this meeting.
4. **Arrangement of Agenda:**
To consider whether any of the items listed on the agenda should be considered with the press and public excluded on the grounds that it is thought likely, in view of the nature of the business to be transacted, that there would be disclosure of confidential information in breach of an obligation of confidence or of exempt information as defined in the Local Government (Access to Information) Act 1985.
5. **Appointment of Vice Chair:**
To appoint a Vice Chair of the Committee for the Municipal Year 2003/2004
6. **Minutes:** (Pages 1 - 4)
That the minutes of the meeting held on 31 March 2003, having been circulated, be taken as read and signed as a correct record.
7. **Matters Arising from the Minutes:**
To note any matters arising from the minutes of the meeting held on 31 March 2003.
8. **Public Questions:**
To receive questions (if any) from local residents or organisations under the provisions of Committee Procedure Rule 15 (Part 4B of the Constitution).
9. **Petitions:**
To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Committee Procedure Rule 15 (Part 4B of the Constitution).
10. **Deputations:**
To receive deputations (if any) under the provisions of Committee Procedure Rule 16 (Part 4B of the Constitution).
11. **Update on Guidance for School Organisation Committees:**

Oral Report by the Property Services Solicitor

12. **School Organisation Plan 2003-08:** (Pages 5 - 26)
Report of the Executive Director – People First
13. **Dates of Future Meetings:**
14. **Any Other Business:**
Any business that the Chair has decided is urgent and cannot otherwise be dealt with.

AGENDA - PART II

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REPORT OF SCHOOL ORGANISATION COMMITTEE

MEETING HELD ON 31 MARCH 2003

Chair:	* Councillor Gate	
Councillors:	* Miss Bednell * Mrs Champagnie * Jean Lammiman	* Ray * Stephenson * Thammaiah
Church of England:	* Mr A Newham (Alternate)	
Roman Catholic Church:	† Mr J Coyle * Mr M Murphy	† Ms Maureen Roe
West London Learning And Skills Council:	* Mr T Masters (Alternate)	
School (Parent/Secondary):	† Mrs C Millard	
School (Parents/Primary):	(Vacancy)	
School (Headteachers):	* Mrs M Arnold † Mr D A Jones (Vice Chair)	* Mr B A Robertson
School (Co-optee and Special):	* Mrs P Langdon	
HCRE:	† Mr P Pawar	
Adviser:	† Mr B Leaver (United Synagogue)	

* Denotes member present

† Denotes apologies received on behalf of absent member

PART I - RECOMMENDATIONS - NIL

PART II - MINUTES

13. **Attendance by Reserve Council Members: RESOLVED:** To note that there were no Reserve Members in attendance at this meeting.
14. **Attendance by Alternate Members: RESOLVED:** To note the following Alternate Members in attendance at this meeting:-
- | <u>Member</u> | <u>Alternate</u> |
|------------------|------------------|
| Reverend P Reece | Mr A Newham |
| Ms E Yates | Mr T Masters |
15. **Declarations of Interest: RESOLVED:** That the declarations of interest made by Members of the Committee be duly received and noted.
(Note: The declarations made are set out in the Appendix 1 of these Minutes).
16. **Arrangement of Agenda: RESOLVED:** That all business be considered with the press and public present.
17. **Minutes: RESOLVED:** That (1) the minutes of the School Organisation Committee, held on 8 July 2002, having been circulated, be taken as read and correct;
(2) the authority be given to the Chair to sign the minutes of that meeting at a later date, as agreed by the Members of School Organisation Committee.

18. **Matters Arising from the Minutes:**

It was highlighted that Councillor Miss Bednell was in fact a Co-opted Governor of Stanmore College, instead of an LEA Governor, as stipulated in the Minutes.

RESOLVED: To note the above matters arising from the minutes of the meeting held on 8 July 2002.

19. **Public Questions, Petitions and Deputations:** **RESOLVED:** To note that no public questions, petitions or deputations were received at this meeting under the provisions of Committee Procedure Rules 18, 15 and 16 (all Part 4B of the Constitution) respectively.20. **School Organisation Plan:** The Committee received a report of the Policy Review Manager on the draft School Organisation Plan. The Committee was advised that this would be the fifth School Organisation Plan prepared by Harrow, which covers periods 2003-2008.

It was suggested that the draft Plan was an integral element in the LEAs approach to raising school standards. The intention of Education Services' Strategic Plan, was to maintain a surplus capacity of places across all sectors of schools at 10%, which the School Organisation Plan was hoped to achieve.

The draft Plan had been divided into five sections, and provides a comprehensive picture of the projection of pupil population and school places required across the Borough. During the presentation, the Research and Information Manager explained that the figures received from the GLA detailing population projections and the consequential demand for school places in Harrow, required further analysis of the data and methodology. It was emphasised that the figures received by the GLA, usually when compared with Harrow's own projections, were relatively similar, therefore Members of the Committee should not be too alarmed at this stage of some the variations illustrated during the presentation. It was emphasised by the Policy Review Manager, that once in receipt of the revised figures, they would be incorporated into the final Plan. It was also confirmed that Harrow had not been successful in the PFI bid, and related information would be updated in the draft Plan.

The proposed timeline for the draft School Organisation Plan:

- Publication of draft for consultation period - April 2003
- Consultation period April to mid July, approximately 10 weeks
- Plan approved by School Organisation Committee September 2003, with publication to follow.

The Policy and Review Manager explained that the DfES were undertaking consultation on proposals for New Regulations and Draft Non-statutory Guidance on School Organisation Planning. Members were advised that consultation ends on 14 April 2003, and that the new proposal would come in effect from 11 June 2003. The Officer encouraged Members of the Committee, to read through the Draft Officer's Response to the DfES proposals, giving their feedback to her.

In agreeing to the recommendation proposed, Members expressed their disappointment at not being successful in the PFI bid, after so much effort. They also requested that the final School Organisation Plan be modified to take into consideration the change in Ward boundaries and names, it was suggested that the old and new name should be inserted for a short-term period.

RESOLVED: That (1) the draft School Organisation Plan be published for consultation with the inclusion of Harrow Association for Disabled People group, in accordance with the timetable and consultation plans detailed within the draft Plan;

Comment: Not sure of the right name of the group - fiona

(2) the following requests of the Committee be incorporated into the final School Organisation Plan in September 2003:

- Incorporate the new names of Wards and Boundaries in Harrow for an Interim period.
- A glossary of terms and acronyms be inserted.

(Note: The groups that participated in the vote and approved the decision were as follows: Representatives of the Council, the London West Learning and Skills Council, the Roman Catholic Church and Headteachers).

21. **Aylward First and Middle School – Request to Reduce Standard Number:** The Committee received a report of the Education Capital and Development Manager, detailing the proposed plan of reducing the Standard Number at Aylward First and Middle School from 90 to 60 pupils, with effect from September 2004.

It was emphasised that the Portfolio Holder for Education and Life Long Learning was endorsing the move by the School, which had been identified and pursued by its Governors. The Committee was advised that the statutory notice period of two months' expired on the 28 March 2003, and the Committee had received no objections to the proposal, therefore sought approval to implement the change.

There were a number of reasons for reducing the Standard Number at Aylward School, explanations centred upon the School being under-subscribed, fluctuating numbers of year groups that affected budgets, high levels of pupil mobility, teacher recruitment and retention, and the negative repercussions it had upon the community and School. It was stressed by the Officer that, the reduction of the Standard Number should not be regarded as a negative reflection upon the academic achievements of the pupils that attend the School, or of teaching abilities; it was simply deemed as a more pragmatic solution to a problem being faced by the School.

It was explained that this reduction would not result in staff redundancy, nor a loss of the School's accommodation; in the event of pupils requiring school places at a later period.

It was also highlighted that the School had already built up good links with Stanmore College, who were using surplus school accommodation for adult education during and after school hours. There were other potential uses for surplus accommodation being considered; community use of the School would not be affected by the proposal.

In agreeing the recommendation, the Portfolio Holder for Education and Life Long Learning, welcomed the proposed change, and said that he wished more School throughout the Borough adopted this way of thinking, as there were a number of advantages that came with the reduction.

RESOLVED: That (1) the Standard Number at Aylward First and Middle School be reduced from 90 to 60 pupils, with effect from September 2004;

(2) Harrow Admissions Forum be informed of the proposal set to take place, as agreed by the School Organisation Committee.

Note: The groups that participated in the vote and approved the decision were as follow: Representatives of the Council, the London West Learning and Skills Council, the Roman Catholic Church and Headteachers).

22. **Representation at the Meeting: RESOLVED:** The Chair thanked the representatives of the various groups on the Committee for their commitment to the work of the School Organisation Committee, and for ensuring that the group was quorate for voting purposes.

(Note: The meeting, having commenced at 7.30 pm, closed at 8.37 pm).

(Signed) BRIAN GATE
Chair

APPENDIX 1

Declarations of Interest by Members of the Committee

- (1) A Member of the Council serving on the Committee declared a Personal Interest by virtue of having been appointed by the Authority, as a Member of a Governing Body of a maintained school, or a college of further education. Irrespective of which interest they claimed, the benefit available to them under the provisions of paragraph 12(c) of the National Code of Conduct, entitled the Member to remain in the Committee meeting and to speak and vote.

<u>Member</u>	<u>Interest</u>
Councillor Miss Bednell	(i) Co-opted Governor of Stanmore College

- (2) A Committee Member present, representing the other School Organisation Committee appointed groups, also declared a Personal Interest, derived from their own membership of Governing Bodies in Schools in Harrow, or as Headteacher of a School in Harrow, the Member was able to remain in the meeting and claimed the right to speak and vote.

<u>Member</u>	<u>Interest</u> (as a Governor)
Mrs M Arnold	(i) Headteacher of Aylward First & Middle School. The Member abstained from discussion and voting on item 21 of the minutes.

LONDON BOROUGH OF HARROW

Agenda item:

Page no:

Meeting:	School Organisation Committee
Date:	18 September 2003
Subject:	School Organisation Plan 2003 -08
Responsible Chief Officer:	Executive Director – People First
Relevant Portfolio Holder:	Portfolio Holder for Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	Draft School Organisation Plan

1. **Summary**

- 1.1 This report provides the Cabinet with the draft School Organisation Plan for 2003-08.

2. **Recommendations**

- That School Organisation Committee Members:
- 2.1 Consider the draft School Organisation Plan and comment as appropriate.
- 2.2 Agree the School Organisation Plan for publication.

The School Organisation Plan is published by the end of September 2003 in line with DfES Statutory Guidance.

3 **Consultation with Ward Councillors**

- 3.1 Following consultation with Ward Councillors no comments or clarifications were raised in preparing the draft plan.

4 Policy Context (including Relevant Previous Decisions)

- 4.1 The DfES have published a document “New Guidance on Preparing and Agreeing a School Organisation Plan”. The draft Plan has been prepared in accordance with new Regulations. Additional information required as part of the Guidance has been included within the existing format outlined in paragraph 6 below.

5 Relevance to Corporate Priorities

- 5.1 The School Organisation Plan is an integral element in the LEAs approach to raising school standards. It has close links with the Education Development Plan, Asset Management Plan, Lifelong Learning Plan and Early Years Development and Child Care Plan. The Education Services Strategic Plan has a target to maintain a surplus capacity of places across all sectors of schools at 10%. The School Organisation Plan will be central to achieving this target.

6 Background Information and options considered

- 6.1 This is the fifth draft School Organisation Plan prepared by Harrow. It covers the period 2003-2008 and is informed by a review of the 2002-2007 Plan. Other previous Plans provide background and additional information.

- 6.2 The Plan is presented in 5 Sections:

6.3 *Section 1 The Organisation of School Places in Harrow*

This section describes the organisation of school places in Harrow and outlines those factors that influence place planning. It also summarises how planning is undertaken in Harrow.

6.4 *Section 2 Principles for Guiding Place Planning in Harrow.*

Planning places needs to be complementary to school improvement and to meeting other Council objectives. Proposals for change need to be based on consistent and objective criteria. This Section details criteria that will be considered both in general terms but also specifically in relation to increases and reductions in the number of places.

6.5 *Section 3 Demographic Information to Support Changes in Provision*

Managing the supply of school places needs to be informed by robust evidence of future demand for places. This information is derived from various sources. This section explains how data is collected and analysed.

6.6 *Section 4 Analysis of Demographic Information and its Impact on Place Planning in Harrow*

Section 4 combines the most recent information on demographic trends in Harrow with an analysis in terms of the planning implications.

6.7 *Section 5 Conclusions and Areas for Action over the Life of the Plan*

This section draws together the information and analysis from Section 4 with the developments that have been implemented during 2002 –2003 as well as those that are nearing completion or issues that are arising within the Borough that will need to be considered during the life of this Plan. This section, to some extent, indicates the expected role of the School Organisation Committee during 2003-04.

7 Consultation

7.1 The draft School Organisation Plan 2003-2008 was published on 15 May 2003 and closed on 1 August. Copies were sent to a wide range of organisations including:

- Headteachers
- Chairs of Governing Bodies
- Diocesan Boards and the United Synagogue
- Colleges
- Neighbouring LEAs
- Harrow Early Years Development and Childcare, and Lifelong Learning Partnerships
- Members of Parliament
- Harrow Teachers' Consultative Committee
- Education Consultative Forum
- Harrow Association for Disabled People
- Social Services and Health Authority
- Harrow Council for Racial Equality
- Harrow Youth Forum
- Connexions
- Admissions Forum
- Members

7.2 No comments or objections were received. Issues and comments raised by Cabinet on 9 September 2003 will be reported verbally at the School Organisation Committee meeting.

8 Finance Observations

8.1 There are no financial implications arising from this Report.

9 Legal Observations

9.1 It is a statutory obligation to draft, publish and finalise a School Organisation Plan. Section 26 (amended) of the School Standards and Framework Act 1998 sets out this requirement. New regulations include provisions to deal with the manner in which the authority will secure:

- 1) The raising of standards
- 2) Improved outcomes for all pupils

- 3) Greater diversity in the type of schools in the authority's area.
- 4) Increased collaboration between schools
- 5) Greater community cohesion.

10 Background Papers

10.1 School Organisation Plans 1999-2004, 2000-2005, 2001-2006, 2002-2007.

11 Author

11.1 Johanna Morgan, Policy Review Manager, 020 8424 7529. Email address: johanna.morgan@harrow.gov.uk

Draft School Organisation Plan

2003-2008



education services

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Draft School Organisation Plan

INTRODUCTION

The School Standards and Framework Act 1998 introduced new arrangements for local decision making on school organisation issues. LEAs are required to prepare School Organisation Plans and School Organisation Committees were established with statutory powers from September 1999.

This is the fifth School Organisation Plan prepared by Harrow. It covers the period 2003-2008 and is informed by a review of the 2002-2007 Plan. The previous Plans provide background and additional information. The purpose of the Plan is threefold:

- to set out the Borough's current arrangements for the provision of places in statutory and non-statutory education, for pupils aged 3-18;
- to identify factors affecting the demand for provision and to establish a framework for assessing their impact and;
- to provide demographic information to support decision making on changes in the organisation of provision, within the context of improving educational standards.

The Plan is presented in 5 Sections.

Section 1 The Organisation of School Places in Harrow

This section describes the organisation of school places in Harrow and outlines those factors that influence place planning. It also summarises how planning is undertaken in Harrow.

Section 2 Principles for Guiding Place Planning in Harrow

Planning places needs to be complementary to school improvement and to meeting other Council objectives. Proposals for change need to be based on consistent and objective criteria. This section details criteria that will be considered both in general terms but also specifically in relation to increases and reductions in the number of places.

Section 3 Demographic Information to Support Changes in Provision

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Section 4 Analysis of Demographic Information and its Impact on Place Planning in Harrow

Section 4 combines the most recent information on demographic trends in Harrow with an analysis in terms of the planning implications.

Section 5 Conclusions and Areas for Action over the Life of the Plan

This section draws together the information and analysis from Section 4 with the developments that have been implemented during 2002-2003 as well as those that are nearing completion or issues that are arising within the Borough that will need to be considered during the life of this Plan. This section, to some extent, indicates the expected role of the School Organisation Committee during 2003-04.

Annexe D contains a Glossary of relevant terms used within this School organisation Plan.

