



SCHOOL ORGANISATION COMMITTEE

**MONDAY 5 JULY 2004
7.30 PM**

**COMMITTEE AGENDA
COMMITTEE ROOMS 1+2
HARROW CIVIC CENTRE**

PRE-MEETINGS:

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

SCHOOLS GROUP:

6.45 pm T.B.C

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: Councillor (none)

(i) Local Education Authority:		
Councillors:	Gate Ray Stephenson Thammalah	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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HARROW COUNCIL

SCHOOL ORGANISATION COMMITTEE

MONDAY 5 JULY 2004

AGENDA - PART I

1. **Appointment of Chair:**

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

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. **Declarations of Interest:**

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

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 consider the appointment of a Vice-Chair to the Committee for the Municipal Year 2004/2005.

6. **Minutes:** (Pages 1 - 4)

That the minutes of the meeting held on 22 March 2004, having been circulated, be taken as read and signed as a correct record.

7. **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).

8. **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).

9. **Deputations:**
To receive deputations (if any) under the provisions of Committee Procedure Rule 16 (Part 4B of the Constitution).
10. **Shaping Schools for the Future:** (Pages 5 - 26)
Report of the Executive Director, People First
11. **Updated School Roll Projections:** (Pages 27 - 38)
Report of the Executive Director, People First

AGENDA - PART II

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REPORT OF SCHOOL ORGANISATION COMMITTEE

MEETING HELD ON 22 MARCH 2004

Chair:	* Councillor Gate	
Councillors:	* Miss Bednell * Janet Cowan (1) Anjana Patel	* Ray * Stephenson * Thammaiah
Church of England:	† Reverend P Reece	
Roman Catholic Church:	* Mr J Coyle * Mr M Murphy	* Ms M Roe
Learning and Skills Council:	* Mr T Masters † Mrs E Yates	
Schools (Parent/Secondary):	* Mrs C Millard	
Schools (Parent/Primary):	* Ms J Tushaw	
Schools (Headteachers):	† Mrs M Arnold † Mr D A Jones	* Mr B A Robertson
Schools (Co-optee and Special)	* Mrs P Langdon	
HCRE:	Mr P Pawar	
Adviser:	* Mr B Leaver	

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

PART I - RECOMMENDATIONS - NIL

PART II - MINUTES

36. **Attendance by Reserve Members:**

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

Ordinary Member
Councillor Jean Lammiman

Reserve Member
Councillor Janet Cowan

37. **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.

38. **Arrangement of Agenda:**

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

39. **Minutes:**

RESOLVED: That the minutes of the meeting held on 18 September 2003, having been circulated, be taken as read and signed as a correct record.

40. **Public Questions:**

RESOLVED: To note that no public questions were put at the meeting under the provisions of Committee Procedure Rule 18.

41. **Petitions:**

RESOLVED: To note that no petitions were received at the meeting under the provisions of Committee Procedure Rule 15.

42. **Deputations:**

RESOLVED: To note that no deputations were received at the meeting under the provisions of Committee Procedure Rule 16.

43. **Changes to the Decision Making Process:**

The Committee received a presentation from the Senior Lawyer (Education and Employment) which updated the committee on recent changes to the decision making process for making changes to schools.

An officer informed the meeting that the changes to legislation allowed a wider group of organisations to propose new schools, such as private companies and local groups. The role of the Learning and Skills Council had been revised to become responsible for changes to post-16 education. In response to a comment from a Member, officers confirmed that private companies could set-up a foundation school.

The meeting was reminded of the process for statutory proposals and advised that if the School Organisation Committee could not reach a decision within two months, the matter would be referred to the schools adjudicator. However, the School Organisation Committee did not have the power to determine secondary school competitions and. The In secondary school competitions, School Organisation Committees would receive the proposals for comments, which would be forwarded to the Secretary of State, who would make the decision. Changes to 6th Form Colleges could be proposed by the Learning and Skills Council, the School Organisation Committee would be a consultees, but the determining power was with the Secretary of State. Officers added that once a proposal had been approved, it must be implemented.

The Learning and Skills Council representative agreed to provide more general information on the role of the Learning and Skills Council at the next meeting.

