



EDUCATION CONSULTATIVE FORUM

**THURSDAY 15 JULY 2004
7.30 PM**

COMMITTEE AGENDA (ADVISORY AND CONSULTATIVE)

**COMMITTEE ROOM 1 & 2
HARROW CIVIC CENTRE**

PRE-MEETINGS:

HTCC 6.45 PM, COMMITTEE ROOM 6 GOVERNORS 6.45 PM, COMMITTEE ROOM 3

MEMBERSHIP (Quorum 3 representatives of each side)

Chair: Councillor Stephenson

Councillors:

Gate Ismail Ray	Mrs Bath Miss Bednell Janet Mote
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Teachers' Constituency: (nominated by Harrow Teachers' Consultative Committee)

Mr R Borman Mrs P Langdon	Ms H Cowgill Mr P Large	Ms C Gembala (Vacancy)
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Governors' Constituency: (nominated by Association of Harrow Governing Bodies)

Ms H Henshaw Mr N Rands	Mrs C Millard Ms H Solanki	(Vacancy) (Vacancy)
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Elected Parent Governors:

1. Mr H Epie	2. Mr R Sutcliffe
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Denominational Representatives:

1. Mrs J Rammelt	2. Reverend P Reece
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Arts Culture Harrow Representatives:

1. Mr V Gresty	2. (Vacancy)
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**Issued by the Committee Services Section,
Law and Administration Division**

**Contact: Gertrud Malmersjo, Committee Administrator
Tel: 020 8424 1785 E-mail: gertrud.malmersjo@harrow.gov.uk**

HARROW COUNCIL

EDUCATION CONSULTATIVE FORUM

THURSDAY 15 JULY 2004

AGENDA - PART I

1. **Appointment of Chair:**

To note the appointment at the meeting of the Cabinet on 20 May 2004, under the provisions of the Advisory Panel and Consultative Forum Procedure Rule 2 (Part 4E of the Constitution), of Councillor Stephenson as Chair of this Forum for the Municipal Year 2004/05.

2. **Attendance by Reserve Members:**

To note the attendance at this meeting of any duly appointed Reserve Members.

Reserve Members may attend meetings:-

- (i) to take the place of an ordinary Member for whom they are a reserve;
- (ii) where the ordinary Member will be absent for the whole of the meeting; and
- (iii) after notifying the Chair at the start of the meeting.

3. **Apologies for Absence from Non-Councillor Members:**

To receive apologies for absence (if any).

4. **Declarations of Interest:**

To receive declarations of personal or prejudicial interests, arising from business to be transacted at this meeting, from all Members present.

5. **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.

6. **Appointment of Vice Chair:**

To appoint a Vice Chair of the Forum for the Municipal Year 2004/2005.

[Note: the Cabinet, at its meeting on 9 September 2003 (Minute 326), amended the Forum's terms of reference to allow the appointment of the Vice Chair from among the non-Councillor members of the Forum.]

Enc 7. **Minutes:** (Pages 1 - 4)

That the minutes of the meeting held on 24 March 2004, having been circulated, be taken as read and signed as a correct record.

8. **Matters Arising from the Minutes:**
9. **Public Questions:**
To receive questions (if any) from local residents or organisations under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).
10. **Petitions:**
To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Advisory Panel and Consultative Forum Procedure Rule 13 (Part 4E of the Constitution).
11. **Deputations:**
To receive deputations (if any) under the provisions of Advisory Panel and Consultative Forum Procedure Rule 14 (Part 4E of the Constitution).
12. **Presentation on People First:**
Presentation by the Executive Director, People First.
- Enc 13. **Shaping Schools for the Future:** (Pages 5 - 26)
Report of the Executive Director, People First.
14. **Items raised by Governors:**
- 'Admissions to High Schools and School Places'
- Enc 15. **The Streamlining of the Appointment of LEA Governors:** (Pages 27 - 32)
Report of the Director of Learning and Community Development, People First.
- Enc 16. **14 -19 Provision in Harrow:** (Pages 33 - 40)
Report of the Director of Learning and Community Development, People First.
17. **Date of Next Meeting:**
To note that the next meeting of the Forum is due to be held on Thursday 23 September 2004.

AGENDA - PART II - NIL

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EDUCATION CONSULTATIVE FORUM

24 MARCH 2004

Chair:	* Councillor Stephenson	
Councillors:	* Mrs Bath * Miss Bednell * Gate	* Kara (1) * Miles (2) * Ray
Teachers' Constituency:	† Mr R Borman * Ms H Cowgill * Ms C Gembala	† Mrs P Langdon * Mr P Large
Governors' Constituency:	* Mrs M DeBeer (Reserve) † Ms H Henshaw * Mrs C Millard	† Mr N Rands * Ms H Solanki
Elected Parent Governor Representatives:	* Mr H Epie	* Mr R Sutcliffe
Denominational Representatives:	* Mrs J Rammelt	Reverend P Reece
Arts Culture Harrow Representatives:	Mr V Gresty	Mr D Pullinger

* Denotes Member present
 (1), (2) Denote category of Reserve Member
 † Denotes apologies received

PART I - RECOMMENDATIONS

RECOMMENDATION 1 - School Term Dates 2005/06

The Forum received a report from the Director of Strategy (People First) which outlined the recent consultations on term dates undertaken since the Forum's last meeting. At the Forum's meeting in February, members had requested that consideration of neighbouring boroughs' term dates be taken into account. The Parental Support and Information Services Manager explained to the Forum that after consultation with neighbouring boroughs an amended version of Model 1, the preference of those previously consulted, was now presented to the Forum. The officer explained that the amendments consisted of a change to the dates for the February 2006 half term in order to achieve more consistency with neighbouring boroughs and the proposed model of the Association of London Government (ALG).

Resolved to RECOMMEND: (To Portfolio Holder)

That the school term dates for 2005/06 be set in accordance to the amended Model 1.

PART II - MINUTES

95. **Attendance by Reserve Members:**

RESOLVED: To note the attendance at this meeting of the following duly appointed Reserve Members:-

<u>Ordinary Member</u>	<u>Reserve Member</u>
Councillor Thammaiah Councillor Janet Mote	Councillor Miles Councillor Kara

96. **Declarations of Interest:**

RESOLVED: To note that there were no declarations of interests made by Members in relation to the business transacted at this meeting.

97. **Arrangement of Agenda:**

RESOLVED: That all items be considered with the press and public present.

98. **Minutes:**

RESOLVED: That the minutes of the meeting held on 3 February 2004 having been circulated, be taken as read and signed as a correct record.

99. **Matters Arising from the Minutes:**(i) **New Proposal for Schools to Be Able to Drug Test Pupils**

The Chair informed the Members of the Forum that guidelines on this matter were yet to be issued.

A Member of the Teachers' Constituency raised concerns that any future implementation of drug testing in schools would be left to the discretion of individual schools and the Forum agreed that a general policy would be preferable and further to follow up the discussion when more information was available.

(ii) **Workforce Remodelling**

The Chair informed the members of the Forum that a conference with governors to address this issue had recently been held.

A Member of the Teachers' Constituency stressed the importance of a general policy on the employment of Higher Level Teaching Assistants (HLTAs) and Cover Supervisors in the borough. The member also expressed concern that the HLTAs be required to teach whole classes in order to obtain their title. The Chair stated that it was also in the interests of all concerned to have a common policy in this matter.

(iii) **Education Budget 2004/05**

The Chair informed the meeting that the budget with an additional £1.2 million for schools had been approved by the Council.

(iv) **Meeting with MPs**

The Chair reported that the meeting with the MPs for Harrow, Tony McNulty and Gareth Thomas had been both interesting and rewarding. A Member of the Governors' Constituency thanked the Chair for arranging the meeting.