Draft School Organisation Plan

SECTION 1 THE ORGANISATION OF SCHOOL PLACES IN HARROW

1 A Strategic Vision

The School Organisation Plan is an integral element in the LEA's approach to raising school standards. It has close links with the Education Development Plan, Asset Management Plan, Lifelong Learning Plan and Early Years Development and Childcare Strategy. The Education Services Strategic Plan has a target to maintain a surplus capacity of places across all sectors of schools at 10%. The School Organisation Plan will be central to achieving this target.

2 Diversity of Provision

Pre-School and Nursery Provision

2.1 Within this Plan nursery provision is defined as that made for three and four year olds in nursery classes at LEA schools. Provision for 4 year olds in LEA reception classes is included with information on First and Middle Schools.

2.2 The LEA makes nursery provision at 24 first and middle schools and 1 special school, supplying 1248 part time places (624 FTE).

2.3 The LEA participates in the Harrow Early Years Development and Childcare Partnership, which publish the Harrow Early Years Development and Childcare Strategy. This strategic plan sets out the wider context of pre-school provision made by the private, independent, voluntary and statutory sectors. The 2003-2004 Plan has been approved by the Secretary of State.

First and Middle School Provision

2.4 Harrow maintains a system of mainstream provision with separate and combined first and middle schools providing for pupils aged 4 – 12 (first schools 4-8 years) and high schools 12-16 years. Two Roman Catholic high schools provide places in year 7.

2.5 Statutory provision begins in the first term after a pupil's fifth birthday. In Harrow, pupils are either admitted to reception at the start of the autumn term if their birthday falls between 1 September and 28 February, or at the start of the spring term, if their birthday falls between 1 March and 31 August in that year. The provision is made up as follows:

School Type and Number	Forms of Entry		
	1 FE	2 FE	3 FE
First schools		2	17
Middle schools		2	17
First & middle schools	2	15	1

2.6 This provision includes 6 Voluntary Aided Roman Catholic all-through 2FE schools, a Church of England 2FE first and separate middle school and a combined 1FE Jewish school. Admission to first and middle community schools is based on a priority road system. Each school has allocated 'priority' roads and applicants with home addresses in these roads are given priority in accordance with the admissions criteria.

High School Provision

2.7 High school provision in Harrow covers years 8 to 11 in 8 community schools. Of the 10 high schools, 2 are Voluntary Aided Roman Catholic and admit pupils in Year 7. High school standard numbers range from 150 (5FE) to 300 (10FE).

2.8 Seven of the high schools are co-educational, the 2 RC schools are single sex and 1 further community school is for girls. Admission to high school is based on a linked school system. Applications from pupils attending linked first and middle or middle schools are given priority in accordance with the admissions criteria.

Specialist Schools

2.9 All secondary schools are given the opportunity to develop a distinctive mission and ethos. Specialist schools are expected to collaborate with other schools, sharing their expertise that they have developed in their curriculum specialism and in other areas, to help raise standards across the system.

2.10 Harrow currently has 4 specialist schools:

Schools	Specialism
Canons High / Park High	Technology (jointly)
Hatch End High/Nower Hill	Arts (jointly)
Harrow High	Sports
Sacred Heart High	Modern Foreign Languages

2 schools are currently in the process of applying:

Schools	Specialism
Whitmore High	Science
Bentley Wood High	Maths

2 schools are currently considering in applying:

Schools	Specialism
Rooks Heath High	Enterprise
Salvatorian College	Science

Post 16 Provision

2.11 The LEA does not make provision for 16 – 19 year olds within its mainstream high schools. Post 16 provision is made within two tertiary colleges and a Roman Catholic Sixth Form College.

2.12 These three colleges guarantee a place to all students leaving Harrow high

schools at the end of Year 11. A wide range of “A” level and vocational courses are available to students with only a very small number of subjects, mainly those requiring capital intensive facilities such as engineering, not available as a result of limitations in facilities.

- 2.13 The two special schools which cater for secondary age pupils do, offer continuing education to prepare students for transfer to colleges or other settings agreed by professionals, parents and students to be most appropriate.

Provision for Special Educational Needs

- 2.14 Harrow is an inclusive Borough and meets special educational needs in mainstream schools wherever possible. Two high schools and five first and middle schools are additionally resourced schools (ARMS) for pupils with low incidence special educational need.

- 2.15 The LEA maintains 4 special schools catering for pupils aged 2 – 19. Provision for pupils with learning difficulties and some behavioural difficulties are made in two age-phased schools. Two schools, one first and middle school and one high school provide for pupils with severe learning difficulties and complex needs.

- 2.16 Harrow does not maintain residential provision for pupils with special educational needs but does support out-borough placements in either special schools maintained by other LEAs, independent or non-maintained special schools.

Education otherwise that at School

- 2.17 The LEA maintains a Pupil Referral Unit (PRU) catering for pupils aged 5 to 16. Harrow Tuition Service provides education for pupils as a result of a medical condition; pregnancy when continued education in school is no longer possible; permanent exclusion when another place is not available; and for a few pupils with special needs who are awaiting a long term place. For some excluded pupils in Years 11, provision is made through attendance at a Harrow tertiary college.

- 2.18 Wherever possible, looked-after children continue their education in the school they have previously been attending. For a number of children placed in a Social Services children’s home, there is a need to consider whether support from any of the Education Services support teams, the Harrow Tuition Service or college will be necessary during the induction period in school. Although the number of looked after children in the school population is relatively small, a significant proportion, including those who may be placed in foster homes, have special educational needs which are addressed by the Assessment and Provision Team.

- 2.19 Provision for children with mental health needs is arranged by the Health Authority in specialist settings. Funding of the on-site educational provision is the responsibility of the LEA.

- 2.20 A small proportion of parents choose to educate their children at home. In 2002-2003 the number involved was 51.

3 Factors Affecting the Level and Organisation of Provision

Statutory Responsibilities

- 3.1 The LEA has statutory duties to provide sufficient places for the school aged population in their area, to promote high standards in education, deploy available resources efficiently to improve educational standards and to take account of parental preference in allocating school places. These are inter-related and impact on the planning and provision of school places. In addition, the LEA has statutory responsibilities related to admissions appeals, meeting parental preference and limiting the size of infant classes, which also impact on the planning of school places.

Local Policy Objectives

- 3.2 Changes in service policy initiated by the LEA in response to local community needs might also affect the level and organisation of provision. A variety of Education and Corporate plans support the raising attainment and school improvement agendas. There are opportunities for complementary provision on school sites to maximise use of school buildings and accommodation, for example the provision of family learning classes through the Adult Learning Plan or training for childcare workers as part of the Early Years Development and Childcare Strategy. Other LEA policies, for example, inclusion of pupils with special educational needs in mainstream schools, will impact on the planning of school places.

Harrow's Approach to Place Planning

- 3.3 Place planning is undertaken by the Place Planning and Admission to Schools Strategy Group (PASS). This is an officer group with representatives from Strategy and Access including:

- Capital and Development
- Policy Review
- Admissions
- Parent Support and Information
- Research and Information

The group is chaired by the Director of Strategy, they meet on a regular basis to consider issues in relation to place planning across all sectors.

Revenue Planning

- 3.4 The financial implications of changes in the level and organisation of provision are currently considered by the LEA in parallel with proposals for structural development or change. Whilst the management of the revenue implications of proposal falls within the remit of the LEA, the commitment of capital to support the implementation of changes in provision is the subject of wider Council control. The School Organisation Plan does not, therefore, deal with financial issues, but it should be noted that any alternative proposals made by the School Organisation Committee, in response to objections to proposals

made following adoption of the Plan, will need to be the subject of wider discussion within the Council.

- 3.5 In its recent consultation document on Schools' Capital Strategy, the DfES has advised that for the foreseeable future, funding for basic need issues will continue to be met centrally through the LEA's Annual Capital Grant. It is likely, however, that following the introduction of robust Asset Management Plans (AMPs) in LEAs, resources will be allocated more flexibly to meet other development costs, such as surplus place removal.
- 3.6 The DfES has initiated two additional capital funding schemes for schools from 2000/2001 onwards. The provision of Standards Fund monies for a scheme of Formula Capital Allocation to schools and the Seed Capital Challenge scheme. The former distributes formula sums to all schools in Harrow on an annual basis, which allows schools to fund small capital projects linked to Asset Management Plan (AMP) priorities. The Seed Challenge scheme, also available annually, enables schools to make bids for resources to complete capital projects which are linked to the AMP priorities they wish to undertake and which may require more expenditure in total than the formula funded capital available. The DfES consider that the Authority is making satisfactory progress in establishing its AMP and therefore from 2001-02 approved two further areas of funding, NDS Condition and NDS Modernisation. This will allow the Authority to address large capital projects identified within the schools' AMP.

4.0 Schools Asset Management Plan

- 4.1 The purpose of the Schools Asset Management Plan (SAMP) is to provide a transparent strategy (as described in the SAMP Local Policy Statement) and mechanism for managing the use of school sites and buildings, and planning investment in these assets (described in the SAMP Statement of Priorities). The SAMP aims to achieve the following:
- From 2003 the LEA will use the results from the new capacity data to help inform Pupil Place Planning.
 - The improvement of sites and buildings to support effective and learning with a resultant direct impact on pupil achievement.
 - The improvement of the use of assets to optimum levels to meet key education and corporate objectives; and
 - The improvement of financial and environmental efficiency of assets in use and maintaining the value of all property assets within the Council's portfolio.

4.2 The SAMP is one part of the Council's strategy for asset management. It is operated in line with good practice, in particular with reference to the following factors:

- Decision-making on asset acquisition, disposal and investment will be approached in an integrated and planned way, ensuring that the three aims of the plan are taken into account; opportunities to secure added value are maximised by rigorous option appraisal, including whole life costing; opportunities for accessing non-traditional funding routes (such as PFI) are considered and the principals of challenge, consultation, completion as identified within Best Value regime are applied;
- Implementing Government policy initiatives such as increasing community use of facilities and ensuring that future development of school buildings will, wherever practicable, integrate education with other public and private sector services;
- Data collection and management systems will be reviewed to ensure that the information generated contributes positively to inform the decision-making process and are considered by schools to be valid and accurate in representing their needs;
- Responsibility for strategic asset management and day-to-day property management will remain separated between the LEA (strategic) and schools (day-to-day). Within the LEA support for day-to-day property issues will be dealt with independently of strategic management of assets.

4.3 In consultation and partnership with headteachers and governors, the LEA will work to address those issues highlighted in the Asset Management Plan. Funding will be sought through various routes including Private Finance Initiatives and Target Capital Funding Innovative and creative projects will be developed for groups of schools to address common issues, for example, sport facilities, improving curriculum facilities or those for community use.

Draft School Organisation Plan

SECTION 1 THE ORGANISATION OF SCHOOL PLACES IN HARROW

1 A Strategic Vision

The School Organisation Plan is an integral element in the LEA's approach to raising school standards. It has close links with the Education Development Plan, Asset Management Plan, Lifelong Learning Plan and Early Years Development and Childcare Strategy. The Education Services Strategic Plan has a target to maintain a surplus capacity of places across all sectors of schools at 10%. The School Organisation Plan will be central to achieving this target.

2 Diversity of Provision

Pre-School and Nursery Provision

2.1 Within this Plan nursery provision is defined as that made for three and four year olds in nursery classes at LEA schools. Provision for 4 year olds in LEA reception classes is included with information on First and Middle Schools.

2.2 The LEA makes nursery provision at 24 first and middle schools and 1 special school, supplying 1248 part time places (624 FTE).

2.3 The LEA participates in the Harrow Early Years Development and Childcare Partnership, which publish the Harrow Early Years Development and Childcare Strategy. This strategic plan sets out the wider context of pre-school provision made by the private, independent, voluntary and statutory sectors. The 2003-2004 Plan has been approved by the Secretary of State.

First and Middle School Provision

2.4 Harrow maintains a system of mainstream provision with separate and combined first and middle schools providing for pupils aged 4 – 12 (first schools 4-8 years) and high schools 12-16 years. Two Roman Catholic high schools provide places in year 7.

2.5 Statutory provision begins in the first term after a pupil's fifth birthday. In Harrow, pupils are either admitted to reception at the start of the autumn term if their birthday falls between 1 September and 28 February, or at the start of the spring term, if their birthday falls between 1 March and 31 August in that year. The provision is made up as follows:

School Type and Number	Forms of Entry		
	1 FE	2 FE	3 FE
First schools		2	17
Middle schools		2	17
First & middle schools	2	15	1

- 2.6 This provision includes 6 Voluntary Aided Roman Catholic all-through 2FE schools, a Church of England 2FE first and separate middle school and a combined 1FE Jewish school. Admission to first and middle community schools is based on a priority road system. Each school has allocated 'priority' roads and applicants with home addresses in these roads are given priority in accordance with the admissions criteria.

High School Provision

- 2.7 High school provision in Harrow covers years 8 to 11 in 8 community schools. Of the 10 high schools, 2 are Voluntary Aided Roman Catholic and admit pupils in Year 7. High school standard numbers range from 150 (5FE) to 300 (10FE).

- 2.8 Seven of the high schools are co-educational, the 2 RC schools are single sex and 1 further community school is for girls. Admission to high school is based on a linked school system. Applications from pupils attending linked first and middle or middle schools are given priority in accordance with the admissions criteria.

Specialist Schools

- 2.9 All secondary schools are given the opportunity to develop a distinctive mission and ethos. Specialist schools are expected to collaborate with other schools, sharing their expertise that they have developed in their curriculum specialism and in other areas, to help raise standards across the system.

- 2.10 Harrow currently has 4 specialist schools:

Schools	Specialism
Canons High / Park High	Technology (jointly)
Hatch End High/Nower Hill	Arts (jointly)
Harrow High	Sports
Sacred Heart High	Modern Foreign Languages

2 schools are currently in the process of applying:

Schools	Specialism
Whitmore High	Science
Bentley Wood High	Maths

2 schools are currently considering in applying:

Schools	Specialism
Rooks Heath High	Enterprise
Salvatorian College	Science

Post 16 Provision

- 2.11 The LEA does not make provision for 16 – 19 year olds within its mainstream high schools. Post 16 provision is made within two tertiary colleges and a Roman Catholic Sixth Form College.
- 2.12 These three colleges guarantee a place to all students leaving Harrow high

schools at the end of Year 11. A wide range of "A" level and vocational courses are available to students with only a very small number of subjects, mainly those requiring capital intensive facilities such as engineering, not available as a result of limitations in facilities.

- 2.13 The two special schools which cater for secondary age pupils do, offer continuing education to prepare students for transfer to colleges or other settings agreed by professionals, parents and students to be most appropriate.

Provision for Special Educational Needs

- 2.14 Harrow is an inclusive Borough and meets special educational needs in mainstream schools wherever possible. Two high schools and five first and middle schools are additionally resourced schools (ARMS) for pupils with low incidence special educational need.

- 2.15 The LEA maintains 4 special schools catering for pupils aged 2 – 19. Provision for pupils with learning difficulties and some behavioural difficulties are made in two age-phased schools. Two schools, one first and middle school and one high school provide for pupils with severe learning difficulties and complex needs.

- 2.16 Harrow does not maintain residential provision for pupils with special educational needs but does support out-borough placements in either special schools maintained by other LEAs, independent or non-maintained special schools.

Education otherwise that at School

- 2.17 The LEA maintains a Pupil Referral Unit (PRU) catering for pupils aged 5 to 16. Harrow Tuition Service provides education for pupils as a result of a medical condition; pregnancy when continued education in school is no longer possible; permanent exclusion when another place is not available; and for a few pupils with special needs who are awaiting a long term place. For some excluded pupils in Years 11, provision is made through attendance at a Harrow tertiary college.
- 2.18 Wherever possible, looked-after children continue their education in the school they have previously been attending. For a number of children placed in a Social Services children's home, there is a need to consider whether support from any of the Education Services support teams, the Harrow Tuition Service or college will be necessary during the induction period in school. Although the number of looked after children in the school population is relatively small, a significant proportion, including those who may be placed in foster homes, have special educational needs which are addressed by the Assessment and Provision Team.
- 2.19 Provision for children with mental health needs is arranged by the Health Authority in specialist settings. Funding of the on-site educational provision is the responsibility of the LEA.

- 2.20 A small proportion of parents choose to educate their children at home. In 2002-2003 the number involved was 51.