Officers informed the meeting that the DfES operated a very informative website which parents could be directed towards for information on changes to the decision making process for schools.

44. **Review of the School Organisation Plan:**

The Committee received a report of the Executive Director (People First) which provided the meeting with an update on the School Organisation Plan 2003-07.

Officers reminded the Committee that the School Organisation Plan covered a period of five years, but was published every three years. It had been agreed that officers would provide an annual update on the Plan. When this was agreed, it was expected that the DfES would have announced when all LEAs, including Harrow, would be supported with capital funding through the Government's Building Schools for the Future initiative. Unfortunately the DfES have changed the timescale for the announcements. Further announcements will be made during the course of the year.

Officers explained the pupil projections methodology. The projection of pupil numbers was based on population data on a ward-by-ward basis. This year the projections were based on the new Wards for the first time, as previous projections had all been based on the old Wards. The postcodes of all pupils had been used in the formulation of the projections. The postcodes were used to match schools and the homes of its pupils. Officers reminded the meeting that planning areas only applied to primary schools and not secondary schools.

The pupil numbers for 2004 followed a familiar pattern, with surplus places in the North and South East areas. In the North East, the standard number at Aylward School had been reduced and this contributed to addressing 13% surplus. The standard number at Belmont School had also been reduced to help tackle a 12.6% surplus in the Central area. The South East area had the largest surplus, with the surplus expected to rise to 19% by 2010. Overall, there was 12.4% extra capacity across the borough, which was a little over target. In response to comments from Members, officers explained that the vacancies in schools were rarely spread evenly across a number of schools, but concentrated in a few.

Officers informed the meeting that high schools were full, with few surplus places.

However, the pressure for places was expected to relent through smaller entries from Harrow's primary schools. In response to a question from a Member, officers confirmed that Voluntary Aided schools were virtually full, especially in Years 8 and 9. The report highlighted what had happened since the School Organisation Plan was published, and updated the meeting on events in neighbouring boroughs.

In response to comments from a Member, officers explained that the proposed Harrow Sixth Form Collegiate was designed to improve transition from 14-16 to 16-19. In line with government guidance, there would be no divide between academic and vocational courses. A Member commented that it would be interesting to monitor the development of the relationship between the LEA and the Learning and Skills Council.

RESOLVED: That (1) the comments of the School Organisation Committee be noted.

(2) the review of the School Organisation Plan be agreed and circulated to all stakeholders.

(Note: The meeting, having commenced at 7.30 pm, closed at 8.55 pm).

(Signed) COUNCILLOR B E GATE
Chair

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LONDON BOROUGH OF HARROW

Agenda item:

Page no:

Meeting:	School Organisation Committee
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 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

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 the School Organisation Committee, 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

APPENDIX 1

Agenda item:
Page no:

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

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.

School Organisation Plan Update: June 2004
Updated school roll projections

1 Introduction

Last year's School Organisation Plan anticipated a certain amount of "turbulence" in the population projections on which the school roll projections are based. The 2003 projections were the first round to be based on the 2001 Census and, as corrections are applied to the Census data, inevitably the projections change.

This year's school roll projections are the first to be based on new wards, and the Planning Areas have been adjusted slightly to fit with new ward boundaries. We have been able to define the Planning Areas more accurately than in the past as we now have postcodes of all pupils and can fit these to ward boundaries. The projections for each Planning Area are still based on a combination of ward-level child population projections and the historic subscriptions of patterns to schools, but they no longer overlap. Where over 40% of the pupil population in a ward goes to schools in the planning area these are described as "main" wards. Where between 10% and 40% of the pupils in a ward go to schools in the planning area these are described as "other" wards. Thus for the South East Planning Area it is possible to see from the table presented at 3.6 that pupils attending Glebe, Kenmore Park, Little Stanmore, Priestmead and Stag Lane schools mostly live in Edgware, Queensbury, Kenton East and Kenton West, but smaller numbers of pupils live in Belmont and Canons wards.

2 Population projections

The most recent population projections (May 2004) show an overall slight decline in the number of 4-15 year olds over the period of the plan followed by a slight increase from 2009 which will return the population to current levels by 2013.