(v) **Seminar on People First**

RESOLVED: That a presentation of People First take place at the Forum's next meeting.

100. **Responding to Irregular School Attendance - Parenting Contracts and Penalty Notices:**

The Principal Education Welfare Officer explained that although guidelines on the implications of the Anti-Social Behaviour Act had been drawn up, more information was required on the subject of issuing penalties to parents residing outside the borough but with children attending schools in Harrow. The officer reported that he would be meeting with neighbouring boroughs to address the implications involved and to discuss common procedures to follow in these cases. The officer continued to explain that all the measures to combat unauthorised absence would be implemented in September and schools would soon be notified of the procedures to follow.

In response to a question from a Member of the Elected Parents' Constituency regarding information sent out to parents, the officer explained that the borough would be issuing guidance to schools on parenting contracts in the near future and that parents would also be informed on the implications of pupils' non-attendance at schools.

Following a further question regarding unauthorised absence due to bullying, the Principal Education Welfare Officer informed the Forum that at School Attendance Panels, children and parents were questioned on the reasons for absence to secure the views of the families involved. The officer also reminded the Forum that the proposal on unauthorised absence contained several measures to combat the problem and that issuing a penalty would only be a last resort. The Principal Education Welfare Officer stressed that cases coming to the School Attendance Panel are those where the levels of absence were of great concern and in some cases children would be on the child protection register.

A member of the Forum thanked the officer for circulating the information on responses to unauthorised absence.

101. **14-19 Provision in Harrow:**

Further to the circulation of an information item regarding this matter the Policy Review Manager informed the Forum that the Cabinet had considered the report outlining the results of the consultation on school re-organisation and had agreed on the recommendations made in the report. These recommendations would now be presented to London West Learning and Skills Council (LWLSC).

The Director of Strategy explained that there had been a wide discussion on the post-16 reorganisation which had included an Advisory Group involving representatives from Harrow schools, colleges, LEA and LWLSC. The role of the Advisory Group had been to analyse the options for a 14-19 provision and to advise the cross-party Steering Group formed to liaise with LWLSC in these matters. Following the work of the Advisory Group and the Steering Group a Stakeholder Survey was undertaken outlining four different models for school re-organisation. The survey concluded that model 1, 14-19 provision in every high school, was the preferred model of those consulted. Further to the results of the survey four consortiums were formed, each involving several schools in Harrow to undertake the work on re-organisation on a more local basis.

In response to a question from a Member of the Governors' Constituency relating to the governors' role in the consortium, the Director of Strategy explained that the governors involved in the consortiums would be consulted via their Governing Bodies as was normal practice.

In response to a further query it was confirmed that there was awareness that a single solution would not be appropriate to meet the need for all the consortiums and that depending on the needs identified different solutions would be sought within the context of the overall principles and framework agreed by Cabinet.

In response to a comment made by a Member of the Elected Parents' Governor Constituency, the Chair explained that the content of the report on 14-19 provision had been considered twice by the Forum but due to an extended time for consultation and a tight timescale to present the recommendations to LWLSC it had not been possible to present the full report to the Forum in advance.

In response to a further comment the Director of Strategy indicated that parents opting for education outside the borough do so for various reasons and leaving the borough to attend Sixth Form in schools was just one of the options considered by these parents.

A Member of the Forum expressed concern that not enough provision was made for disabled students, but was reassured by other members that schools and colleges in Harrow actively promote inclusive education for disabled students.

102. **Public Questions:**

RESOLVED: To note that there were no public questions to be received at this meeting under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).

103. **Petitions:**

RESOLVED: To note that there were no petitions to be received at this meeting under the provisions of the Advisory Panel and Consultative Forum Procedure Rule 13 (Part 4E of the Constitution).

104. **Deputations:**

RESOLVED: To note that there were no deputations to be received at this meeting under the provisions of Advisory Panel and Consultative Forum Procedure Rule 14 (Part 4E of the Constitution).

105. **School Term Dates 2005/06:**

See Recommendation 1

106. **Date of Next Meeting:**
It was noted that the next meeting of the Forum was scheduled to take place on 23 June 2004.

(Note: The meeting having commenced at 7.33 pm, closed at 8.48 pm)

(Signed) COUNCILLOR BILL STEPHENSON
Chair

LONDON BOROUGH OF HARROW

Meeting:	Education Consultative Forum
Date:	15 July 2004
Subject:	Shaping Schools for the Future
Key decision:	No
Responsible Chief Officer:	Executive Director, People First
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	Appendix 1- Cabinet Report 20 May 2004

1. **Summary/ Reason for urgency (if applicable)**

- 1.1 This report outlines the Council's Strategy agreed at Cabinet in May 2004 on Shaping Schools for the Future. The Strategy is forward looking and proactive and will secure two policy objectives. Firstly it will increase opportunities to provide local community services/resources or Extended Schools and area based service delivery. Secondly it will manage the supply of school of places to ensure that provision is matched closely with demand and capital investment maximised. This approach has two elements reviewing the admission numbers for schools and promoting an amalgamation policy. Reducing the number of places at a school will release accommodation that will then be re-designated for community/Extended School use.

2. Recommendations (for the Education Consultative Forum)

Members agree that:

- 2.1** Note the Membership of the Working Group and Terms of Reference in Appendix 1.
- 2.2** Note and comment on the Amalgamation Policy, circumstances when amalgamation is considered by Governing Bodies (paragraph 5.14 of Appendix 1) and the financial support for the first year (paragraph 7.3 of Appendix 1)
- 2.3** Consider and comment on the development of the support package for schools through the process of the Amalgamation Policy.
- 2.4** Request Officers to feedback comments to the Working Group who will agree the support package for schools.

REASON:

To enable the Council to establish a range of Extended Schools, bring forward proposals for school re-organisation that will enable a change in the age of transfer to high school and manage the supply of school places.

3. Policy Context (including Relevant Previous Decisions)

- 3.1 This Strategy contributes to Harrow Council's strategic approach to planning and management of school places. It supports the strategic vision to increase the focus of schools as a community resource or extended schools to provide area based services, and initiates preparations for the potential school re-organisation to change the age of transfer to 11.

4. Relevance to Corporate Priorities

- 4.1 The School Re-Organisation for the Future Strategy contributes to the Corporate priority to promote Harrow as a centre of lifelong learning by offering the highest quality education service, by raising aspirations and outcomes of achievement, and by providing activities for cultural, artistic and leisure pursuits which reflect the profile and the interests of all local communities.

5. Background Information and options considered

- 5.1 Cabinet considered and agreed a report at the May meeting on the Council's strategy to increase opportunities to establish Extended Schools and address issues of surplus capacity and implement an Amalgamation Policy.
- 5.2 This Strategy and the Working Group is to be known as Shaping Schools for the Future. Although the focus was on primary schools, this maybe extended if appropriate. The Cabinet Report is in Appendix 1. Members also agreed an

amendment to the Amalgamation Policy which introduces the requirement for Governing Bodies to inform the Director of Learning and Community Development of intended considerations of amalgamation and the outcome in writing and with detail of the decisions. These would be considered by the Director and reported to Cabinet with an appropriate recommendation.

- 5.3 The first meeting of the Working Group will be held on 30 June. A verbal up-date of this meeting will be provided, including membership of the Working Group and other decisions as appropriate.

Consultation

- 6.1 Members agreed to consult interested parties including governors, headteachers, professional associations, trade unions and partner organisations on the draft Amalgamation Document in general and specifically on the support offered to implement the amalgamations, including officer support and identified resources.
- 6.2 Comments received during this process, including those from ECF, will be considered by the Working Group and the draft Amalgamation Policy document amended accordingly. The Cabinet paper has been sent to all Chairs of Governors and Headteachers requesting comments by October half term.
- 6.3 A consultation process for the proposals developed to reduce school capacity and increase opportunities for Extended Schools will be developed by the Working Group. This will be reported to Cabinet in the Autumn Term.