3 Factors Affecting the Level and Organisation of Provision

Statutory Responsibilities

- 3.1 The LEA has statutory duties to provide sufficient places for the school aged population in their area, to promote high standards in education, deploy available resources efficiently to improve educational standards and to take account of parental preference in allocating school places. These are inter-related and impact on the planning and provision of school places. In addition, the LEA has statutory responsibilities related to admissions appeals, meeting parental preference and limiting the size of infant classes, which also impact on the planning of school places.

Local Policy Objectives

- 3.2 Changes in service policy initiated by the LEA in response to local community needs might also affect the level and organisation of provision. A variety of Education and Corporate plans support the raising attainment and school improvement agendas. There are opportunities for complementary provision on school sites to maximise use of school buildings and accommodation, for example the provision of family learning classes through the Adult Learning Plan or training for childcare workers as part of the Early Years Development and Childcare Strategy. Other LEA policies, for example, inclusion of pupils with special educational needs in mainstream schools, will impact on the planning of school places.

Harrow's Approach to Place Planning

- 3.3 Place planning is undertaken by the Place Planning and Admission to Schools Strategy Group (PASS). This is an officer group with representatives from Strategy and Access including:

- Capital and Development
- Policy Review
- Admissions
- Parent Support and Information
- Research and Information

The group is chaired by the Director of Strategy, they meet on a regular basis to consider issues in relation to place planning across all sectors.

Revenue Planning

- 3.4 The financial implications of changes in the level and organisation of provision are currently considered by the LEA in parallel with proposals for structural development or change. Whilst the management of the revenue implications of proposal falls within the remit of the LEA, the commitment of capital to support the implementation of changes in provision is the subject of wider Council control. The School Organisation Plan does not, therefore, deal with financial issues, but it should be noted that any alternative proposals made by the School Organisation Committee, in response to objections to proposals

made following adoption of the Plan, will need to be the subject of wider discussion within the Council.

- 3.5 In its recent consultation document on Schools' Capital Strategy, the DfES has advised that for the foreseeable future, funding for basic need issues will continue to be met centrally through the LEA's Annual Capital Grant. It is likely, however, that following the introduction of robust Asset Management Plans (AMPs) in LEAs, resources will be allocated more flexibly to meet other development costs, such as surplus place removal.
- 3.6 The DfES has initiated two additional capital funding schemes for schools from 2000/2001 onwards. The provision of Standards Fund monies for a scheme of Formula Capital Allocation to schools and the Seed Capital Challenge scheme. The former distributes formula sums to all schools in Harrow on an annual basis, which allows schools to fund small capital projects linked to Asset Management Plan (AMP) priorities. The Seed Challenge scheme, also available annually, enables schools to make bids for resources to complete capital projects which are linked to the AMP priorities they wish to undertake and which may require more expenditure in total than the formula funded capital available. The DfES consider that the Authority is making satisfactory progress in establishing its AMP and therefore from 2001-02 approved two further areas of funding, NDS Condition and NDS Modernisation. This will allow the Authority to address large capital projects identified within the schools' AMP.

4.0 Schools Asset Management Plan

- 4.1 The purpose of the Schools Asset Management Plan (SAMP) is to provide a transparent strategy (as described in the SAMP Local Policy Statement) and mechanism for managing the use of school sites and buildings, and planning investment in these assets (described in the SAMP Statement of Priorities). The SAMP aims to achieve the following:
- From 2003 the LEA will use the results from the new capacity data to help inform Pupil Place Planning.
 - The improvement of sites and buildings to support effective and learning with a resultant direct impact on pupil achievement.
 - The improvement of the use of assets to optimum levels to meet key education and corporate objectives; and
 - The improvement of financial and environmental efficiency of assets in use and maintaining the value of all property assets within the Council's portfolio.

4.2 The SAMP is one part of the Council's strategy for asset management. It is operated in line with good practice, in particular with reference to the following factors:

- Decision-making on asset acquisition, disposal and investment will be approached in an integrated and planned way, ensuring that the three aims of the plan are taken into account; opportunities to secure added value are maximised by rigorous option appraisal, including whole life costing; opportunities for accessing non-traditional funding routes (such as PFI) are considered and the principals of challenge, consultation, completion as identified within Best Value regime are applied;
- Implementing Government policy initiatives such as increasing community use of facilities and ensuring that future development of school buildings will, wherever practicable, integrate education with other public and private sector services;
- Data collection and management systems will be reviewed to ensure that the information generated contributes positively to inform the decision-making process and are considered by schools to be valid and accurate in representing their needs;
- Responsibility for strategic asset management and day-to-day property management will remain separated between the LEA (strategic) and schools (day-to-day). Within the LEA support for day-to-day property issues will be dealt with independently of strategic management of assets.

4.3 In consultation and partnership with headteachers and governors, the LEA will work to address those issues highlighted in the Asset Management Plan. Funding will be sought through various routes including Private Finance Initiatives and Target Capital Funding Innovative and creative projects will be developed for groups of schools to address common issues, for example, sport facilities, improving curriculum facilities or those for community use.

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SECTION 2 PRINCIPLES GUIDING PLACE PLANNING IN HARROW

The LEA seeks to promote and secure high quality provision within all its schools and managing the supply of school places is an integral element of school improvement. Decisions about increasing or decreasing provision, changing character or other proposals must be guided by a framework that not only manages the supply of places to reflect demand, but also contributes to raising attainment, promoting the vision of Harrow schools and meeting wider Corporate objectives. When considering changes to the organisation of schools to increase or reduce the number of places or change character, pupil numbers and demand will be fundamental to the justification for proposing change, as will the geographical location of the provision in relation to area based projections. However, in drawing up proposals for change there are broader principals that need to be considered - those in general and those specific to increases or reductions in places. In addition, the LEA will seek to address Government Priorities if opportunities arise through school place planning. The LEA's principles are outlined as follows:

1 General Principles

Diversity in mainstream provision

- 1.1 In managing the supply of school places the LEA considers that to meet parental preference a variety of school type is required. This includes, denominational provision, single sex high schools, separate and combined first and middle schools, as well as adherence to discrimination legislation - sex, race and disability. Where there is evidence to support a change in school character or an increase in demand sufficient for new schools the LEA will consider these factors. However, given the consistently high demand for primary denominational provision within the Borough, it would be the LEA's intention at least to maintain the current ratio between denominational and non-denominational provision under any plans for change within the life of the Plan. The LEA would also consider exploring with local communities opportunities for faith schools if the demand arose.

Inclusion and provision for special education needs

- 1.2 Harrow is an inclusive borough and seeks to place pupils in mainstream schools whenever appropriate. The policy on inclusive education is articulated within the LEA's SEN strategy. Two Harrow high schools and five first and middle schools are additionally resourced to support inclusion, for pupils with low incidence special educational needs.

Size of school

- 1.3 In determining the size of schools the LEA seeks to secure a balance in planning provision which ensures that:
- each school has adequate resources to maintain high quality subject expertise and curriculum planning and establish pupil groupings which

enable effective delivery across the curriculum and deployment of resources;

- school size supports an effective pastoral system;
- provision of a degree of diversity to allow parents to consider smaller or larger school.

1.4 In practice, this means that:

- 1 F.E. separate first & middle schools are not a preferred option in making new or reorganised provision;
- a range of 2 F.E. combined and separate first and middle schools and 3 F.E. schools offers some alternative options to parents.
- each geographical area should offer a range of sizes of provision where possible;
- in the high school sector the planning of new or reorganised provision should reflect a minimum size of 5 F.E. although temporary adjustments may be necessary in some circumstances.

1.5 These Principles that guide the size of schools would also be applicable should Members approve a re-organisation of schools to 11 plus. For example, a preferred model of organisation wherever possible and as the opportunity arises would be Primary Schools – combined infant and junior schools catering from nursery to Year 6. However, it is recognised that there other structures which are successful. Future structures of primary education given any changes in the age of transfer would need to be discussed widely with key stakeholders including Headteachers and Governors.

Schools as a Community Focus

1.6 Schools can be a focus for their local communities as resources for learning and centres for community use. Maximising the use of school facilities to support community learning and the infrastructure are broader objectives of the Education Department and the Council. However, any community use of schools needs to be managed within the context of the needs of the schools and the demand for places. In planning and reviewing provision, the LEA seeks to support centres of local community learning in order that school provision builds on and develops existing community links and strengths.

2 Specific Principles for Expansion and Reduction

Expansion of Schools to meet increased demand

2.1 Decisions to increase the size of schools to meet additional demand will be informed by:

- To add new capacity the LEA must identify the current areas of surplus places or where they are anticipated to be lower than recommended

levels. Starting from 2003 this will be assessed using Net Capacity (sufficiency) results, part of the SAMP

- School and pupil performance consistently at or above national, local and benchmarked improvement indicators in all or most areas (EDP levels 1-2)
- The capacity and capability of the school, particularly for leadership and management, to cope with change
- Recruitment consistently at or above capacity
- Availability of appropriate accommodation or land for expansion and securing capital.

Opening New Schools

2.2 Where changes to demand require an additional new school the following factors will be taken into consideration:

- pupil demographics and the most appropriate location to meet this increase in demand within a local community
- a location that is suitable in terms of the Unitary Development Plan and other Planning requirements/constraints

2.3 Any new school proposals will be considered in respect of contributing to raising attainment, meeting community needs, continuing the characteristics of Harrow schools as educationally, socially and culturally inclusive and opportunities for partnerships.

Reducing the Number of places

2.4 The reduction of school places can be achieved through school closures or reductions within schools. The predicted level of demand will inform the extent of the reduction, i.e. the number of places removed, and whether permanent removal (closure) or temporary removal is appropriate. In certain situations, minor reductions may be required for short/medium term management reasons. For example, following a review of accommodation, to support consolidation of the school during a dip in pupil numbers or to implement Government or local policy objectives such as infant class size legislation, extensive daytime use of facilities to support community learning. Long term reductions in demand will need to be managed through a combination of minor reductions or closures.

Reduction

2.5 Decisions on reductions will be informed by:

- Recruitment being consistently below capacity and a predicted level of demand decreasing
- The stability of provision (consistency of performance/staff turnover/governing body effectiveness)

- The number of areas of school performance needing external advice as part of LEA support (EDP levels 3 and 4) E.g. low pupil performance, consistently high exclusions and unauthorised absence
- Essential building work that removes/rationalises accommodation, removal of temporary accommodation

Closure

2.6 Decisions on school closure proposals will be informed by long term decrease in pupil numbers and

- Recruitment consistently below capacity
- School performance consistently below national or local levels and benchmarked improvement indicators.
- Little/lack of capacity for self-improvement. OfSTED under-achieving, serious weaknesses or special measures (EDP level 3-4)
- Insufficient progress in relation to significant weaknesses identified by OfSTED, or of addressing issues relating to special measures identified by OfSTED within appropriate timescales.

2.7 Should closure be identified as an option for a school in the circumstances outlined above, the LEA will determine the impact that such a change would make on provision in the locality and within the LEA as a whole. This consideration would need to take account of:

- the availability of sufficient appropriate places to meet the immediate demand following closure of the school;
- the availability of sufficient places to meet the projected demand in the medium term and the impact on the LEA's ability to meet parental preference;
- the impact of potential pupil transfers on other provision;
- the value for money of such proposals in relation to the need to incur capital expenditure and/or opportunity costs;
- the options for making alternative use of assets released to provide places required in other areas of provision.

2.8 In circumstances where there is an insufficiency of places in both the immediate and medium term to meet projected demand and a school has not made sufficient progress to address serious weaknesses or special measures as identified by Ofsted.

3 Special Educational Needs

- 3.1 Planning of provision to meet special educational needs is affected less by changes in overall population and more by other specific factors, than planning within the mainstream sector. These factors include parental preference, the need for the LEA to ensure that it is meeting the current and future needs for pupils within Borough wherever possible, changes in best practice, the LEA contribution to regional planning as appropriate and the Authority's Accessibility Strategy.

4 Post 16 and 14-19 Provision

- 4.1 The LEA is an important stakeholder in the development of Post 16 and 14-19 provision. High Schools have a key role in ensuring continuity and preparation of students for a range of opportunities including continuing education, training or employment. The LEA has established relationships with the colleges and the London West Learning and Skills Council. Consideration of developing Post 16 and 14-19 provision will be undertaken in partnership with LSC, Schools and Colleges. It would be intended that the LEA would seek to secure developments in Post 16 and 14-19 provision, within the current organisation of schools, for Harrow's young people that:

- Raise the level of attainment
- Provide increased opportunities
- Increase the level of participation
- Contribute to the LSC Strategic Plan through shared priorities
- Secure partnerships across the P
- Schools, Colleges and neighbouring LEAs

- 4.2 This would be in a variety of settings and establishments, and would be sustainable in terms of finance and curriculum offer.

5 Early Years Planning

- 5.1 Planning to increase the number of early years places is undertaken in partnership with the Early Years and Childcare Development Partnership. In determining the number of places, type and location the EYDCP takes into consideration the following factors:

- Services for all children in need, to reflect the individual, family and community differences.
- Needs of lone Parents/Carers.
- Affordability and accessibility of childcare.
- Quality of provision.
- Special Educational Needs.

6 Harrow Admissions Forum

- 6.1 Harrow has established a statutory Admissions Forum as required by the 1998 Education Act (amended 2002). The role of the Forum is to consider existing and proposed admission arrangements to ensure they best serve the interests of local parents and children and that they are applied consistently and fairly to applicants regardless of sex, race or disability. The Forum needs to consider how the admission processes might be

improved and monitor how admissions relate to published admissions number.

- 6.2 As part of the consultation process, the School Organisation Committee will consult with the Admissions Forum on proposals made by the LEA, SOC or other proposers relating to sufficiency and distribution of school places.

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SECTION 3

DEMOGRAPHIC INFORMATION TO SUPPORT THE CHANGES IN PROVISION

1 Methodology for Projecting Demand and Identifying Trends for First, Middle and High Schools

- 1.1 Each year, after the January pupil numbers have been collected via the Pupil Level Annual School Census (PLASC), the LEA prepares new projections of pupil numbers. These projections are based on the number of births in the appropriate preceding year, the number of pupils currently in schools and on the pattern of change over the last three years. The number of births is obtained annually from the Health Authority.
- 1.2 In January 1995 the LEA joined the London Research Centre's School Roll Projections Service and since then has received roll projections based on January pupil numbers. The London Research Centre is now part of the GLA. Like the LEA projections, those from the GLA are based on the number of pupils currently in schools and year-on-year patterns of change but, in addition, they take into account projections of the child population in Harrow, including such factors as migration and fertility rates. In the short term the GLA projections are weighted to take account of the number of children currently in schools; in the longer term, population trends carry more weight.
- 1.3 The population projection underlying the school roll projections is one of two population projections prepared by the GLA. This projection (Projection 1) takes account of factors that affect population growth such as inward migration but is constrained by the availability of accommodation in the Borough. The GLA considers it reasonable to use Projection 1 for school roll projections since it would be inadvisable to plan for population growth that will not materialise because additional housing is not available. The ethnic and gender breakdown of Harrow's population is outlined in Annexe C.
- 1.4 Projection 1 does take account of potential expansions in housing as notified to the GLA by the Council's Planning Services section on a regular basis. However, the GLA advises that, because in its projections the potential population growth from new housing is spread across the Borough, the pupil yield from large housing developments should be calculated separately and added in when considering demand in a specific area. Inevitably this will lead to a small element of double counting. When calculating the pupil yield from large housing developments, the LEA uses a formula devised by the GLA for Outer London boroughs. The formula takes into account the number of houses, their size and type (private or social housing).
- 1.5 Where possible, the LEA draws on information from other LEAs regarding the potential impact of housing development in other boroughs on Harrow provision. In practice other LEAs have tended only to make housing development known to other LEAs where they feel there may be an impact because of either:
- the proximity of the development to provision in another LEA; or

- the lack of availability of provision within their own borough to meet projected demand.
- 1.6 However, for the last two years, Harrow has hosted a meeting of neighbouring LEAs to share information about school organisation planning more generally. Local knowledge of developments from the schools and community is valuable in cross checking the information received from neighbouring LEAs. Building growth from neighbouring boroughs into LEA projections of demand, however, may only be done on the basis of historic patterns of application in order that duplication of potential demand between LEAs is avoided. Until such time as a cross-borough system for making basic need cases is established, potential demand from out-borough development should not be incorporated into LEA projections.
 - 1.7 LEA projections of demand continue to be completed in order to act as a check against GLA figures. In the primary sector, however, projections are restricted to those year groups for which birth data is available i.e. for four years ahead. The latest data available is for the year group that starts school in September 2006/January 2007. GLA projections are not so restricted and can be presented through to 2008 and beyond. LEA projections for the high school sector are not restricted in this way, as pupils coming into high schools already form the primary school roll.
 - 1.8 In making projections of demand for places across the Borough the LEA uses DfES criteria for assessing the need for changes in provision. This means that for primary schools, demand and provision must be assessed within a two-mile radius circle. For the secondary sector, a circle of a three-mile radius is used. Whilst a secondary school circle radius of three miles covers the whole of the Borough, a primary school circle does not. This means that projections of demand within the primary sector need to be calculated on an area basis, as well as for the whole Borough. In practical terms, this allows the LEA to reflect reasonable distances of travel to school within primary sector planning. This is clearly an issue which is more relevant to the primary than secondary sector.
 - 1.9 In the past the GLA and LEA area projections within the primary sector have been based on overlapping circles which have varied according to a perceived centre of either surplus or deficit places. In establishing the School Organisation Plan a system for reviewing area based projections of demand was adopted which operates on the basis of 5 fixed and overlapping primary projection areas (see Annexe A to the Plan for a map of the projection areas). These projection areas have been constructed primarily by linking electoral wards in ways which, as far as possible reflect patterns of application and the priority roads allocations to schools. The primary projection data in this Plan is based on this system and data is not therefore comparable with previous area projection data.
 - 1.10 Whilst providing a consistent picture of fixed area based trends, the new system for projecting primary places is less flexible than the previous “circle based” approach. This is because the GLA projections combine school roll and population data, based on electoral ward divisions. When fixed areas are used, no account may be taken of known patterns of migration between wards i.e. where pupils live in one ward but go to school in another. Whilst a number of

wards make up each primary projection area and the areas have been constructed (and overlapped) to minimise this distortion, as long as pupils “migrate” in the way described, there will be a discrepancy between projections and actual pupil numbers on roll in an area. It is planned, however, that where proposals for change are under consideration, an assessment of the degree to which this factor is significant will be made.