The population of 4 –10 year olds is predicted to remain unchanged to 2007, but then increase, reaching 2002 levels in about 2010 or 2011. After this, a steady rise is predicted to 2021. This is in contrast to last year's projections which covered the period up to 2016 and suggested no increase.

The population of 11-15 year olds is still predicted to decline to a low around 2012 and 2013, followed by an increase to reach current levels in 2018.

This changed scenario is related to a projected increase in the number of births, which is predicted to increase year on year to 2021. The explanation for this is that the fertility ratios used in the projections have been altered to reflect fertility ratios at the 2001 Census. The projections are showing some 3000+ births per year from 2010 onwards compared with 2400 in 2002. The biggest year on year increase in the number of births (6%) is projected between 2003 and 2004. We will be able to check this against the number of births between September 2003 – August 2004 which we will request from the Health Authority in Autumn 2004.

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

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

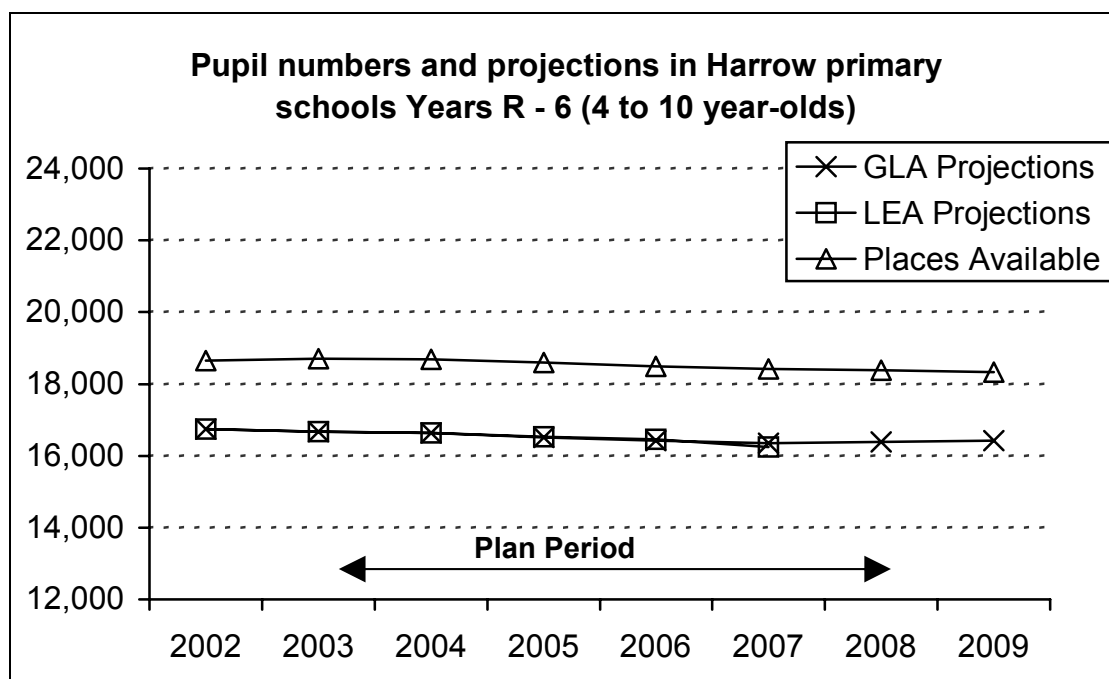
This table is presented for 4-10 year olds only to give a clear picture of demand and potential surplus within the year groups Reception to 6. A separate table below shows the picture including Year 7.

Years R to 6				
Year	January actual number on roll	Projected demand GLA	Projected demand LEA	Places available
2002	16,747			18,657
2003	16,670			18,708
2004	16,628			18,695
2005		16,514	16,534	18,592
2006		16,422	16,466	18,489
2007		16,349	16,251	18,421
2008		16,382		18,376
2009		16,421		18,331

Years R to 6

Surplus/deficit places based on GLA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	1,994	10.9%	2008
Highest projected surplus in Plan period	2,078	11.2%	2005



3.2 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	Places available
2002	18,878			21,257
2003	18,819			21,388**
2004	18,755			21,400
2005		18,625	18,640	21,297
2006		18,521	18,576	21,224
2007		18,424	18,351	21,121
2008		18,422		21,093
2009		18,492		21,048

**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	2,697	12.8%	2007

THE AREA PROJECTIONS THAT FOLLOW ARE PRESENTED ON THE BASIS OF YEARS R TO 6 ONLY.