7. Finance Observations

- 7.1 Financial implications are included in the Cabinet Report in Appendix 1.

8. Legal Observations

- 8.1 Legal implications are included in the Cabinet Report in Appendix 1.

9. Conclusion

- 9.1 This policy will contribute to the Council's statutory responsibility for the management of school places, the establishment of Extended Schools and initial preparations for a change in the age of transfer to 11.

10. Background Papers

- 10.1 Cabinet Report School Re-Organisation for the Future, May 2004

11. Author

- 11.1 Johanna Morgan, Policy Review Manager 0208 424 7529

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LONDON BOROUGH OF HARROW

Meeting:	Cabinet
Date:	20 May 2004
Subject:	School Re-Organisation for the Future
Key decision:	No
Responsible Chief Officer:	Executive Director, People First
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	Annexe 1 Working Group Proposals Annexe 2 Draft Amalgamation Policy Annexe A for Annexe 2

1. **Summary/ Reason for urgency (if applicable)**

- 1.1 This report outlines the Council's Strategy for the Re-organisation of Schools for the Future. The Strategy focus is on first and middle schools. It is forward looking and proactive and will secure two policy objectives. Firstly it will increase opportunities to provide local community services/resources or Extended Schools and area based service delivery in line with the New Harrow Project. Secondly it will manage the supply of first and middle school of places to ensure that provision is matched closely with demand and capital investment maximised. This approach has two elements reviewing the admission numbers for first and middle schools and promoting an amalgamation policy. Reducing the number of places at a school will release accommodation that will then be re-designated for community/Extended School use.

2. Recommendations

Members agree that:

- 2.1 a Working Group of Members, Headteachers, other Stakeholder representatives and Officers is established in accordance with paragraphs 5.18 and Annexe 1.
- 2.2 the Working Group proposals to revise school admission numbers are developed within the context of establishing a range of Extended Schools in Harrow
- 2.3 the Working Group proposals are reported to Cabinet in Autumn 2004
- 2.4 the Amalgamation Policy, circumstances when amalgamation is considered by Governing Bodies (paragraph 5.14) and the financial support for the first year (paragraph 7.3) be agreed, subject to the detail of the process being refined in Recommendation 2.5
- 2.5 officers should consult interested parties on the process of the Amalgamation Policy to inform the development of the support package. Comments will be considered by the Working Group who will agree the support package for schools.
- 2.6 *That, in any of the circumstances when the Governing Bodies of separate first and middle schools are required to consider amalgamation, they must inform the Director of Learning & Community Development of their intended considerations. Further, they must provide the Director with the outcome of their deliberations in writing and with detail to support their decisions and he would then consider these and report the outcome to Cabinet with an appropriate recommendation. (NB amendment as agreed by Cabinet 20/5/04)*

REASON:

To enable the Council to establish a range of Extended Schools, bring forward proposals for school re-organisation that will enable a change in the age of transfer to high school and manage the supply of school places.

3. Policy Context (including Relevant Previous Decisions)

- 3.1 This Strategy contributes to Harrow Council's strategic approach to the planning and management of school places in the first and middle school sector. It supports the strategic vision to increase the focus of schools as a community resource or extended schools to provide area based services as part of the new Harrow Project, and initiates preparations for the potential school re-organisation to change the age of transfer to 11.

4. Relevance to Corporate Priorities

4.1 The Primary School Re-Organisation for the Future Strategy contributes to the Corporate priority to promote Harrow as a centre of lifelong learning by offering the highest quality education service, by raising aspirations and outcomes of achievement, and by providing activities for cultural, artistic and leisure pursuits which reflect the profile and the interests of all local communities.

5. **Background Information and options considered**

5.1 The School Re-Organisation for the Future Strategy is informed by issues related to establishing a range of Extended Schools in Harrow, current information on the supply of school places in the School Organisation Plan, and the Council's Strategic vision to consult on options to implement a change in the age of transfer.

Extended Schools

5.2 In accordance with Government priorities, Harrow is developing its approach to Extended Schools. As Extended Schools, schools are encouraged to establish a greater presence within the community as a resource for parents, pupils and the wider community. A full-service Extended School, as defined by the DfES, is expected to have at least 8 additional activities in operation. These are listed as follows:

- 1 Community Learning
- 2 Childcare
- 3 Parenting classes
- 4 Family Learning
- 5 Community use ICT
- 6 Sports and Arts activities
- 7 Health and Social Care
- 8 Study Support

5.3 This range of provision may not be possible in all schools or necessary at all schools to meet community need. For example, Health and Social Care based at one school may meet the needs of a community wider than the School's immediate community. Specialist facilities for sports and arts are not available at all schools and therefore provision will be concentrated where the facilities are available. So within Harrow, there will be a range of Extended Schools and they will build on the models developed by the community school pilots in the Canons and South Harrow clusters

5.4 A major constraint of the development of Extended Schools is the limitation of existing accommodation both in respect of suitability and actual space. Through the review of admission numbers and the amalgamation process, the associated accommodation audit would include the consideration of how accommodation could be developed to increase opportunities to develop Extended Schools.

5.5 The Area Director, People First is working with Officers and external agencies to develop solutions to other issues which need to be addressed for Extended Schools to be established. These are, for example, financial viability and sustainability, legal issues, management of activities, and employment of staff. It is expected that this work will culminate in an information and guidance pack for Schools and other

organisations to facilitate establishing Extended Schools. Progress on this will be reported to Cabinet in the Autumn.

School Organisation Plan Information

5.6 Following consultation, the School Organisation Plan 2003-2008 was published in Autumn 2003. An up-date was presented to the School Organisation Committee in March 2004. Harrow's School Organisation Plan includes information on the following areas:

- The organisation of schools in Harrow and the factors that influence place planning.
- Principles for guiding place planning in Harrow which are presented in general terms and in relation to increases and reductions in the number of places. In addition, a preferred model of school organisation is described.
- Demographic information and analysis, including pupil numbers, number of school places and roll projections
- Conclusions and areas for action over the life of the plan

5.7 The review of the School Organisation Plan presented to the School Organisation Committee in March highlighted the number of surplus places in schools in January 2004. The overall level of surplus in first and middle schools (Reception to Year 6) is approx. 11.1%. This is slightly above the Council's target of no more than 10%. The surplus from Reception to Year 7 would increase to approx. 12.5%. This is a headline figure masks considerable differences across the Borough.

5.8 The supply of school places is also monitored by external organisations. The Council is required to provide details to the DfES about how it is addressing surplus capacity in general and in particular in those schools that have a surplus of over 25%. The Audit Commission, District Audit and OFSTED monitor the levels of surplus through Best Value Performance Indicators, Reviews, and OFSTED Inspections and Form 4 return respectively.

5.9 Schools in Harrow are organised as separate First and Middle Schools or combined First and Middle Schools. There are 38 separate first and middle schools. The preferred model of organisation for schools, as agreed in the School Organisation Plan, is a combined school, with two forms of entry (60 pupils). Although it is recognised that this is specifically in respect of a re-organisation to transfer at 11 plus, there are merits in moving towards this organisation within the existing system of first and middle schools. It is also acknowledged that other school sizes are successful and that a range is required to provide variety within Harrow.