1.11 One further significant factor in relation to the primary area based projections is the exclusion of voluntary aided schools from these projections.

1.12 Voluntary aided schools provide 16.1% of the primary school places within the Borough (January 2003). As a result of their location and the nature of their admission criteria, they do not necessarily serve only their geographical location. In addition, these schools are heavily oversubscribed in all year groups (except Year 7 and the expanding Jewish school). This means that not only is demand constrained by the places available and pupils who do not secure places choose alternative provision, but the effect of their inclusion within projection areas would be:

- a nil sum in relation to Years R to 6 (i.e. the number of places equals the demand);
- prejudicial to planning in relation to the distortion created by Year 7 surpluses.

1.13 VA schools are therefore included within the whole Borough picture, but excluded from the area based projections. The LEA will, however, continue to liaise closely with the relevant diocesan authorities to secure the best match between supply and demand for places, taking account of:

- the accessibility/availability of provision in all areas of the Borough;
- the overall demand for places.

2 Nursery Provision

2.1 The methodology for projecting demand for LEA nursery provision is based primarily on population projections of 4 year olds and a consideration of historical patterns of admission. The potential for the demand for school nursery places to be either over or underestimated is, however, significant, given the following factors:

- the range of alternative provision available;
- the impact of changes in parental preference, and;
- the impact of economic changes on ability/willingness to meet costs of private provision.

2.2 For these reasons it is important that historical patterns of application are taken

into account and that the full range of providers of pre-school services are involved in considering the level and organisation of school nursery provision on a regular basis.

3 Post 16 Provision

- 3.1 Pupil numbers in Year 11 of high schools are projected as part of the school rolls projection undertaken by the LEA and GLA. The pupil numbers are analysed in various categories the main two categories being those pupils transferring to Harrow 16+ provision and other 16+ provision to produce trend data.
- 3.2 Whilst the projection of Year 11 pupil numbers into the post 16 sector is helpful in identifying trends, this data does not provide a comprehensive assessment of demand for provision from students living within the Borough. The Colleges make 16-19 provision for a significant number of out-borough students as well as for students who live in-borough, but who have attended out-borough secondary schools. This is a particular issue for the Roman Catholic sixth form college where, as a result of constrained levels of Roman Catholic high school provision, a significant number of students go to out-borough provision at age 11. Over recent years approximately 25% of the intake of this college has come from in-borough students who have attended out-borough Roman Catholic secondary schools.

4 Special Educational Needs

- 4.1 The number of statements of special educational is regularly monitored. Following a sharp rise between 1992 and 1995, the figures appear to be reaching a plateau although there has been small recent increase (921 January 1999, 928 January 2000, 943 January 2001 and 951 January 2002). Analysis of the age profile of pupils with statements indicates that a core group is identified from birth to the age of starting school, with relatively few additional statements during the first school phase, but with a significant increase at middle school, followed by relatively few at high school.
- 4.2 Predicting numbers of statements within different categories of need is difficult because of a variety of factors. Some low-incidence special needs, especially visual and hearing impairment, vary considerably from year to year. In general terms there have been increases in some areas of SEN notably behaviour difficulties, ADHD and autistic spectrum disorders.
- 4.3 Planning is assisted by regular contact with Health professionals, especially identifying very young children with physical, sensory or severe learning difficulties. The system of provision needs to be able to adapt to small but significant changes from year to year. Where, for example, provision in the resourced mainstream is unable to cater for a particular need in one year group where the usual levels of demand are exceeded, it is necessary to consider which other schools may supplement the core provision.

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SECTION 4

ANALYSIS OF DEMOGRAPHIC INFORMATION AND IMPACT ON PLACE PLANNING IN HARROW

1 Background

- 1.1 As data from the 2001 Census has become available it has been incorporated into the GLA's population projections – first at Borough level then at Ward level. Previous projections were “anchored” at the 1991 Census. Bringing this new data into the projections has inevitably caused a certain amount of turbulence in the projections. For example, the GLA's projections of births were based on the age structure of the last decade. This age structure had overestimated the number of young people because the 1991 Census data had been overcorrected for “missing” young people. This is only one example of the corrections that have been applied to the projections in recent months and will continue to be applied.
- 1.2 The data presented in this section is based on the most recent projections (May 2003). These project an overall decline in the number of 4-15 year olds over the period of the plan of 8%. The previous projections had shown a 2% decline. Whilst it would be reasonable to assume a decline in pupil numbers over the period of the plan it would be wise to interpret with some caution the level of surplus that this might imply. Clearly where previous projections have shown a surplus, it would be reasonable to assume this will continue and perhaps increase over the period of the plan. The LEA's own projections do support the projected decline in pupil numbers and it should be noted that the number of births in 2001/2 dipped below 2,500 in contrast to previous years' highs of 2,700+. It is also worth noting that the GLA projections show an increase in primary pupil numbers between 2008 and 2013, although this does not bring numbers up to 2003 levels.

2 Nursery Provision Current Numbers, Projections of Demand for Places and Capacity

- 2.1 In January 2003 there were 1069 pupils in part-time nursery places. This represents an occupancy rate of approximately 85%. The occupancy rate fluctuates as a result of casual admissions during the year and it is expected that in real terms the occupancy rate is higher. The Moriah Jewish Day School has 23 full time places.
- 2.2 Population Projections for children over the next five years suggest that the existing capacity meets demand (Data source: GLA 2002 Population projections – the constrained projection has been given here).

<i>Year</i>	<i>4 Yr Old Population</i>
2002	2495
2003	2358
2004	2281
2005	2303
2006	2245
2007	2330
2008	2377

- 2.3 The table below sets out the projected number of free part-time places taken up by

three and four year olds in Harrow. It includes maintained, private, voluntary and independent sectors, the number of wraparound places which offer care in addition to early education.

Free Part-time Early Education places for 3 year olds

	2003-04	2004-05	2005-06	2006-07	2007-08
Maintained Sector - ie LEA nursery classes, schools, day nurseries and family centres	1,140	1,254	1,379	1,517	1,517
Non Maintained Sector - ie Private, voluntary and independent sector (including nurseries, pre-schools, early years groups, independent schools, non-maintained special schools, and registered childminders in an approved network)	3,750	4,125	4,538	4,991	4,991
<i>Of which wraparound places</i>	220	319	325	335	342
Total number of places	4,890	5,379	5,917	6,508	6,508

Free Early Education places for 4 year olds

	2003-04	2004-05	2005-06	2006-07	2007-08
Maintained sector - ie LEA nursery classes, schools, day nurseries and family centres	4,800	5,040	5,292	5,557	5,557
Non Maintained Sector - ie Private, voluntary and independent sector (including nurseries, pre-schools, early years groups, independent schools, non-maintained special schools, and registered childminders in an approved network)	1,290	1,355	1,422	1,493	1,493
<i>Of which wraparound places</i>	60	87	89	91	93
Total number of places	6,090	6,395	6,714	7,050	7,050

3 First and Middle School Current Numbers, Projections of Demand for Places and Capacity

- 3.1 The number of school places, pupils and predicted pupil numbers for each of the Planning Areas are presented in Annexe A. There are six sets of information, one for all the first and middle schools and one for each of the five planning areas. The information details the number of pupils on roll in January 2001, the projected number of pupils for the period of the Plan and the number of places (Standard Numbers). The Standard Numbers for some Planning Areas change during the Plan. These changes reflect the increases and decreases in the number of places, for example to implement the Infant Class Size Policy there were increases and reductions to the number of places at 6 schools. The range of surplus places for the period of the Plan is also included. This shows the year when the % is at the highest and lowest. The Planning Area maps are in Annexe A.

3.2 First and Middle school current numbers, projections of demand for places and places available

3.3 The Whole Borough (Community and Voluntary Aided) Years R to 6 only

This table is presented for 4-10 year olds only to give a clear picture of demand and potential surplus within the year groups Reception to 6. A separate table below shows the picture including Year 7.

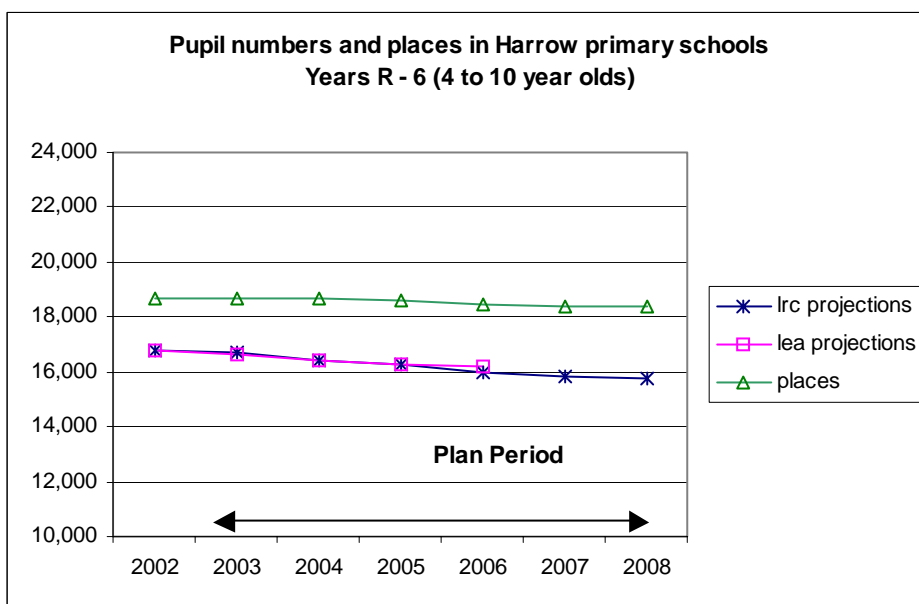
Years R to 6				
Year	January actual Number on roll	Projected demand* GLA	Projected demand LEA	Standard number
2001	16,815			18,576
2002	16,747			18,657
2003	16,670			18,708
2004		16,444	16,401	18,661
2005		16,265	16,267	18,584
2006		16,000	16,173	18,477
2007		15,837	15,946	18,409
2008		15,738		18,364

*full additional yield from developments at RAF Stanmore Park not reflected in GLA figures

Years R to 6

Surplus/deficit places based on GLA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	2,032	10.9%	2003
Highest projected surplus in Plan period	2,572	14.0%	2008



3.4 The Whole Borough (Community and Voluntary Aided) Years R to 7

The table below shows Year Reception to Year 7 including pupils and places in Year 7 in RC High Schools

Years R to 7				
Year	January actual Number on roll	Projected demand* GLA	Projected demand LEA	Standard number
2001	18,969			21,170
2002	18,878			21,257
2003	18,819			21,388**
2004		18,602	18,541	21,366
2005		18,343	18,339	21,289
2006		18,053	18,237	21,212
2007		17,835	17,975	21,105
2008		17,663		21,077

*full additional yield from developments at RAF Stanmore Park not reflected in GLA figures

**includes 300 places in RC High Schools from 2002/3

Years R to 7

Surplus/deficit places based on GLA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	2,569	12.0%	2003
Highest projected surplus in Plan period	3,414	16.2%	2008

3.5 **Comparison of pupil numbers with net capacity figures**

The current net capacity (Years R to 7) of primary schools in 2002/3 is 21,365 pupils. There were 18,531 pupils on roll in January 2003. The current net capacity for high schools is 9,185 pupils and 8,996 on roll. Annexe B lists all schools with their net capacity and pupils on roll figures.

THE AREA PROJECTIONS THAT FOLLOW ARE PRESENTED ON THE BASIS OF YEARS R TO 6 ONLY. THIS IS A CHANGE FROM PREVIOUS YEARS.

THE POPULATION PROJECTIONS WHICH FORM THE BASIS OF THESE SCHOOL ROLL PROJECTIONS ARE BASED ON THE OLD WARDS. AN INDICATION OF THE NEW WARDS COVERED BY EACH AREA IS GIVEN IN THE TEXT, THOUGH BOUNDARY CHANGES MEAN THAT THIS CAN ONLY BE AN APPROXIMATION. PROJECTIONS BASED ON NEW WARD BOUNDARIES ARE NOT EXPECTED UNTIL NEXT YEAR.

3.6 Primary Projection Area: South West (Community Schools only)

The pupil numbers in this projection area are based on the historic patterns of subscription to the schools and the child population in the old wards shown in the table below. This approximates to the following current wards: Rayners Lane, Roxbourne, Roxeth, Harrow on the Hill, West Harrow, Part of Headstone North, Pinner South.

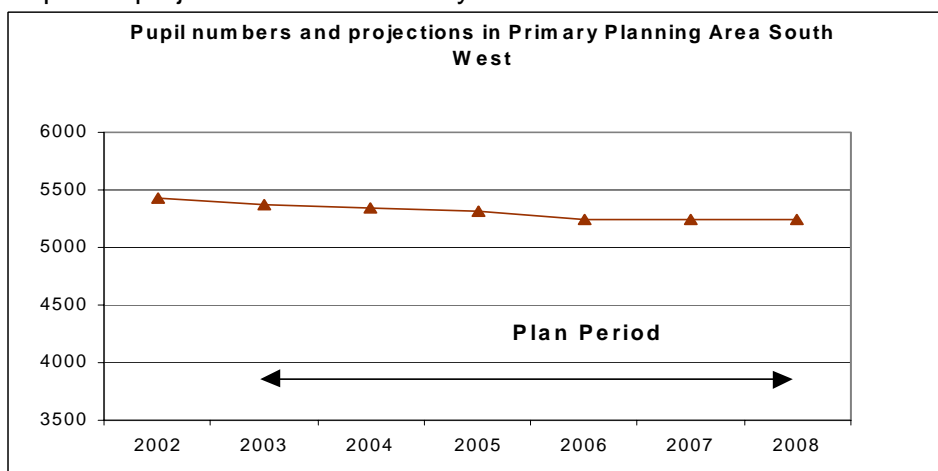
Schools:	Old wards:
Cannon Lane	Rayners Lane
West Lodge	Roxbourne
Roxbourne	Roxeth
Roxeth Manor	Harrow on the Hill
Newton Farm	Ridgeway
Earlsmead	Part of Headstone North
Welldon Park	Pinner West
Roxeth Grange	
Longfield	
Vaughan	

Primary projection area: South West	Years R to 6 only		
<i>Year</i>	January actual Number on roll	Projected demand	Standard number
2001	5,336		5,640
2002	5,340		5,660
2003	5,263	5,376	5,654
2004		5,339	5,650
2005		5,308	5,646
2006		5,239	5,642
2007		5,236	5,642
2008		5,247	5,642

South West/Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	278	4.9%	2003
Highest projected surplus in Plan period	406	7.2%	2007

Surplus is projected to decrease in years 2008 to 2013.