Strategic Vision to Change the Age of transfer to 11

5.10 Following the Debate on School organisation in Harrow in Spring 2002, Cabinet agreed to develop options to implement a change in the age of transfer and bid for funding from the DfES. The Council submitted a bid in October to the DfES for capital funding in accordance with the Government's Building Schools for the Future initiative. The main focus of this bid was to secure funding to change the age of transfer to high school from 12 to 11. The investment is proposed not only to provide additional high school places, but also to refurbish and improve accommodation in schools for schools and their local communities. This will be a

major project in Harrow that will impact on all schools and enable a significant capital investment opportunity. Therefore those measures that can be implemented at this stage will be advantageous within the context of a very complex school re-organisation project that will attract significant capital investment. It is expected that the DfES will announce when Harrow and other LEAs will be supported during the course of the year.

Measures to Facilitate Extended Schools and Preparation for a Change in the Age of Transfer

Revision of Admission Numbers

- 5.11 It is proposed that there is a review of Admission Numbers. The purpose of this is twofold. Firstly to ensure that all Schools have Admission Numbers that are multiples of 30 wherever possible.
- 5.12 Secondly to amend Admission Numbers so that each School's Admission Number reflects the recent intake patterns. For some schools, declining pupil numbers have led to a recent trend of unfilled places. In consultation with the school, it is proposed that the Admission Number is reviewed, and reduced where appropriate.
- 5.13 A review of accommodation will be part of these processes. If the school capacity is amended, any surplus accommodation would be considered for Extended School activities, community use or area based service delivery in line with the New Harrow Project.

School Re-Organisation through Amalgamation

- 5.14 To achieve the Council's preferred model of school organisation it is proposed that the Amalgamation Policy is pursued where the following circumstances arise:
- A headteacher vacancy arises in either or both schools
 - Pupil numbers are 25% or more below admission number in either school
 - Other situations occur whereby the educational provision would be improved through amalgamations. For example, these circumstances might include, provision of SEN support, building and accommodation issues, financial difficulties, part of the Council's strategy for schools causing concern, staffing recruitment and retention issues, when the Governing Bodies consider that it would be in the schools' interests to combine.
 - OfSTED Inspection in one of the schools identifies serious weakness or places the school in special measures
- 5.15 The draft Amalgamation Policy is in Annexe 2. It includes the Educational Rationale supporting the policy and details of the process. As part of the Amalgamation of two schools, the Admission Number would be reviewed and amended as appropriate.
- 5.16 To support governing bodies through the amalgamation process there will be a standing officer team. Resources to provide support for this policy will be identified

within team structures and plans from relevant teams across People First and the Council when required.

- 5.17 It is proposed that schools amalgamating would be able to carry forward any potential savings during the first year of amalgamation. This saving is estimated at £16,000. (See paragraphs 7.2-7.4).

Primary School Re-Organisation for the Future Working Group

- 5.18 It is proposed that a School Re-Organisation for the Future Working Group is established. The Membership and Terms of Reference and Outline Work Programme are in Annexe 1.

6. Consultation

- 6.1 It is proposed to consult interested parties including governors, headteachers, professional associations, trade unions and partner organisations on the draft Amalgamation Document in general and specifically on the support offered to implement the amalgamations, including officer support and identified resources.
- 6.2 Comments received during this process will be considered by the Working Group and the draft Amalgamation Policy document amended accordingly.
- 6.3 A consultation process for the proposals developed to reduce school capacity and increase opportunities for Extended Schools will be developed by the Working Group. This will be reported to Cabinet in the Autumn Term.

7. Finance Observations

- 7.1 Harrow has been successful in securing funding from the DfES for one Full Service Extended School. At this time, it is unclear how the Government Funding for Extended Schools will be developed. It is proposed that the proposals developed by the Working Group will help inform how further funding is allocated within the context of additional funding becoming available from the DfES or Council resources.
- 7.2 Amalgamated schools would benefit from resource efficiencies achieved by the removal of duplicated functions such as senior management team, administration and finance.
- 7.3 School amalgamation would effect a saving of £16,384 related to the fixed element payable to each school through the LMS formula funding. This would be a saving within the Schools Budget available for other pressures within the Medium Term Revenue Budget Strategy. However it is proposed that Members agree that the saving of £16,384 is passed to the amalgamated schools in the year that it becomes available as a one off sum to support the implementation of this policy. It is expected that the process will be undertaken in approximately 18 months with the proposals implemented from the start of an academic year.

7.4 Capital funding will be within existing sources, for example, Devolved Formula Funding, receipts from temporary accommodation, Building Schools for the Future etc.

8. **Legal Observations**

8.1 In accordance with the School Standards and Framework Act 1998, Local Education Authorities have a statutory responsibility for the provision of school places.

8.2 A combined school can be achieved either through the closure of both schools and opening a new school, or the closure of one school and a change of character of the remaining school. Harrow's preferred approach is to close both schools and open a new school. This ensures that there is equity for both schools and the concept of a take over is reduced. This process is summarised within the draft Amalgamation Policy.

8.3 The Extended Schools initiative is supported by the new powers of innovation introduced by the new Education Act 2002 (Part 1) and by Government guidance issued in January 2004.

9. **Conclusion**

9.1 This policy will contribute to the Council's statutory responsibility for the management of school places, the establishment of Extended Schools, contribute to the New Harrow Project and initial preparations for a change in the age of transfer to 11.

10. **Background Papers**

10.1 School Organisation Plan 2003-07

11. **Author**

11.1 Johanna Morgan, Policy Review Manager 0208 424 7529

Proposed Shaping Schools for the Future Working Group

Membership

Cross Party Member Representatives	(4)
Headteacher Representatives	(4)
Governor Representative	(2)
Union/Professional Associations Representative	(1)
Director of Strategy People First	
Area Director, People First	
Senior Adviser School Development Services	

Aims

To develop proposals that will address surplus capacity and establish a range of Extended Schools/or similar activities.

To review comments received during the consultation on the draft Amalgamation Policy and agree the support package for schools

Terms of Reference

The Working Group will: -

- develop and agree to work within an agreed framework of confidentiality and Code of Conduct for sharing initial proposals and information with parties
- review capacities and pupil numbers and identify schools where there is surplus capacity
- develop proposals in partnership with specific schools, including a timescale for implementation
- develop and agree a consultation process to engage school communities
- report to Cabinet in the Autumn Term with proposals and proposals for their future role
- Review comments received during the consultation on the support package in the draft Amalgamation Policy document.

Work Programme

Phase 1 - Context Setting and Information Review

- Developing and agreeing a Code of Conduct
- School Organisation Plan 2003-07 and Up-Date – review of pupil numbers, places and roll projections, and Place Planning Principles
- Making changes to School Capacity – information on process and responsibilities i.e. SOC, capital etc
- Extended Schools in Harrow – confirmation of progress and plans

Phase 2 - Review of Current Places and Pupil Numbers

- Data review – roll numbers and capacity
- Identify schools with potential surplus capacity
- Initial discussions with headteachers and governors in accordance with Code of Conduct

Phase 3 Developing Extended School Proposals

- Develop proposals for specific schools, in partnership with schools, to establish a range of Extended School Activities
- Develop implementation plan including timescale, resources and key partners
- Develop consultation process

Phase 4 Report Option Proposals to Cabinet (November?)

- Cabinet report with recommendations to:
 - i) Consult on Options to establish Extended Schools
 - ii) Propose revised Terms of Reference for Working Group's future role

Supporting Officers and Areas of Responsibility

Liz Defries	Roll Projections and Statistics
Allen Gibbons	Site and Capital Issues
Brenda Rayson/Adrian Parker	Curriculum, School Management and Governor Issues
Paul R Turner	Personnel issues
Geraldine Sparrow	Consultation/Communication Strategy
Madeleine Hitchens	Admissions Issues
Paula Foulds	Financial Issues
Planning Officer	Planning Issues
Johanna Morgan	Project Lead/ Servicing Working Group
Jill Travers	Legal Issues

DRAFT
AMALGAMATION POLICY FOR FIRST AND MIDDLE SCHOOLS

1 Introduction

- 1.1 Schools in Harrow are organised as separate First and Middle Schools or combined First and Middle Schools. Within this phase schools range from one form of entry (30 places per year) combined schools, to 3 (90 places per year group) forms of entry for separate first and middle schools. There are 38 separate first and middle schools. This Policy aims to establish combined first and middle schools when defined circumstances arise.
- 1.2 The Policy presents the rationale for combined first and middle schools. It defines the circumstances when all governing bodies will be required to consider combining separate first and middle schools. It outlines the process for Governing Bodies to follow and the support that will be available from Harrow Council. A glossary is included in Annexe A.

2 Context

- 2.1 This context for this Policy has three main strands each of which are outlined below.

Strategic Vision to Change the Age of transfer to 11

- 2.2 Following the Debate on School Organisation in Harrow in Spring 2002, Cabinet agreed to develop options to implement a change in the age of transfer and bid for funding from the DfES. The Council submitted an application in October to the DfES for capital funding in accordance with the Government's Building Schools for the Future Policy. It is expected that the DfES will announce during the course of 2004 the year when the Harrow projects will be supported.
- 2.3 If the age of transfer is changed to 11, first schools will need to be re-organised as infant schools and have Nursery (where established), Reception, Year 1 and Year 2 classes. Middle schools will be re-organised to junior schools with Year 3 to 6.
- 2.4 Although a range of school types and sizes are required to meet parental preference and can all be successful, the preferred model of organisation for schools, as agreed in the School Organisation Plan, is a combined school, with two forms of entry (60 pupils). As part of the re-organisation to transfer at 11 this would be a combined primary school. Until the age of transfer is changed this would be a combined first and middle school.
- Extended Schools
- 2.5 Harrow is developing its approach to develop Extended Schools. These schools will be characterised by a range of service and facilities available to the school and local community. A major constraint of the development of Extended Schools is the limitation of existing accommodation both in respect of suitability and actual space. Through the amalgamation process and review of admission numbers, an accommodation audit would be undertaken that would include the consideration of

how surplus school accommodation could be developed to increase opportunities to develop a range of Extended Schools.

Management of School Places

- 2.6 The Amalgamation Policy will contribute to the strategies to manage school places. The School Organisation Plan 2003-2008 illustrates that during the life of the Plan there will be approximately 11.1% (reception to Year 6) or 12.5% (reception to Year 7) surplus places in the first and middle school sector. The Council has a surplus place target of 10% and will need to remove surplus places to maintain this target. The Amalgamation Policy has potential to address issues remove surplus places and avoid school closures and it contribute to raising attainment.
- 2.7 A school re-organisation in Harrow to transfer at 11 plus will not be implemented until Member approval has been given for a formal consultation, statutory notices have been published and approved by School Organisation Committee and funding has been secured from the DfES. However, given the time to implement the re-organisation and the need to ensure that minimal disruption is caused for pupils, staff and school communities this policy will ensure that appropriate changes are made to school organisation when opportunities arise at separate first and middle schools. Even within the existing organisation there are advantages to establishing combined first and middle schools. The rationale is detailed in the next section.

3 The Rationale for Combined First and Middle Schools in Harrow

Educational

- 3.1 An all through primary school can align its organisational structure with the National Curriculum Key Stages. Planning across Foundation, Key Stages 1 and 2 as a coherent whole for the primary phase and provides greater flexibility across and between the Key Stages.
- 3.2 Removing the break at age 8 strengthens continuity and progression for children and families in the primary phase, both in terms of the curriculum and pastoral experience. For example children and their carers have just the one school, with its particular systems and ethos to adjust to during their primary phase and in turn the school “knows” the child and builds a relationship with its carers for the full primary period. This can be particularly important for children with special educational needs.
- 3.3 An all through primary school can provide greater opportunities for older children to take on responsibility. For younger children the presence of older children can provide aspirational role models and also mentoring support.
- 3.4 An all through primary school has benefits for teachers, providing them with access to the whole primary curriculum. This supports and informs their own planning, for the current stage that they are working in, and provides opportunities for wider experience across the full primary phase over time.

Staffing

- 3.5 An all through primary can provide greater opportunities for subject leadership, management and career development for all staff. This is a positive aspect in respect of recruitment and retention.
- 3.6 As part of the process to establish an all through primary school, a new staffing structure will be established. This provides the opportunity to remodel the school workforce in line with the Government's workforce reforms.
- 3.7 The appointment of all staff must comply with statutory staffing regulations in respect of Governing Body appointments. The appointment of Headteachers and Deputy Headteachers are subject to specific regulations. The appointment, potential redeployment or potential redundancies of staff must comply with the Council's policies for reorganisations, including appropriate consultation with Professional Associations and Trade Unions. The temporary governing body would be responsible for determining an appropriate process for appointments to the new school. This would follow consultation with staff and trade union.

Admissions

- 3.8 A benefit of combined schools would be that parents would only have to make one application to cover all of their child's primary education, from Reception to Year 7. Currently parents of pupils who attend a separate first and middle school are required to apply to transfer to the middle school, whereas children in combined first and middle schools have an automatic right of transfer and an additional admissions procedure is not required.

Administration and Finance

- 3.9 Resources are deployed more efficiently to support the administration of the school. Combining the financial resources will bring greater flexibility and economies of scale. Although a larger number of staff may be required, only one administration and finance system is required and duplication of functions is avoided. For example only one school budget will need to be supported, no shared site arrangements will need to be made, administration will be reduced as only one set of records and returns will need to be completed, only one reception area will need to be supported.

Managing the Supply of Places

- 3.10 During the life of the current School Organisation Plan 2003-08, it identifies that there will be 2900 surplus places in the primary sector. This is a headline figure and the extent of the surplus varies across the Borough. In some areas the supply of places matches demand and in others there is an over provision of places. The size of the proposed new amalgamated school can be considered within this context. For example, in areas where there is an over supply of places, separate schools with three forms of entry (90 places in each year) could be reduced to 2 forms of entry (60 places).

Governing Bodies

- 3.11 Amalgamated schools would require a single governing body. This should reduce the level of governor vacancies; reduce the total governors' workload, whilst increasing the number of governors available to do that work and reduce the total costs of servicing governing bodies, both at school and Harrow Council levels.

Accommodation

- 3.12 An accommodation audit would be undertaken to assess the capacity requirements and potential for improvements in accordance with the Asset Management Plan and School Development Plans. A key priority will be to remove temporary accommodation, improve learning and work environments including staff preparation areas, entrance, reception, administration areas appropriate for developing Extended Schools and community use etc. Capital funding will be within existing sources, for example, Devolved Formula Funding, receipts from temporary accommodation, etc.

Extended Schools in Harrow

- 3.13 In accordance with Government priorities, Harrow is developing its approach to Extended Schools. As Extended Schools, schools are encouraged to establish a greater presence within the community as a resource for parents, pupils and the wider community. A DfES full-service Extended School, will have at least 8 additional activities in operation. These are listed as follows:

1. Community Learning
2. Childcare
3. Parenting classes
4. Family Learning
5. Community use ICT
6. Sports and Arts activities
7. Health and Social Care
8. Study Support

- 3.14 This range of provision may not be possible in all schools or necessary at all schools to meet community need. For example, Health and Social Care based at one school may meet the needs of a community wider than the School's immediate community. Specialist facilities for sports and arts are not available at all schools and therefore provision will be concentrated where the facilities are available. So within Harrow, there will be a range of Extended Schools and they will build on the models developed by clusters of Canons, Rooks Heath etc.