The current net capacity of schools in the South West is 6,476 pupils. There are currently 5,909 pupils (including Year 7), a surplus of 8.8%.

3.7 Primary Projections: North West (Community Schools only)

The pupil numbers in this projection area are based on the historic patterns of subscription to the schools and the child population in the old wards shown in the table below. This approximates to the following current wards: Pinner, Pinner South (part of), Hatch End, Headstone North, Harrow Weald.

Schools:	Wards:
Cannon Lane	Pinner
West Lodge	Pinner West
Pinner Wood	Hatch End
Grimsdyke	Headstone North
Pinner Park	Harrow Weald
Cedars Weald	
Longfield	

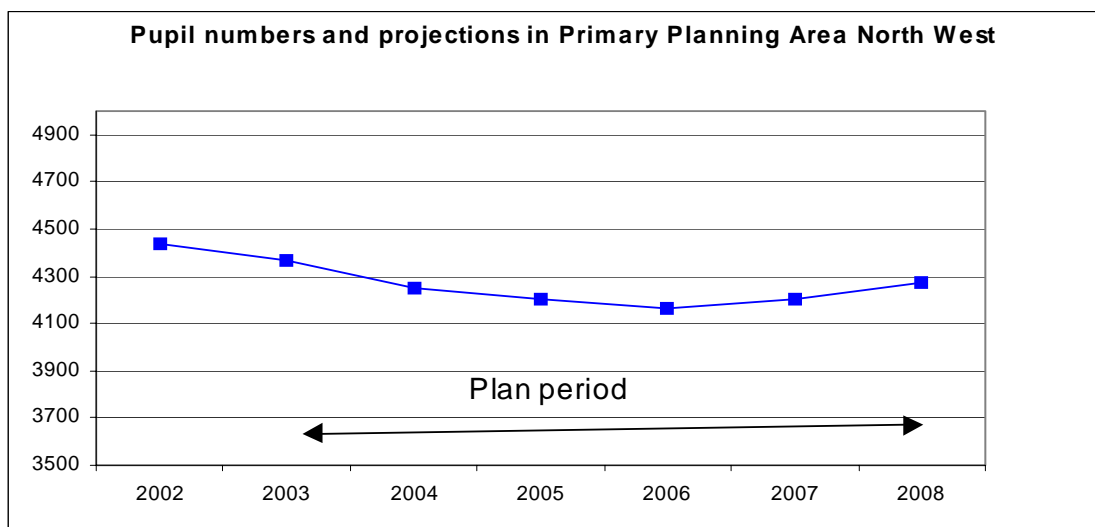
Primary projection area: North West	Years R-6 only		
Year	January actual Number on roll	Projected demand	Standard number
2001	4,588		4,830
2002	4,555		4,830
2003	4,471	4,366	4,830
2004		4,248	4,830
2005		4,207	4,830
2006		4,160	4,830
2007		4,202	4,830
2008		4,274	4,830

North West

Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	464	9.6%	2003
Highest projected surplus in Plan period	670	13.9%	2006

After 2008 the percentage surplus is predicted to fall.



The current net capacity of schools in the north west area is 5,527 pupils. There are currently 5,028 pupils in schools, including Year 7, a surplus of 9.0%.

3.8 Primary Projection Area: North East (Community Schools only)

The pupil numbers in this projection area are based on the historic patterns of subscription to the schools and the child population in the old wards shown in the table below. This approximates to the following current wards: Harrow Weald, Stanmore Park, Canons, Belmont, Queensbury.

Schools:	Wards:
Aylward	Harrow Weald
Stanburn	Stanmore Park
Whitchurch	Canons
Cedars	Wemborough
Weald	Centenary

Primary projection area: North East	Years R to 6 only		
Year	January 2002 Number on roll	Projected demand*	Standard number**
2001	2,812		3,150
2002	2,761		3,150
2003	2,710	2,710	3,150
2004		2,606	3,150
2005		2,569	3,120
2006		2,547	3,090
2007		2,559	3,060
2008		2,595	3,030

*full additional area yield from development of RAF Stanmore Park not reflected in GLA figures

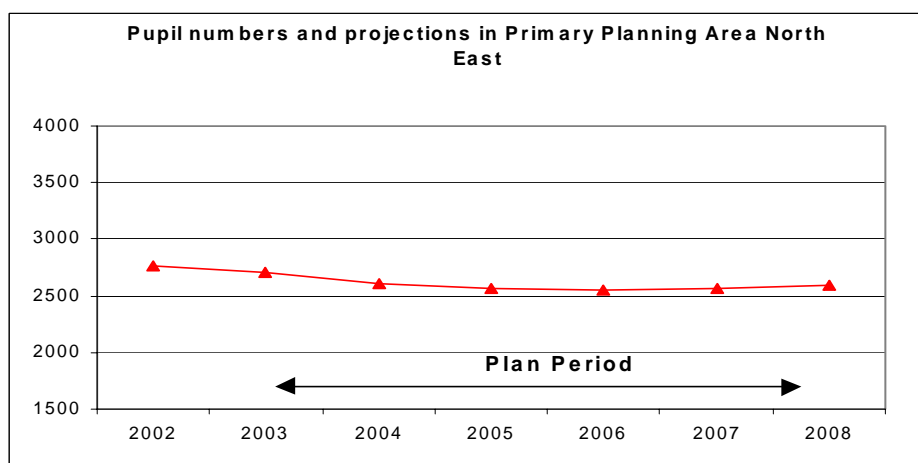
** SN reduction at Aylward F&M gradually working through the year groups

North East

Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	435	14.4%	2008
Highest projected surplus in Plan period	551	17.7%	2005

After 2008, the projected surplus continues to reduce to a projected 5% in 2011.



The net capacity of schools in the North East area is 3,578. The current number of pupils in schools is 3,067, (including Year 7), a surplus of 14.3%. The capacity will reduce as surplus capacity is removed from Aylward F&M school.

3.9 Primary Projection Area: South East (Community Schools only)

The pupil numbers in this projection area are based on the historic patterns of subscription to the schools and the child population in the old wards shown in the table below. This approximates to the following current wards: Edgware, Belmont, Queensbury, Kenton East, Kenton West, part Greenhill.

Schools:	Wards:
Stanburn	Stanmore South
Whitchurch	Wemborough
Stag Lane	Centenary
Little Stanmore	Kenton East
Glebe	Kenton West
Kenmore Park	part Greenhill
Priestmead	
Elmgrove	

Primary projection area: South East			
Year	January actual Number on roll	Projected demand*	Standard number
2001	3,938		4,570
2002	3,900		4,561
2003	3,874	3,864	4,552
2004		3,813	4,528
2005		3,729	4,504
2006		3,631	4,480
2007		3,531	4,457
2008		3,462	4,442

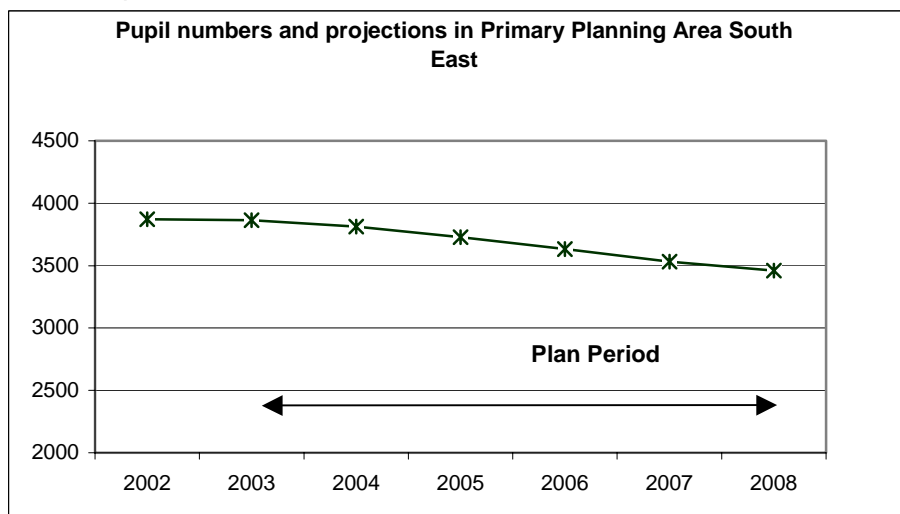
* full additional area yield from development of RAF Stanmore Park not reflected in GLA figures

South East

Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	688	15.1%	2003
Highest projected surplus in Plan period	980	22.1%	2008

The projected surplus is above 20% until 2011.



The net capacity of schools in the South East area is 5,141. There are currently 4,404 pupils at schools in the area (including Year 7), a surplus of 14.3%.

3.10 Primary Projection Area: Central (Community Schools only)

The pupil numbers in this projection area are based on the historic patterns of subscription to the schools and the child population in the old wards shown in the table below. This approximates to the following current wards: Wealdstone, Marlborough, Headstone South, West Harrow, Harrow on the Hill, part of Greenhill.

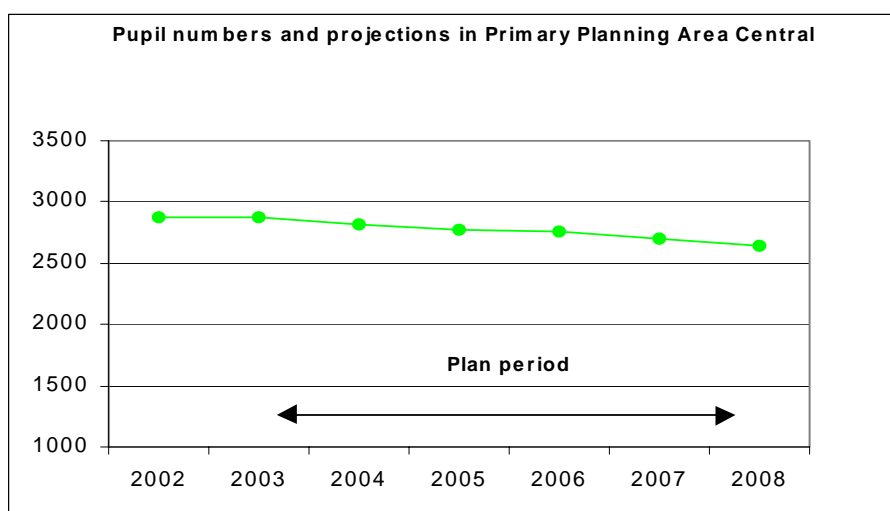
Schools:	Wards:
Marlborough	Wealdstone
Norbury	Marlborough
Whitefriars	Headstone South
Belmont	Ridgeway
Roxeth	Harrow on the Hill
Grange	part of Greenhill
Vaughan	

Primary projection area: Central			
Year	January actual Number on roll	Projected demand	Standard number
2001	2,910		3,332
2002	2,848		3,332
2003	2,859	2,871	3,332
2004		2,814	3,272
2005		2,781	3,212
2006		2,752	3,152
2007		2,702	3,122
2008		2,642	3,122

Central

Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	400	12.7%	2006
Highest projected surplus in Plan period	480	15.4%	2008



The net capacity of schools in the central area is 3,814. There are currently 3,279 pupils on roll at schools in the area, including Year 7, a surplus of 14.0%

4 High School Current Numbers, Projections of Demand for Places and Capacity

4.1 The number of school places, pupils and predicted pupil numbers for the high schools are presented in the following tables. The information on high schools is presented in the same format as the first and middle schools. However, there are only two sets of information, one for all high schools and one for the community schools.

4.2 All high schools (community and voluntary aided) years 8-11 only.

Both LEA and GLA projections are presented in the graph below.

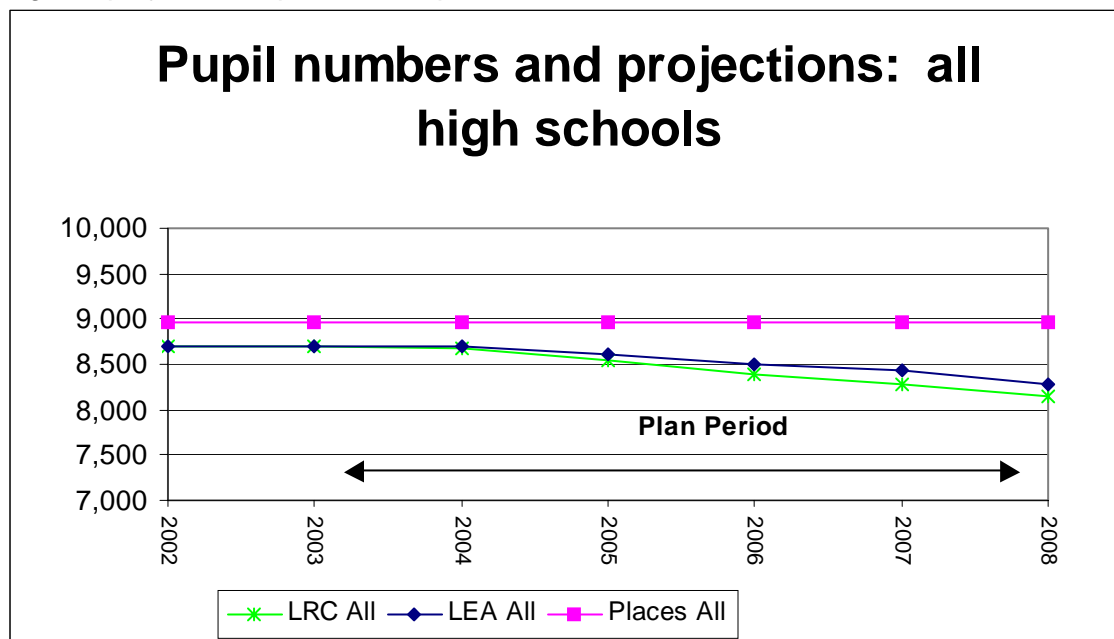
Secondary				
Year	January 2003 Number on roll	Projected demand GLA	Projected demand LEA	Standard number
2001	8,648			
2002	8,706			
2003	8,699			8,960
2004		8,670	8,697	8,960
2005		8,538	8,600	8,960
2006		8,396	8,497	8,960
2007		8,286	8,428	8,960
2008		8,139	8,288	8,960

* Years 8 to 11 only.

Secondary Whole Borough

Surplus/deficit places based on GLA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	261	2.9%	2003
Highest projected surplus in Plan period	821	9.2%	2008



4.3 Community High Schools Only

LEA projections only are presented as GLA model does not allow for separate community and VA projections

Secondary			
Year	January Number on roll	Projected demand LEA*	Standard number
2001	7,713		7,770
2002	7,714		7,760
2003	7,668		7,760
2004		7,627	7,760
2005		7,517	7,760
2006		7,379	7,760
2007		7,289	7,760
2008		7,138	7,760

Secondary Community High schools

Surplus/deficit places based on LEA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	92	1.2%	2003
Highest projected surplus in Plan period	622	8.7%	2008

*GLA projections are not available for RC High schools only

4.4 Current capacity

The table below shows the current net capacity of primary schools and high schools and the number of pupils on roll. This includes Year 7 in RC High Schools.

	Primary Schools (R – Yr 7)		High Schools	
	Net capacity	Pupils (NOR)	Net capacity	Pupils (NOR)
Community	17,788	15,582	7,849	7,667
RC	2,832	2,381	1,336	1,329
Church of England	496	455		
Jewish School	249	113		
Total	21,365	18,531	9,185	8,996

4.5 Accuracy of previous years' projections

4.6 The table overleaf shows the 2003 actual pupil numbers in each year group and the projections that were made in previous years. As can be seen, the projections are largely within 5% of the actual figure. The exception is Year 7 where the LEA was aware that the model did not accurately reflect the trend in net movement of pupil numbers from Year 6 in Roman Catholic primary schools to Year 7 in the Roman Catholic High schools and the overall trend out of Year 6.

4.7 In 1997 new population projections were produced by the then LRC and the LEA expressed concern about the projections in relation to figures for pupils who were born in 1998/9 and 1999/0 (current Year 8 and 9). This was righted in subsequent population projections.

4.8 For comparative purposes the LEA and GLA projections are shown for 1998.

	Actual 2003	Projected 2002		Projected 2001		Projected 2000		Projected 1999		Projected 1998		Lea 1998	
R	2287	2294	0.3%	2293	0.3%	2249	-1.7%	2258	-1.3%	2282	-0.2%		
1	2409	2403	-0.2%	2306	-4.3%	2340	-2.9%	2312	-4.0%	2291	-4.9%		
2	2342	2397	2.3%	2352	0.4%	2398	2.4%	2328	-0.6%	2317	-1.1%	2383	1.8%
3	2340	2323	-0.7%	2346	0.3%	2438	4.2%	2391	2.2%	2244	-4.1%	2407	2.9%
4	2396	2393	-0.1%	2387	-0.4%	2418	0.9%	2302	-3.9%	2415	0.8%	2363	-1.4%
5	2405	2391	-0.6%	2382	-1.0%	2383	-0.9%	2424	0.8%	2352	-2.2%	2376	-1.2%
6	2491	2476	-0.6%	2477	-0.6%	2519	1.1%	2464	-1.1%	2300	-7.7%	2457	-1.4%
7*	1861	1989	6.9%	2038	9.5%	2083	11.9%	1951	4.8%	1931	3.8%	2062	10.8%
8	2107	2221	5.4%	2121	0.7%	2116	0.4%	2084	-1.1%	2075	-1.5%	2148	1.9%
9	2174	2167	-0.3%	2105	-3.2%	2178	0.2%	2016	-7.3%	1952	-10.2%	2225	2.3%
10	2250	2300	2.2%	2319	3.1%	2251	0.0%	2047	-9.0%	2078	-7.6%	2308	2.6%
11	2168	2171	0.1%	2183	0.7%	2188	0.9%	2141	-1.2%	2175	0.3%	2151	-0.8%

7* The table shows projections and actual numbers of Year 7 in primary schools. Neither the LEA or GLA model coped well with the trends in movement across Year 6 to Year 8.

5 Special Educational Needs Current Numbers, Projections of Demand for Places and Capacity

Mainstream First and Middle School Provision

- 5.1 The tables below sets out the mainstream primary provision currently made in Harrow and 2003-04 pupil numbers. The first table sets out provision in schools which are “additionally resourced” (ARMS) and the second table identifies the number of places currently allocated to meet special needs in primary provision and which are funded individually by the Assessment and Provision Team through the LM formula based on an annual assessment of need.

First and Middle School Planned ARMS Provision	Places	2003-04 Numbers
Hearing impaired	24	24
Physically disabled	18	18
Speech and language difficulties	8	8
Total	50	50

Other Provision Special Educational Need	Jan 2003 Nos
Visually Impaired	3
Hearing impaired	9
Physically disabled	11
Speech & language difficulties	37
Learning needs	166
Communication, including autism	44
Emotional & behavioural difficulties	22
Moderate learning difficulties	3
Medical	10
Specific learning difficulties	4
Other	0
Out-Borough	19
TOTAL	328

Mainstream High School Provision

- 5.2 In the secondary sector 2 schools make specialist provision.

High School Planned ARMS Provision	Places	2003-04 Numbers
Hearing impaired	15	15
Physically disabled	10	10
Total	25	25

- 5.3 A breakdown of the mainstream secondary in provision is set out below:

Other Provision Special Educational Need	2003 Numbers
Hearing impaired	4
Physically disabled	2
Speech & language difficulties	11
Learning needs	148

Communication, including autism	12
Emotional & behavioural difficulties	19
Moderate learning difficulties	2
Medical	5
Specific learning difficulties	12
Severe learning difficulties	0
Visually impaired	6
Other	0
Out-Borough	33
TOTAL	254

Special School Provision

- 5.4 There are four special schools and one pupil referral unit. The number of planned places is illustrated below. The number of places at the SLD provision will be increased when the new buildings are available for the new age phased schools. The second table illustrates the number of high school aged pupils who are placed in out-borough provision.

Harrow Special School Provision	Places 2003/04	2003/04 Nos
Primary learning need	52	60
Secondary learning need	92	98
2-19 SLD/PMLD	92	88
PRU		Flexible to meet demand

Out-Borough Provision	Maintained Special School	Indep/Non Maintained	Maintained mainstream	Total
Hearing impaired	8	8	0	16
Physically disabled	7	5	6	18
Speech & language difficulties	0	6	5	11
Learning needs	0	0	47	47
Communication, incl. autism	2	20	5	27
Emotional & behavioural difficulties	2	7	8	17
Moderate learning difficulties	8	4	1	13
Medical	0	0	2	2
Specific learning difficulties	0	8	1	9
Severe learning difficulties	13	7	0	20
Visually impaired	0	12	1	13
TOTAL	40	77	76	193

LEA places for out-borough pupils and regional planning

- 5.5 The regional SEN network has decided that autistic spectrum disorders and EBD are priorities. Pilot studies concerning the regional planning of provision for special educational needs are currently underway. Harrow is represented at regular SEN conferences but is not directly involved in regional planning of provision, will consider the outcome of the current pilot arrangements. The LEA currently makes provision for 35 pupils from other boroughs.

Draft School Organisation Plan

SECTION 5

CONCLUSION AND AREAS FOR ACTION OVER THE LIFE OF THE PLAN

1 Debate on the Organisation of Schools in Harrow

1.1 Following Members' approval in January 2002, a debate on the organisation of schools was undertaken. The Debate finished at the end of May and a report was presented to Members in September.

1.2 The report analysed the comments and contributions received during the Debate. A number of issues were raised and they are summarised as follows:

- The change to 11+ was supported by the majority of responses;
- Changes to provide more choice at post-16 in Harrow were supported by the majority of responses;
- References were made to the need to strengthen provision at the foundation stage.

1.3 Cabinet agreed the following recommendations:

Age of Transfer

- Develop options for 11+ taking account of priorities contained in the Asset Management Plan, the Education Development Plan, the School Organisation Plan, Strategic Corporate Priorities, and the Education Strategic Plan.
- Involve colleagues in Environmental Services and Planning in the key issues of the change at an early stage
- Consult with DfES regarding the change process and also the financial arrangements
- Identify the resources that would be necessary to bring about the change and the likely mechanisms to obtain those resources
- Set out a clear timetable for the change process and an action plan with strategic trigger points identified
- Set up a focus group of headteachers and governors as a reference point for the development of options

Post 16

- Develop options for change at 16+ in partnership with the Learning and Skills Council, FE colleges, the sixth-form college and high schools

- Identify likely resources needed and strategies to obtain these
- Set out a clear timetable for change and an action plan including strategic trigger points

Early Years

- Develop options for improvements in the foundation stage in partnership with the Early Years Development and Childcare Partnership
- Identify resources and funding strategies and set out a clear timetable and action plan

General

- Identify corporate and departmental resource implications of the change process, including project team members
- Develop an initial implementation strategy identifying service resources that will be provided to support the process. For example, Personnel, Finance, Capital, parents, communications etc

1.4 Progress and Next Steps

Unfortunately this bid was unsuccessful. DfES have recently published guidance on their capital strategy. This includes Building Schools for the Future. Officers will submit a bid in, accordance with the Guidance to implement a school re-organisation in Harrow. There are several funding routes including PFI and it is expected that several bids will be prepared. Officers will seek the advice of DfES officials in their preparation of these bids.

2 Nursery provision

- 2.1 The LEA will continue to plan changes in nursery and pre-school provision in consultation with the partners in the Early Years Development and Childcare Partnership.
- 2.2 Following consultation on the issues of single intake and deferred entry to maintained school reception classes during the summer term 1999, the LEA reaffirmed its policy of dual entry dates to reception classes. This issue will need to be kept under review. It should be noted that this was an issue that was discussed with neighbouring boroughs as they all operate in principle a single intake to reception, albeit with local variations as to part time attendance and phased entry.
- 2.3 In 2001/2002 the DfES allocated Harrow 435 funded places for three year olds. For the Spring term 2002 this was increased to 735 places. The criteria for allocation of places, agreed by the DfES in 2000/2001, remains that those children considered to be most socially disadvantaged are prioritised for places. Places remaining are allocated to the oldest three year olds. For

2002/2003 Harrow has been allocated 1095 funded places and the DfES have indicated that universal funding for all three year olds will be available by April 2004.

3 First and Middle and High School Provision (Ages 4 – 16)

- 3.1 In the Education Services Strategy (ESS) one of the targets for the period 2002-2007 is to maintain surplus capacity of no more than 10% across the LEA in each phase of provision. In reviewing levels of surplus, a margin for error in projections of 5% plus or minus must be taken into account, although this margin has proved to be generous in relation to the realisation of recent projections.

First and Middle School Sector

- 3.2 Over the period of the Plan, data on a Borough-wide basis indicates that the projected surplus within the primary sector is between 11.0% and 14.0% for Years Reception to Year 6 and between 12.0% and 16.0% for Years Reception to Year 7. This is a slight decrease on last year's surplus and reflects 2000 population projections, which are at a higher level than the 1999 projections. However both the 1999 and 2000 population projections show a gradual decline in pupil numbers. The surplus figures also reflect decreases in the standard number at Little Stanmore, Belmont and Aylward Schools. Even assuming that the (under projected) margin for error is at its greatest, there is a need to consider proposals to reduce this level during the life of the Plan, if the ESS target is to be met. Whilst demand across the Borough as a whole may be close to the target this masks significant variations in levels of over-capacity on an area basis. Matching the supply of places to demand on an area basis ensures that there is greater equity in terms of the extent to which, theoretically, parental preferences may be met. In areas where surpluses are marginal the LEA's ability to meet parental preference is potentially far more constrained. Each area is considered in the following section.

First and Middle School Projections by Area

South West

- 3.3 This projection area has been subject to pressure on places for an extended period of time, during which a programme of temporary and permanent expansions has been implemented.
- 3.4 The projected levels of surplus within this area over the period of the Plan are between 5% and 7% . In view of the projected levels of demand and the need to monitor the impact of changes in provision in progress and residential development, it is not proposed to consider any further changes in the levels and organisation of provision in this area, at this time.

North West

- 3.5 This projection area covers part of that which will supply pupils to both the Moriah Jewish Day School and the expanded Roman Catholic provision at St John Fisher School. It will be necessary therefore to continue to monitor any changes in patterns of demand for schools in this area in such a way as to

establish the impact of this provision.

- 3.6 The projected levels of surplus within this area over the period of the Plan are between 9% and 14%. Whilst the upper level of this range is not high enough to suggest that action may need to be considered, the extent of the change in this area suggests that close monitoring for a further period may be preferable at this stage. An element of surplus capacity is always needed to ensure that the LEA can offer a school place, even if all places are not subsequently taken up. This area, in particular, has a history of demand for places being significantly higher than those finally taken up. In the light of these issues, it is not proposed to consider any further changes in the levels and organisation of provision in this area, at this time.

North East

- 3.7 This projection area includes the site of the former RAF Stanmore (now called Stanmore Park). Although an element of population increase is included within the projections set out in this plan, this is unlikely to reflect the full yield.
- 3.8 The projected levels of surplus within this area over the period of the Plan are between 14% and 18%. There is capacity in this area but consideration does need to be taken of the impact of the pupil from the development of Stanmore Park. It is expected that a large proportion of the roads will be linked to Aylward First and Middle School. This area will continue to be monitored closely.

South East

- 3.9 This projection area is primarily that which has been the subject of consultation regarding surplus place removal. The projected levels of surplus within this area over the period of the Plan are between 15% and 22%. This area has consistently had a relatively high level of surplus. To address over capacity in this area the School Organisation Committee agreed a reduction in the standard number at Little Stanmore First and Middle School from 60 to 45 per year group from September 2003. A reduction in standard number at Aylward First School, from 90 to 60, was agreed by SOC in March 2003.
- 3.10 The Education, Arts & Leisure Committee, at its meeting in September 2000, agreed to undertake consultation on options to reduce provision in this area by two forms of entry. Cabinet withdrew these recommendations following external developments in the area. The developments in the area remain unresolved and a report reviewing the supply and demand for places will be presented to Members accordingly. Officers will continue to monitor the demographics within the area.
- 3.11 Officers have worked with headteachers in the South East Corner to develop a framework that will complement the individual development of their schools within the Canons Cluster. The framework will contribute to addressing issues such as pupil admissions, retention in year 7, transfer to the cluster high school and community provision within the area. Following consultation this framework formed the basis of a PFI bid for funding for school accommodation and facilities improvements.

Central

- 3.12 This projection area includes a number of schools, which have been expanded during the 1990s and where incremental expansions are almost complete. This part of the Borough, whilst not having major areas of residential development, has a pattern of inward and outward migration, which make accurate projections difficult. In particular, the overlap between this projection area and the South West, where pressure on places has been most consistent over the last 5 years, suggest that patterns of application need to be monitored over a further period of time to establish clear trends in this area.
- 3.13 The projected levels of surplus over the period of the Plan are between 13% and 15%. Whilst this level of surplus provides a degree of flexibility in meeting parental preference, the situation will need to be kept under review. To address over capacity in this area the School Organisation Committee agreed a reduction in the Standard Numbers at Belmont First and Middle Schools from 90 to 60 per year group from September 2003.

High School Projections

- 3.14 In the high school sector the supply and demand for places are better matched over the period of the Plan, with the level of surplus ranging from 3% to 9%. However the GLA projections suggest that there may be a shortage of places in the high school sector. This is thought to be a consequence of a change in the GLA model and is currently being discussed with the GLA.
- 3.15 Whilst no specific proposal is made for the community sector within the high school phase, future projections will be monitored to assess the potential impact of variations from the projected levels set out in the Plan. The projections indicate that in 2004 there will be a peak in high school pupil numbers. This will be the impact of the admission of a large year group currently in the primary sector transferring to high schools.
- 3.16 The number of high school places will continue to be monitored closely and temporary arrangements for increasing the number of places will be made accordingly. This type of approach has been used to manage the supply of places. For example, in September 2000 community high schools admitted an agreed number of pupils above their standard numbers to facilitate pupil numbers. It is anticipated that the number of places available will also be reviewed in line with Asset Management Plan Priorities and the need to replace elements of sub-standard accommodation.

High School Links

- 3.17 Education, Arts and Leisure Committee consulted on 2 options for high school admission arrangements. The committee decided to retain the existing links. In considering the consultation responses, amendments to the admissions criteria were agreed.

4 Provision for Special Educational Needs

SEN Strategy

- 4.1 The current Learning Support Policy was produced in 1994 and helped to guide Harrow's SEN developments. However, due to recent legislative changes and initiatives the Policy no longer provides a framework that is a sufficiently clear reference for future developments.
- 4.2 The present policy has been reviewed and established principles are being built on in a more precise, comprehensive and clearly presented strategy. This strategy will promote inclusion and shape SEN planning and development. The review has been undertaken by the Learning Support Advisory Group, the authority's principal consultative group for SEN policy developments. Initial consultation took place prior to formal consultation with governing bodies, teaching to endorsement in Summer 2002.
- 4.3 The SEN strategy sets broad areas for action and be accompanied by a detailed development plan. There may be issues arising from the SEN strategy that will need to be considered within the context of the School Organisation Plan.

5 Cross sector issues

- 5.1 The Westminster Diocesan Board consulted on proposals to change the age range of Catholic First and Middle Schools in Harrow to 3+ to 11 years, and Catholic High Schools to 11-16 years. Following approval by the School Adjudicator this was implemented with effect from September 2002.

Church of England Places

- 5.2 The Church of England Review Group has published an interim report on Church of England schools, which considers the future for these schools. One of the recommendations of this report is to seek to redress the imbalance of primary and secondary places. The LEA responded to the report and will continue their discussions with the London Diocesan Board for Schools about these issues.

Infant Class Size Reduction Policy

- 5.3 The Infant Class size Policy enables to access funding to employ additional teachers to retain infant classes at a maximum of 30. From April 2003, the funding for schools to maintain these class sizes is delegated as part of the Schools Budget. It is expected that 14 schools will continue to receive this funding. Fluctuating roll numbers and pupil mobility cause the challenge for these schools rather than standard numbers which are not multiples of 30.