- 3.15 A major constraint of the development of Extended Schools is the limitation of existing accommodation both in respect of suitability and actual space. Through the review of admission numbers and the amalgamation process, the associated accommodation audit would include the consideration of how accommodation could be developed to increase opportunities to develop Extended Schools.

4 Circumstances when Governing Bodies are required to consider combining separate first and middle schools

4.1 Within this Policy Governing Bodies of all separate first and middle schools are required to consider combining the two schools when:

1. A headteacher vacancy arises in either or both schools
2. Pupil numbers are 25% or more below admission number in either school
3. Other situations whereby the educational provision would be improved through amalgamations. For example, these circumstances might include, provision of SEN support, building and accommodation issues, financial difficulties, part of the Council’s strategy for schools causing concern, staffing recruitment and retention issues, when the Governing Bodies consider that it would be in the schools’ interests to combine.
4. OfSTED Inspection in one of the schools identifies serious weakness or places the school in special measures

4.2 In any of the circumstances when the Governing Bodies of separate first and middle schools are required to consider amalgamation, they must inform the Director of Learning & Community Development of their intended considerations. Further, they must provide the Director with the outcome of their deliberations in writing and with detail to support their decision. The Director of Learning and Community Development will consider these and report the outcome to Cabinet with an appropriate recommendation.

5. Support from Harrow Council to Combine Schools

5.1 Harrow Council will support the Governing Body to manage the process. A dedicated officer team will be established. It is expected that this support will be tailored to the schools concerned and will complement other support provided within the school. The type of support provided by the team available to the schools is outlined as follows.

Chair of Governor’s initial enquiry to Harrow Council	Informal discussions about the appropriateness of amalgamation and the process
Governing Body consideration of amalgamation	Officer attendance at Governing Bodies meeting to present the case for combined schools and explain the process and timescale
Consultation meetings with staff, parents, unions etc	Officer attendance and presentation if required. Assistance with production of information for staff and parents etc
Personnel Services	Support for staff as appropriate Support to establish staffing structures, developing the appointment process including recruitment, appointment and/or transfer of staff in accordance with Legislation, Governing Body and Council Policies and consultation with Trade Unions.
Financial	Support to plan the budget of the new school, establish finance systems, including staff training

	within new school and address residual budget issues if appropriate.
School Development Services	Support for curriculum planning, developing staffing structures, appointment of staff, staff training/induction, establishing ethos for new school etc
Capital and Development	Assessment of accommodation requirements for new school. Including consideration of entrances, administration areas, staff informal areas, work areas, combining facilities i.e. library if appropriate, identification of schools capital budget and other sources.
Governors	Establishing shadow governing body, temporary governing body and new governing body
Others	Any other issues for example, communication strategy, consultation on new school name

6 Legal Issues and Statutory Process

- 6.1 A combined school can be achieved either through the closure of both schools and opening a new school, or the closure of one school and a change of character of the remaining school. Harrow's preferred approach is to close both schools and open a new school. This ensures that there is equity for both schools and the concept of a take over is reduced. The statutory process is summarised as follows:

Informal Consultation

- 6.2 The Governing Body and Harrow Council consult the school community and other interested parties (for example, neighbouring LEAs, professional trade unions, local groups involved in Schools) on the proposals. This usually takes the format of a consultation document, circulated widely to all schools in Harrow, neighbouring LEAs etc. The consultation document includes information on the background to the proposals and the timescale for implementation. There are various meetings for the governors, staff and parents. Following the consultation the Governing Body is required to confirm in writing its intention to amalgamate the schools.

Cabinet Approval to Publish Statutory Notices

- 6.3 Cabinet will consider a report detailing the request to amalgamate, the outcome of the informal consultation and recommendations to publish Statutory Notices. The Notices are published for two months. During this period there is the opportunity for any interested parties to comment, object or support the proposals. At the end of this period a report will be presented to Cabinet including an outline of the comments received. The recommendations will ask Cabinet to agree that the proposals are presented to the School Organisation Committee for consideration.

School Organisation Committee

- 6.4 The School Organisation Committee (SOC) is an independent committee. It has members representing the Council, Diocesan Boards, Schools (including Headteachers and Governors) and the Learning and Skills Council. Its role is to consider changes to the provision of school places in Harrow. If the School Organisation Committee approves the proposals they can be implemented. If the

proposals are not approved by the SOC there is a process for them to be considered by the School Adjudicator.

Implementation

- 6.5 Once the Statutory Notices have been approved, the proposals will be implemented. Part of this work will have already been started in respect of planning with the Harrow Council Officer team. The temporary governing body will be established, detailed consultation with staff and trade unions commenced, staff appointments made, staff training planned and undertaken etc. It is expected that the process will be undertaken in approximately 18 months with the proposals implemented from the start of an academic year.

Amalgamation Policy Glossary

Admission Number	Number of pupils admitted into a school year group
ADHD	Attention Deficit Hyper-activity Disorder
Age of transfer	The age of pupils when they transfer to high school or secondary school. Pupils transfer to high schools in Harrow at 12.
AMP	Asset Management Plan
BSF	Building Schools for the Future a Government initiative to increase capital investment in the school buildings
DfES	Department for Education and Skills
EBD	Emotional Behaviour Disorder
EDP	Education Development Plans (EDPs) were introduced in 1998 under the provisions of the School Standards and Framework Act. 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.
Extended Schools	Schools that provide a range of services for the school and local community. A DfES full service extended school at least 8 additional activities in operation. These are - Community Learning, Childcare, Parenting classes, Family Learning, Community use ICT, Sports and Arts activities, Health and Social Care, Study Support
EYDCP	The Harrow Early Years Development and Childcare Partnership. The Partnership develops provision for children aged 0-8
First Schools	Schools for children aged 4-8 years
GLA	The Greater London Authority (GLA) is made up of a directly elected mayor and a separate directly elected assembly
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.
LSC	Learning and Skills Council
Middle Schools	Schools for children aged 8-12 years

Net School Capacity	The number of pupil places available in 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
NoR	The total number of pupils registered at a school
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
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
PRU	Pupil Referral Units
SEN	Special Educational Needs
SOC	School Organisation Committee
SOP	School Organisation Plan
Surplus Places	School places that are not filled by pupils on roll
Ward Boundaries	Electoral Ward areas.

LONDON BOROUGH OF HARROW

Meeting:	Education Consultative Forum
Date:	15 July 2004
Subject:	Streamlining the Appointment of LEA Governors
Key decision:	No
Responsible Chief Officer:	Javed Khan, Director of Learning and Community Development, People First
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	Appendix 1– Draft Cabinet report

1. **Recommendations** (to Education Consultative Forum)
 - 1.1 It is intended that Cabinet will receive the attached report which sets out a process for streamlining the appointment of LEA Governors. The report is provided to Members of ECF for information. Members are invited to comment on the proposed process.

2. **Consultation with Ward Councillors**

- 2.1 Not applicable.

3. **Policy Context (including Relevant Previous Decisions)**

- 3.1 The proposal put forward is to reduce the time between nomination and appointment of LEA Governors.

4. **Relevance to Corporate Priorities**

- 4.1 Effective Governing Bodies are a key element of the Council's commitment to high quality schools across the local authority. The agreed process will streamline the current appointment process for LEA nominated governors.

5. Background Information and options considered

- 5.1 Governing Bodies have often expressed disappointment about:
- a. the level of LEA Governor vacancies, and;
 - b. the length of time between nomination, sometimes by the school itself, and appointment.
- 5.2 The attached Cabinet report sets out a streamlined process agreed by the Education spokesperson of each of the three main political groups.
- 5.3 The process would also establish the principle that Governing Bodies may nominate both party and non-party LEA Governors to the Governor Support Officer.

6. Consultation

- 6.1 Not applicable

7. Finance Observations

- 7.1 Not applicable

8. Legal Observations

- 8.1 See attached report

9. Conclusion

- 9.1 Cabinet has agreed the process set out in the attached report. It is expected that this will both streamline the process of appointment, and reduce the vacancy rate, of LEA Governors.

10. Background Papers

- 10.1 Cabinet report - "Appointment of LEA Governors" (July 2004).

11. Author

- 11.1 Adrian Parker (Principal Education Adviser)
Phone: 0208 424 1317
E-mail: adrian.parker@harrow.gov.uk

Meeting:	Cabinet
Date:	–
Subject:	Appointment of LEA Governors
Key decision:	No
Responsible Chief Officer:	Director of Learning and Community Development
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	None

Summary/ Reason for urgency (if applicable)

This report outlines the proposal that the Portfolio Holder for Education and Lifelong Learning be given delegated authority to appoint LEA Governors.

2. <u>Recommendations</u> (for decision by Cabinet.)
2.1 That the Portfolio Holder for Education and Lifelong Learning be given delegated authority to appoint LEA Governors in consultation with nominated members.
REASON: To improve the process for appointing LEA Governors.

3. Consultation with Ward Councillors

3.1 Not Applicable

4. Policy Context (including Relevant Previous Decisions)

4.1 The proposal put forward is to reduce the time between nomination and appointment of LEA Governors.

Relevance to Corporate Priorities

Effective Governing Bodies are a key element of the Council's commitment to high quality schools across the local authority. The agreed process will streamline the current appointment process for LEA nominated governors.

6. **Background Information and options considered**

Under the Education Act 2002 all Governing Bodies have to be reconstituted and have to decide on the size of their Governing Bodies by 2006.

The current process for appointing LEA governors on to a Governing Body is as follows: LEA School Governors are allocated places on the basis of political proportionally. The three political party designated representatives agree the allocation of representatives to each Governing Body.

The appropriate political nominator forwards potential Governors name and details to the Governor Support Officer. The officer prepares a report for Cabinet recommending approval for appointment. Currently all LEA Governor appointments are made by the Executive.

Once appointed the Officer writes to the successful applicant notifying them of their appointment. At this stage, the declaration of eligibility and ethnic monitoring form is sent. In total, this process can take some time to be completed.

This paper proposes that the current arrangements for nominating LEA Governors continue with some minor alterations to the process. The changes proposed are as follows:

that when a nomination is put forward to the Governor Support Officer, the officer send to the nominee an application form, declaration of eligibility and ethnic monitoring form once in receipt of the completed forms the Governor Support Officer would forward copies of the forms to the three political party designated representatives for their comments any comments to be provided to The Portfolio Holder within 5 working days the nominee would be put forward to The Portfolio Holder for approval and appointment approval and appointment would be made in consultation with Director of Learning and Community Development (or other nominated officer)

This process would therefore eliminate the need for a Cabinet report and significantly reduce the delay between nomination and appointment.

7. **Consultation**

7.1 N/A

8. **Finance Observations**

8.1 None arising from the contents of this report.

9. **Legal Observations**

The Constitution provides that the Executive may delegate non-key decisions to an individual Portfolio Holder provided that the Executive set an agreed framework. Section 19 of the Education Act 2002, School Governance (Constitution) (England) Regulations 2003 SI2003/348 set out the constitutional requirements for Governing Bodies. These statutory provisions are supplemented by statutory guidance formulated for each type of school.

10. **Conclusion**

- 10.1 The granting of Delegated Authority to the Portfolio Holder for Education and Lifelong Learning will increase the speed at which LEA Governors are appointed. This will assist in achieving a full compliment of Governing Body membership by filling LEA representatives' places.

11. **Background Papers**

- 11.1 None

Author

Marcia Payne - Assistant Education Lawyer 020 8424 1280
E-mail: marcia.payne@harrow.gov.uk

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LONDON BOROUGH OF HARROW

Meeting:	Education Consultative Forum
Date:	15 July 2004
Subject:	14-19 Provision in Harrow
Key decision:	No
Responsible Chief Officer:	Director of Learning and Community Development
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosures:	Annexe A

1. **Summary/ Reason for urgency (if applicable)**

- 1.1 This report updates the Education Consultative Forum on the work of the 14-19 Advisory Group and Sub-Groups, Post 16 Steering Group, School Groupings and the Skills Centre.

2. Recommendations

Members agree to:

- 2.1** Note the progress of the 14-19 Advisory Group, the sub-groups and the Post 16 Steering Group

REASON:

To enable the Council, with partners, to increase opportunities across the 14-19 learning and skills agenda.

3. **Policy Context (including Relevant Previous Decisions)**

- 3.1 In March 2004 Cabinet received a report detailing the outcomes of the 14-19 Stakeholder Survey, and the progress of the 14-19 Advisory Group. Cabinet agreed that a Harrow Sixth Form Collegiate would be established in September 2005 with the intention that there would be some limited provision from September 2004. Cabinet agreed that the details would be developed by the 14-19 Advisory Group, informed by the work of the four School Groupings, two of which were funded by the

Learning and Skills Council, and the developing proposals for the Skills Centre. The School Groupings are:

- Stanmore College, Park and Canons High Schools
- St Dominic's, Sacred Heart and Salvatorian
- Central Consortium (Rooks Heath, Harrow High, Bentley Wood, Nower Hill, Hatch End and Whitmore Schools)
- Shaftesbury and Kingsley High Schools and Harrow College

3.2 Final reports have now been received from these Groups and will be used to inform the development of the 14-19 Strategy. A summary of key points in Annexe A.

4. **Relevance to Corporate Priorities**

4.1 The 14-19 Strategy will contribute to the Corporate Priority to promote Harrow as a centre of lifelong learning by offering the highest quality education service, by raising aspirations and outcomes of achievement, and by providing activities for cultural, artistic and leisure pursuits which reflect the profile and the interests of all local communities

5. **Background Information and options considered**

14-19 Advisory Group

5.1 The 14-19 Advisory Group have agreed with the Council's vision for 14-19 Provision in Harrow, received the final reports from the School Groupings and progress reports about the Skills Centre. At the last meeting the 14-19 Advisory Group received a presentation summarising the issues arising from the work of the School Groups. Alongside the key points summarised in Annexe A, the key issues for consideration were listed as follows:

- How do we ensure that developments are students' needs led and not institution's?
- Maintain Comprehensive principles of provision
- Must ensure breadth of curriculum for all learners
- How can we ensure a genuinely Collaborative approach across the borough?
- High quality provision
- Capital investment needed- what are the sources?
- The impact of Year 7 transfer if/when it happens?

5.1 There was considerable discussion about how the capital issues could be addressed. Three possible routes were proposed including to wait for Building Schools for the Future funding without a guarantee that it would materialise given the Government's priorities on areas of deprivation and underachievement, or to investigate more radical solutions for example a 16-19 'City Academy'. It was agreed that further investigations into capital funding opportunities would be undertaken with the DfES.