6 Developments and Proposals in Neighbouring LEAs

- 6.1 Officers have met with colleagues in the neighbouring LEAs of Barnet, Brent, Ealing and Hillingdon. The meetings were welcomed by the neighbouring LEAs and it has been agreed that colleagues will meet annually to discuss general place planning issues. It may be that more frequent meetings are required for specific issues.

London Borough of Brent

- 6.2 The DfES has approved the expansion of Kingsbury Green primary school by one form of entry. The school's annual intake was increased from 60 to 90 pupils in 2002.
- 6.3 The London Borough of Brent has agreed to the expansion of Wembley High School by 2 forms of entry (250 additional places in 2003, 50 in Year 7) to increase Copland Community School and Technology Centre by one form of entry to 150 additional places (30 in Year 7) in September 2003. Expansion of provision is planned at the proposed new City Academy at Willesden High School by one form of entry (140 places).

London Borough of Hillingdon

- 6.4 The Borough is experiencing increases in demand in the North East (Northwood) and an expansion of one form of entry (30 places) to meet projected demand. Additional places have been identified at Firthwood Primary School, is proposed to permanently increase their standard number admission to 60 (an increase of 15 places).
- 6.5 Statutory Notices to be published in October to consult on proposals to close John Penrose School in Harefield, to be replaced by a City Academy on the same site. Proposals to close Evelyns Community School and establish a City Academy will go ahead next year as planned.
- 6.5 The decision by the Secretary of State is to be announced in October 2003 for a new High School in Ruislip on advice of the Planning Inspector.

London Borough of Ealing

- 6.7 Last year the London Borough of Ealing recommended removal of 4% of total capacity in the primary community school sector. The Borough's main aim is to focus on schools with more than 25 percent surplus capacity and to improve their ability to attract pupils.
- 6.8 The LEA has been given permission by the DfES to develop a City Academy at The Compton High School and Sports College, the Northolt Primary School will also be incorporated. The Academy will replace the existing schools. Closures to take affect from 31 August 2004.
- 6.9 It is the LEA's intention to develop a Private Finance Initiative (PFI) scheme to replace one high school and two primary schools in the borough. The schools are Greenford High School, Featherstone Primary and Glebe Nursery School.
- 6.10 The main issue for Ealing and Hillingdon that may affect Harrow is the development of the Taylor Woodrow site in Greenford. The site straddles the Ealing/Hillingdon Border. The Authority will continue to liaise with officers on the likely implications of this development.

London Borough of Barnet

- 6.11 The DfES has approved the establishment of a City Academy at Edgware High School specialising in Business Studies and Technology. The proposals

have been approved and will take effect from 31 August 2004.

- 6.12 Proposals for a new voluntary-aided Jewish Primary School have been approved by the LEA (in principle) and on the condition that the promoters receive the required capital funds from the DfES. The proposals relate to Akiva Primary school which is currently an independent school.

7 Programme for review and update of the Plan

- 7.1 In line with the draft regulations set out in the revised Education (School Organisation Plan) Regulations 2003, the Plan will be reviewed and updated on a three year basis. The draft will be published on 1 July for consultation. The consultation period will be 10 weeks. The School Organisation Committee will consider the draft and any objections in order that the revised Plan may be published early in the Autumn term.
- 7.2 In addition, an annual report will be presented to School Organisation Committee that will provide up-dated information on pupil demographics and up-dates on place planning and management issues as detailed in Section 5 of the School Organisation Plan.

Annexes

Annexe B

Primary Schools Net Capacity and Pupils on Roll for 2003

DfEE Number	School	Net Capacity	Number on Roll (Jan 2003)	Surplus Capacity
2099	Aylward First & Middle School	679	437	242
2081	Belmont First School	309	247	62
2055	Belmont Middle School	360	281	79
2073	Cannon Lane First School	352	350	2
2056	Cannon Lane Middle School	360	335	25
2074	Cedars First School	360	282	78
2057	Cedars Middle School	360	331	29
2092	Earlsmead First & Middle School	480	428	52
2082	Elmgrove First School	328	288	40
2058	Elmgrove Middle School	328	293	35
2098	Glebe First & Middle School	389	232	157
2088	Grange First School	360	297	63
2071	Grange Middle School	360	294	66
2052	Grimsdyke First & Middle School	483	462	21
2083	Kenmore Park First School	359	297	62
2059	Kenmore Park Middle School	365	337	28
2053	Little Stanmore First & Middle School	480	267	213
2075	Longfield First School	360	330	30
2066	Longfield Middle School	360	332	28
2051	Marlborough First & Middle School	480	462	18
3509	Moriah Jewish Day School	249	113	136
2045	Newton Farm First & Middle School	240	252	-12
2096	Norbury First & Middle School	480	424	56
2076	Pinner Park First School	360	348	12
2060	Pinner Park Middle School	360	358	2
2046	Pinner Wood First School	369	272	97
2047	Pinner Wood Middle School	360	338	22
2078	Priestmead First School	360	355	5
2061	Priestmead Middle School	372	370	2
2084	Roxbourne First School	339	335	4
2062	Roxbourne Middle School	360	319	41
2050	Roxeth First & Middle School	449	412	37
2090	Roxeth Manor First School	360	320	40
2072	Roxeth Manor Middle School	366	337	29
3501	St.Anselm`s First & Middle School	432	412	20
3500	St.Bernadette`s First & Middle School	480	405	75
3508	St.George`s First & Middle School	480	426	54
3505	St.John Fisher First & Middle School	480	313	167
3301	St.John`s First School	240	237	3

3300	St.John`s Middle School	256	218	38
3507	St.Joseph`s First & Middle School	480	415	65
3504	St.Teresa`s First & Middle School	480	410	70
2079	Stag Lane First School	360	291	69
2063	Stag Lane Middle School	360	283	77
2085	Stanburn First School	360	352	8
2064	Stanburn Middle School	360	347	13
2097	Vaughan First & Middle School	480	461	19
2086	Weald First School	360	300	60
2067	Weald Middle School	366	326	40
2093	Welldon Park First School	240	211	29
2095	Welldon Park Middle School	293	232	61
2087	West Lodge First School	357	343	14
2068	West Lodge Middle School	360	321	39
2100	Whitchurch First School	360	356	4
2101	Whitchurch Middle School	360	336	24
2049	Whitefriars First & Middle School	485	401	84
TOTAL		21,365	18,531	2,834

High Schools Net Capacity and Pupils on Roll for 2003

DfEE Number	School	Net Capacity	Number on Roll (Jan 2003)	Surplus Capacity
4032	Bentley Wood High School	692	725	-33
4022	Canons High School	750	709	41
4033	Harrow High School	792	711	81
4020	Hatch End High School	1215	1209	6
4024	Nower Hill High School	1200	1201	-1
4021	Park High School	1120	1145	-25
4027	Rooks Heath High School	1040	936	104
4700	Sacred Heart High School	640	675	-35
5400	Salvatorian College	696	654	42
4026	Whitmore High School	1040	1031	9
TOTAL		9,185	8,996	189

Annexe C

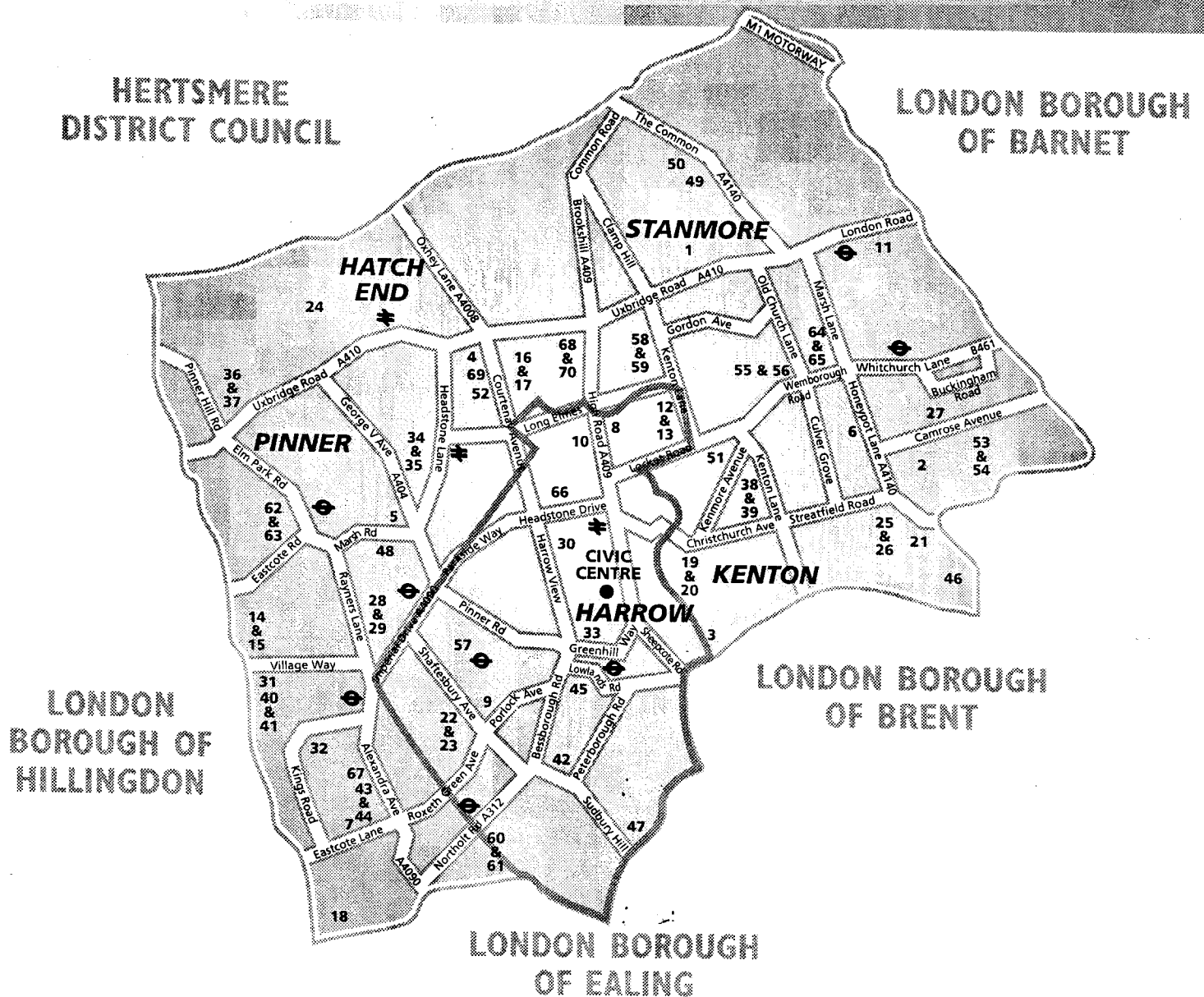
Number of Ethnic Groups in Harrow

Ethnicity	Nursery / Primary	Secondary	Special	LEA
Asian or Asian British Bangladeshi	0.71%	0.61%	1.12%	0.68%
Asian or Asian British Indian	20.97%	23.00%	23.05%	21.62%
Asian or Asian British Pakistani	3.47%	3.71%	6.32%	3.57%
Other Asian	10.26%	8.58%	5.20%	9.69%
Black or Black British African	5.93%	5.46%	5.95%	5.78%
Black or Black British Caribbean	3.88%	6.01%	2.97%	4.54%
Other Black	1.76%	1.27%	2.60%	1.61%
Chinese	0.78%	0.60%	0.00%	0.71%
White British	32.86%	33.48%	36.43%	33.08%
White Gypsy/Roma	0.04%	0.01%	0.37%	0.03%
White Irish	2.47%	2.39%	0.37%	2.43%
White Irish Traveller	0.45%	0.21%	1.49%	0.39%
Other White	3.78%	3.69%	4.09%	3.76%
Mixed White and Asian	1.78%	1.56%	0.74%	1.70%
Mixed White and Black African	0.54%	0.46%	0.00%	0.51%
Mixed White and Black Caribbean	2.01%	1.44%	0.37%	1.81%
Other Mixed	2.93%	2.27%	3.72%	2.73%
Any Other Ethnic Group	2.64%	2.85%	2.60%	2.70%
Unknown	2.74%	2.40%	2.60%	2.64%

Number of Male and Female Pupils in Harrow

	Boys	Girls	Total	% Boys	% Girls
Part-time Primary	515	490	1005	51.24%	48.76%
Full-time Primary	9481	9078	18559	51.09%	48.91%
Secondary	4577	4410	8987	50.93%	49.07%
Total mainstream	14,573	13,978	28,551	51.04%	48.96%

Primary Projection Area: Central Annexe A



HIGH SCHOOLS

1. Bentley Wood High School for Girls
2. Canons High School
3. Harrow High School
4. Hatch End High School
5. Nower Hill High
6. Park High School
7. Rooks Heath High School
8. Sacred Heart High School for Girls RC
9. Whitmore High School
10. Salvatorian College RC

PRIMARY SCHOOLS

11. Aylward First and Middle School
12. Belmont First School
13. Belmont Middle School
14. Cannon Lane First School
15. Cannon Lane Middle School
16. Cedars First School
17. Cedars Middle School
18. Earlsmead First and Middle School
19. Elmgrove First School
20. Elmgrove Middle School
21. Glebe First and Middle School
22. Grange First School

23. Grange Middle School
24. Grimskyke First and Middle School
25. Kenmore Park First School
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27. Little Stanmore First and Middle School
28. Longfield First School
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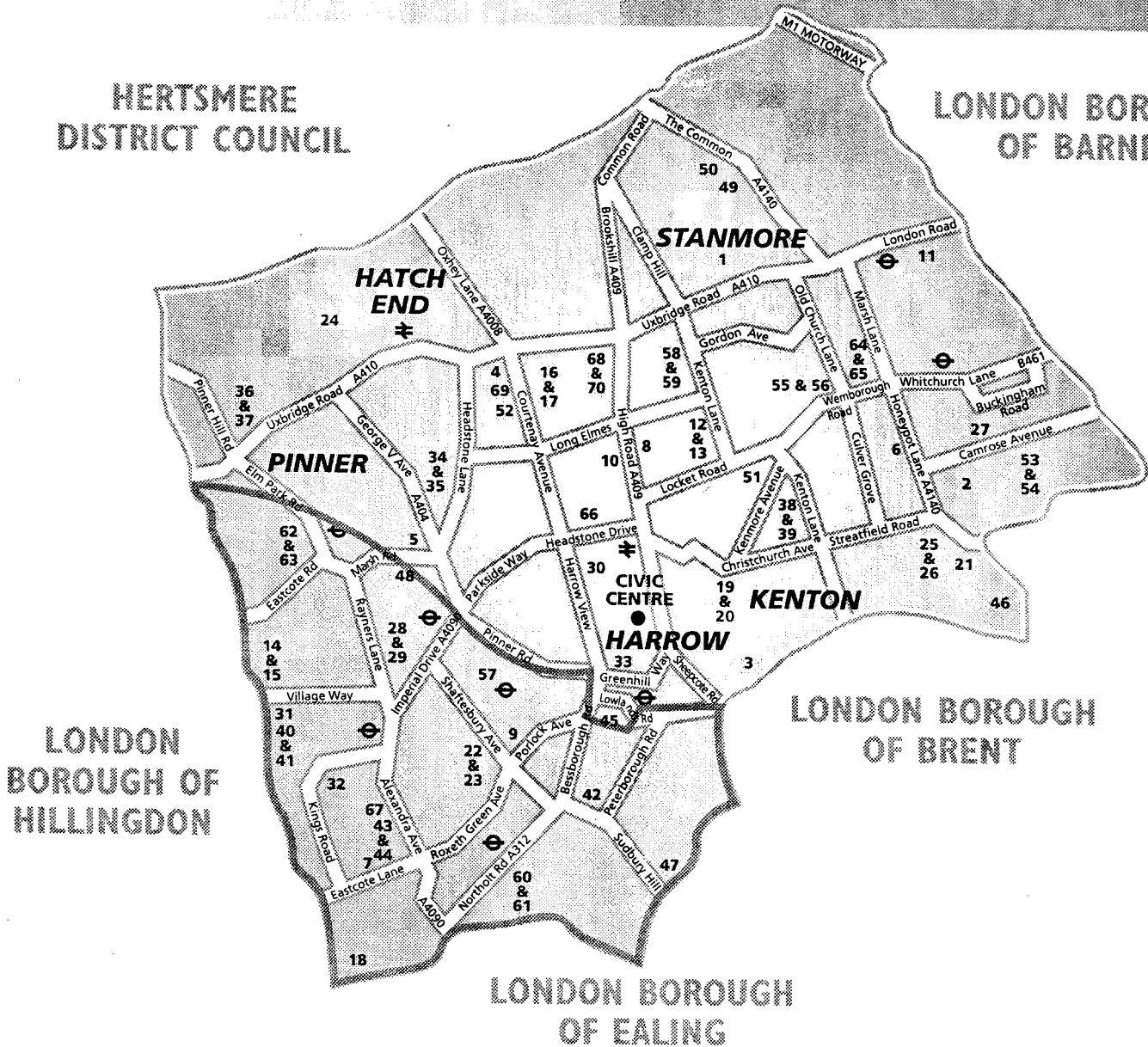
SPECIAL SCHOOLS