5.2 At the meeting in May, the 14-19 Advisory Group agreed to establish two sub-groups to lead on specific items of work:

Skills Centre Project Sub-Group (SCPSG)

- 5.3 The SCPSG is comprised of representatives from Harrow Tuition Service, School Development Services, Headteachers, Harrow Pathfinder, Harrow College, Stanmore College and London West LSC. In addition, a representative from Work Based Learning providers and a local employer would be invited. The 14-19 Advisory Group agreed that the SCPSG have delegated authority to progress the development of the Skills Centre.
- 5.4 The SCPSG have outlined a Harrow Vocational Skills Network that will provide Learners with access to a range of vocational courses and work related learning at 14-16 with clear routes at post 16. Progression routes will include links with junior and modern apprenticeships. The Network will incorporate schools, colleges and training providers in and beyond Harrow. This will ensure the widest offer is secured for Harrow learners.
- 5.5 The Network will include:
- Vocational provision for KS4 at colleges and extensions where appropriate
 - A central Skills Centre to provide facilities not currently available for craft
 - Technical courses and additional provision developed over time in high schools linked to specialist school areas.
 - Mapping of other training providers including colleges beyond Harrow
 - Links to extended work experience
- 5.6 The Skills Centre provision will be opened as soon as possible but this will be subject to completion of building works etc. However, it is intended that the following courses will be available from September as an extension of the Pathfinder Friday Programme: Beauty Therapy, Sports and Leisure, music production, business administration, retail customer services, horticulture, catering and ASDAN awards introduced in schools.
- 5.7 The SCPSG identified a site for the Skills Centre and commissioned an initial feasibility study for the refurbishment of one of the units to investigate issues of site access, security, planning etc.. However, on presentation of the study, further discussions and visits, the LSC have expressed a clear preference for a larger unit to be developed from the outset. The additional space would enable more courses to be provided at the Centre with a wider range of users. The LSC consider that this would be a more efficient use of resources. The Council has commissioned a further re-furbishment feasibility study. This now means that the intended timescale of a September 2004 start has been delayed.
- 5.8 The SCPSG is preparing a Business Case for the Skills Centre. This will include details of the course provision, income streams, including contributions from the Schools, LSC, Harrow Council and industrial sponsorship and other costs.
- 5.9 To date, the LSC have agreed to provide £100k capital and the Council has agreed to contribute £150k capital (which in the Capital Programme 2004/05) as well as the opportunity cost which based on the forgone potential capital receipt of providing the site. These capital contributions were agreed prior to the initial feasibility studies

and the preference for the larger Unit. Now that the LSC have expressed their preference for a larger unit, Officers will seek additional funding from the LSC based on the outcome of the feasibility study.

- 5.10 A secondee appointment has been made to the post of Skills Centre manager. This manager will develop the business case, the course programmes, the interface with business and training on behalf of the SCPSG.

14-19 Strategy Sub Group (SSG)

- 5.11 The 14-19 SSG has representatives from the School Groupings, the Colleges, LWLSC and Harrow Council. The SSG is responsible for developing the initial draft 14-19 Strategy and the draft Self Assessment. Both the Strategy and Self Assessment are important for the pending OfSTED inspection of 14-19 Area Provision. At the first meeting, the SSG agreed the headings for the objectives and key themes that would relate to all the strategic aims in the Strategy. The Group also considered a Student Entitlement.
- 5.12 The draft 14-19 Strategy will be progressed further when the Self Assessment has been completed and the 14-19 Advisory Group have agreed how to proceed with the development of the Harrow Sixth Form Collegiate.
- 5.13 The evidence base for the Self Assessment that includes the five OfSTED Inspection questions has been completed. At their next meeting, the SSG will grade each of the questions. These will be considered by the 14-19 Advisory Group at their meeting in the Autumn term for approval. It is expected that when the OfSTED Inspection date has been confirmed that the Self Assessment document will be reviewed and re-assessed in accordance with progress.

6 Consultation

- 6.1 A stakeholder survey was undertaken during the Autumn Term and the outcome reported to Cabinet in the Spring. At this stage consultation is not appropriate.

7. Finance Observations

- 7.1 The Learning and Skills Council have statutory responsibility to fund post 16 learners. Harrow Council funds its schools through the LM formula. A bid for capital funding was submitted to the DfES as part of the Governments Building Schools for the Future initiative. This included £20m for 14-19 provision. An announcement is expected in the Autumn.
- 7.2 The Business Case for the Skills Centre is being developed. It will include the following funding contributions from the DfES through the Pathfinder and Increased Flexibility funds, revenue from Schools for 14-16 students and the Colleges for post 16 learners. The Council and LSC will provide capital funding as outlined in paragraph 5.9.

8. Legal Observations

- 8.1 There are no Legal implications within this report.

9. **Conclusion**

9.1 The development of a 14-19 Strategy with a range of provision to meet the needs of all learners in Harrow is challenging but has real potential to make a step change in the opportunities for young people. The work of the 14-19 Advisory Group and Post 16 Steering Group are at a critical stage and securing appropriate capital funding is critical to its success.

10. **Background Papers**

10.1 14-19 Provision in Harrow, Cabinet Report, March 2004

11. **Author**

11.1 Johanna Morgan, Policy Review Manager 0208 424 7529

Summary of the Work of the School Groupings

Group	Current Action	Issues
<p>Special Schools Cluster</p> <p>Shaftesbury Kingsley Harrow College</p>	<ul style="list-style-type: none"> • Review post 16 curriculum offer in all 3 institutions, and map provision for 14-19 • Borough wide dialogue on developing coherent 14-19 provision for SEN, with progression routes. 	<ul style="list-style-type: none"> • Current progress? • Can outcomes from this work influence developing provision within other clusters?
<p>Central Consortium</p> <p>Bentley Wood Hatch End Harrow High Nower Hill Rooks Heath Whitmore High</p>	<p>Proposed model:</p> <ul style="list-style-type: none"> • Six schools jointly governing and managing a new Collegiate Sixth Form • Provision on all sites, ensuring a broad and comprehensive curriculum • Students 'belong' to Collegiate and travel as necessary • Direct LSC funding to Collegiate • Intake target to gradually rise to over 1000 students • Common options blocks, timetables, CPD, marketing and entrance criteria • Shared teaching and resources • Innovative approach to accommodation issues- extending school days, Saturday provision, video conferencing • May include community needs driven basic skills and WBL 	<ul style="list-style-type: none"> • Though school's accommodation needs differ, future success is dependant on considerable capital investment- classrooms, labs, and workshops. • Transition costs not addressed • No direct college collaboration- some possibility of franchising mentioned • Not cognisant of other developments across borough • Scope for model to be extended across borough- to include all schools • How will the necessary accommodation growth take account of changes to year 7 transfer? • An innovative proposal that will embody a highly collaborative approach across a relatively large number of institutions

Group	Current Action	Issues
<p>Catholic Cluster</p> <p>Salvatorian School Scared Heart School St. Dominic's College</p>	<p>Proposed Model:</p> <ul style="list-style-type: none"> • Evolving partnership that will not duplicate existing provision • Will maximise specialisms of schools • Developing AS/A2/Vocational curriculum offer on school sites: <ul style="list-style-type: none"> Religious studies Modern languages Astronomy PE Music Technology Engineering Leisure & Tourism Vocational IT 	<ul style="list-style-type: none"> • Costs and funding model to be clarified • Target intake numbers and accommodation needs to be clarified • Focus on catholic institutions only, which limits links with developments across borough
<p>Stanmore Partnership</p> <p>Stanmore College Canons High School Park High School</p>	<p>Proposed model:</p> <ul style="list-style-type: none"> • The college registers student and draws down LSC funding • Joint responsibility for Quality • Provision on all 3 sites • Distributed and comprehensive curriculum between partners- utilising curriculum specialisms in schools and general provision at college. • Gradual increase of target intake from Park and Canons year 11 leavers, from 25% (2003) to 68% (2207). • Students to travel to no more than 2 sites, with 80% of provision on one site • Use staff travel and video conferencing 	<ul style="list-style-type: none"> • Transition costs need funding- £85k for 2004/5 • Additional capital investment in accommodation will be needed • Not cognisant of other developments across borough • How will the necessary accommodation growth take account of changes to year 7 transfer? • Limited innovation but founded on effective partnership working

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