67. Alexandra School
68. Kingsley High School
69. Shaftesbury School
70. Woodlands First and Middle School

Primary Projection Area: South West

HERTSMERE
DISTRICT COUNCIL

LONDON BOROUGH
OF BARNET



HIGH SCHOOLS

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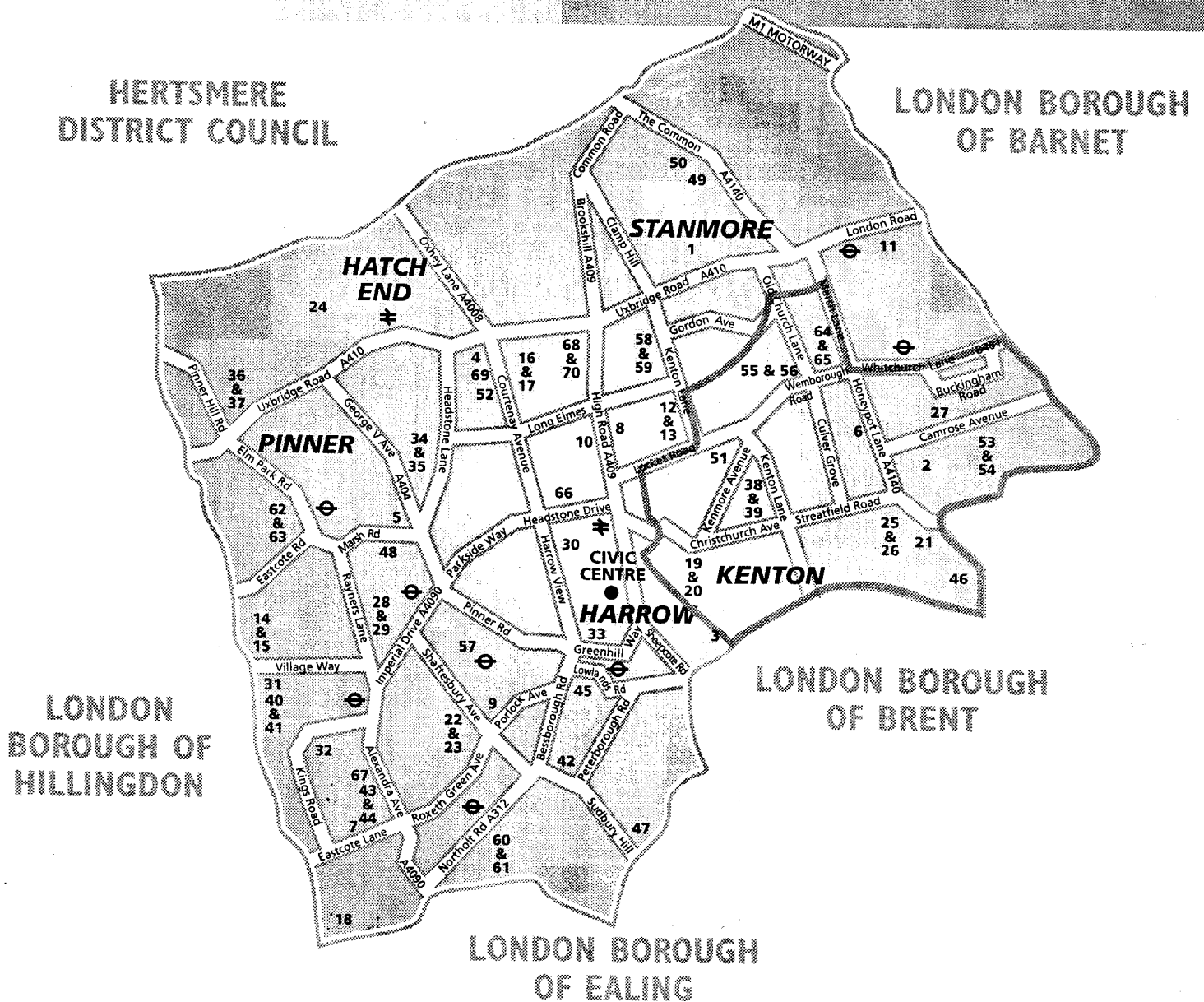
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Primary Projection Area: South East



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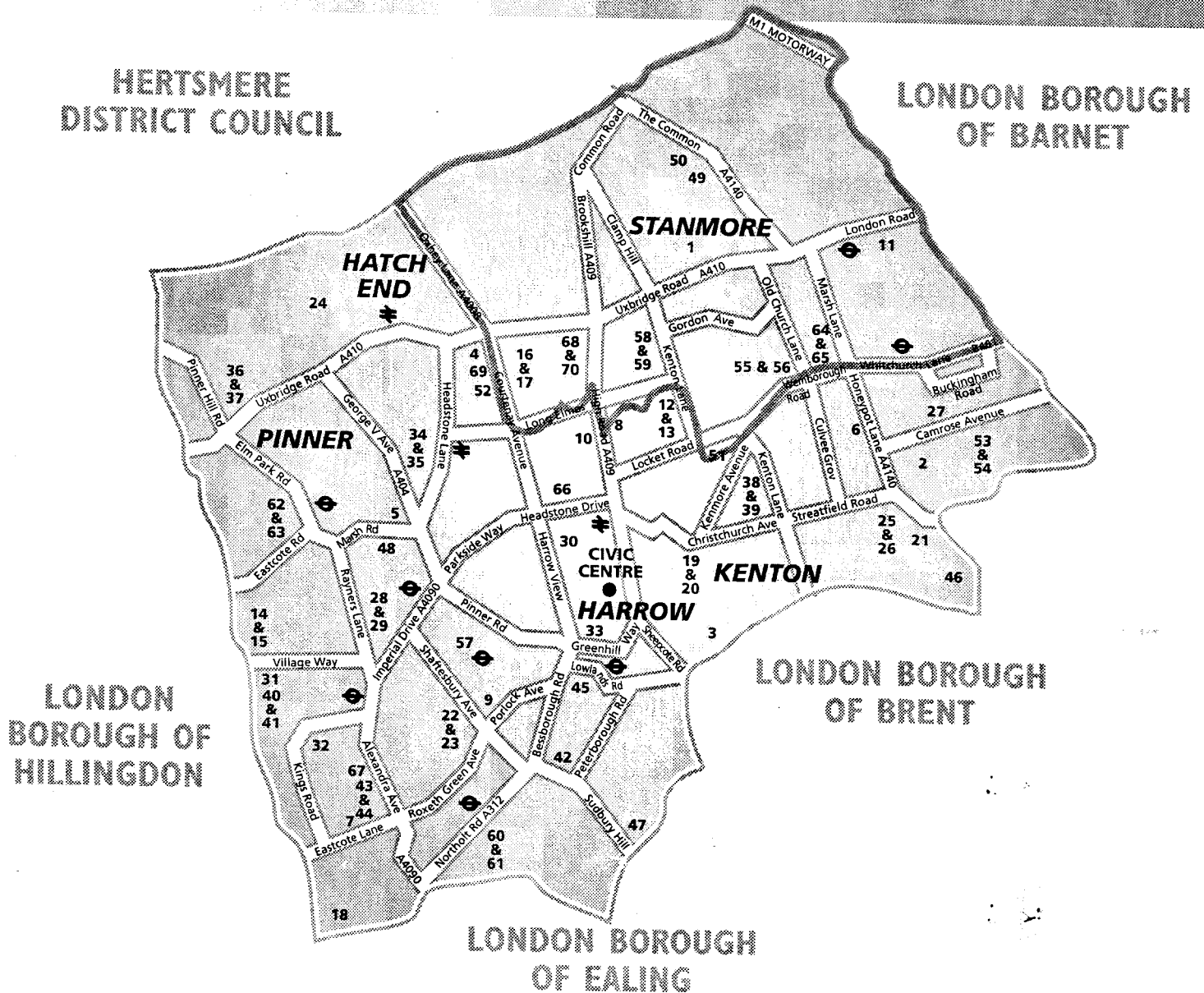
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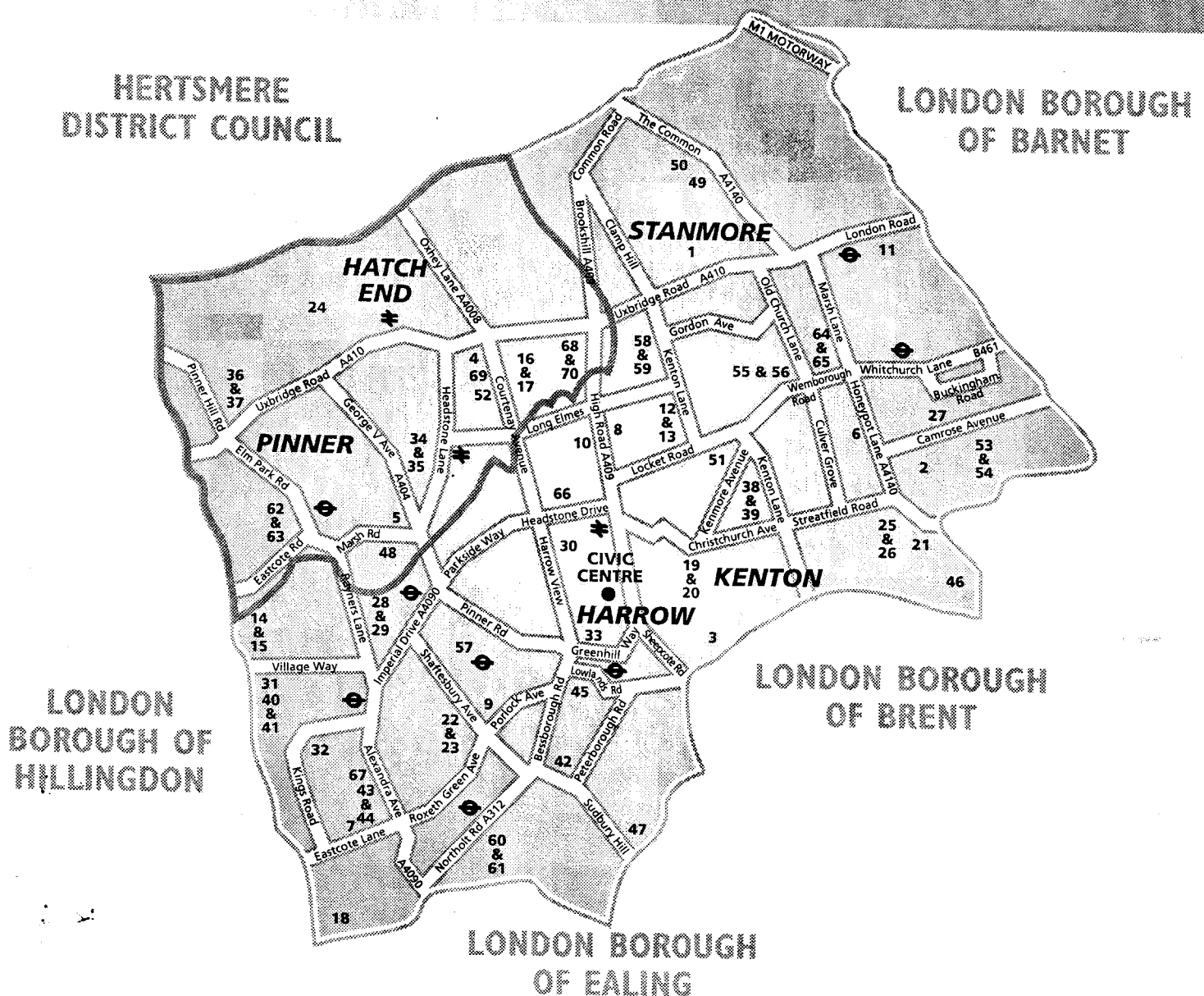
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Primary Projection Area: North West



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49. St John's C of E First School
50. St John's C of E Middle School
51. St Joseph's RC First and Middle School
52. St Teresa's RC First and Middle School
53. Stag Lane First School
54. Stag Lane Middle School
55. Stanburn First School
56. Stanburn Middle School
57. Vaughan First and Middle School
58. Weald First School
59. Weald Middle School
60. Welldon Park First School
61. Welldon Park Middle School
62. West Lodge First School
63. West Lodge Middle School
64. Whitchurch First School
65. Whitchurch Middle School
66. Whitefriars First and Middle School

SPECIAL SCHOOLS

67. Alexandra School
68. Kingsley High School
69. Shaftesbury School
70. Woodlands First and Middle School

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SCHOOL ORGANISATION PLAN GLOSSARY

Admission Number	Number of pupils admitted into reception classes
ADHD	Attention Deficit Hyper-activity Disorder
AMP	Asset Management Plan
DfES	Department for Education and Skills
EBD	Emotional Behaviour Disorder
LRC	London Research Centre
LSC	Learning and Skills Council
GLA	The Greater London Authority (GLA) is made up of a directly elected mayor and a separate directly elected assembly
EYDCP	The Harrow Early Years Development and Childcare Partnership. The Partnership develops provision for children aged 0-8.
EDP	Education Development Plans (EDPs) were introduced in 1998 under the provisions of the School Standards and Framework Act. The Act emphasised the school improvement role of LEAs and established EDPs as a key framework in which LEAs carry out this duty. The EDP framework is based on three key elements: an audit of current performance, targets for individual schools and the LEA as a whole, and a statement of the LEAs specific priorities for delivering school improvement. These all require approval by the Secretary of State
First Schools	Schools for children aged 4-8 years
High Schools	Schools for children aged 12-16 years
LEA	Local Education Authorities (LEAs) have a significant part to play in raising standards and improving schools. Their role is summarised under the four Fair Funding headings of special educational needs, access, school improvement and strategic management
LGfL	The London Grid for Learning (LGfL) is an ambitious project to provide a broadband Internet connection to all of London's schools. Broadband is a general term used to describe high speed networking

services. Connection speed is measured in kbps (kilobits per second) and mbps (megabits per second)

PFI	Private Finance Initiative (PFI) is a means of delivering better and more cost-effective public services by bringing the private sector more directly into the provision of buildings and services
PRU	Pupil Referral Units
Middle Schools	Schools for children aged 8-12 years
NoR	The total number of pupils registered at a school
NGfL	The National Grid for Learning (NGfL) is the gateway to educational resources on the Internet. It provides a network of selected links to web sites that offer high quality content and information. These include the University for Industry, the Learning Direct Helpline, the Public Library Network and a growing number of Community Grids for Learning which contain information about services in local areas
Planning Areas	National areas used for the purposes of school roll projections. There are 5 Planning Areas in Harrow. Each Planning Area includes schools and the Wards, or part Wards, determined by the home addresses of pupils.
PLASC	Pupil Level Annual School Census
SAMP	Schools Asset Management Plan
SEN	Special Educational Needs
School Capacity	The number of pupils places available in a school
SOC	School Organisation Committee
SOP	School Organisation Plan
Surplus Places	Surplus places for children at a school
Ward Boundaries	Electoral Ward areas. For the purposes of the 2002-2007 School Organisation Plan, the pre-2002 Ward Boundaries are used. When the GLA incorporates the new Ward Boundaries into the population projections, the Planning Areas will be amended to incorporate the new Ward Boundaries.