PLEASE NOTE THAT THESE PROJECTIONS CANNOT BE COMPARED DIRECTLY WITH THOSE IN LAST YEAR'S SCHOOL ORGANISATION PLAN AS THE PLANNING AREAS HAVE CHANGED.

3.3 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 wards shown in the table below.

Schools:	Main Wards:	Other Wards:
Earlsmead	Rayners Lane	Headstone South
Grange	Roxbourne	Greenhill
Roxbourne	Roxeth	
Roxeth Manor	West Harrow	
Newton Farm	Harrow on the Hill	
Welldon Park		
Roxeth		
Vaughan		

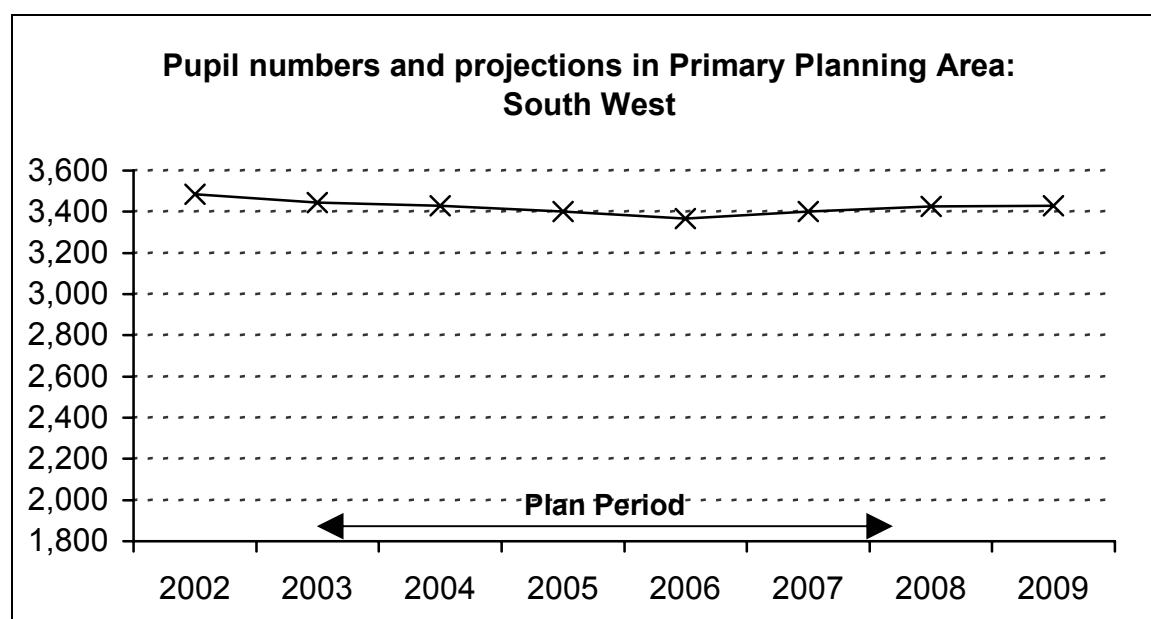
Primary projection area: South West

Years R to 6 only

Year	January actual number on roll	Projected demand GLA	Places available
2002	3,486		3,770
2003	3,446		3,764
2004	3,429		3,760
2005		3,400	3,756
2006		3,368	3,752
2007		3,402	3,752
2008		3,426	3,752
2009		3,430	3,752

South West – Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	318	8.4%	2003
Highest projected surplus in Plan period	384	10.2%	2006



3.4 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 wards shown in the table below.

Schools:	Main Wards:	Other Wards:
Cannon Lane	Pinner	Headstone South
West Lodge	Pinner South	Rayners Lane
Pinner Wood	Hatch End	Roxbourne
Grimsdyke	Headstone North	Harrow on the Hill
Longfield	Harrow Weald	West Harrow
Cedars		

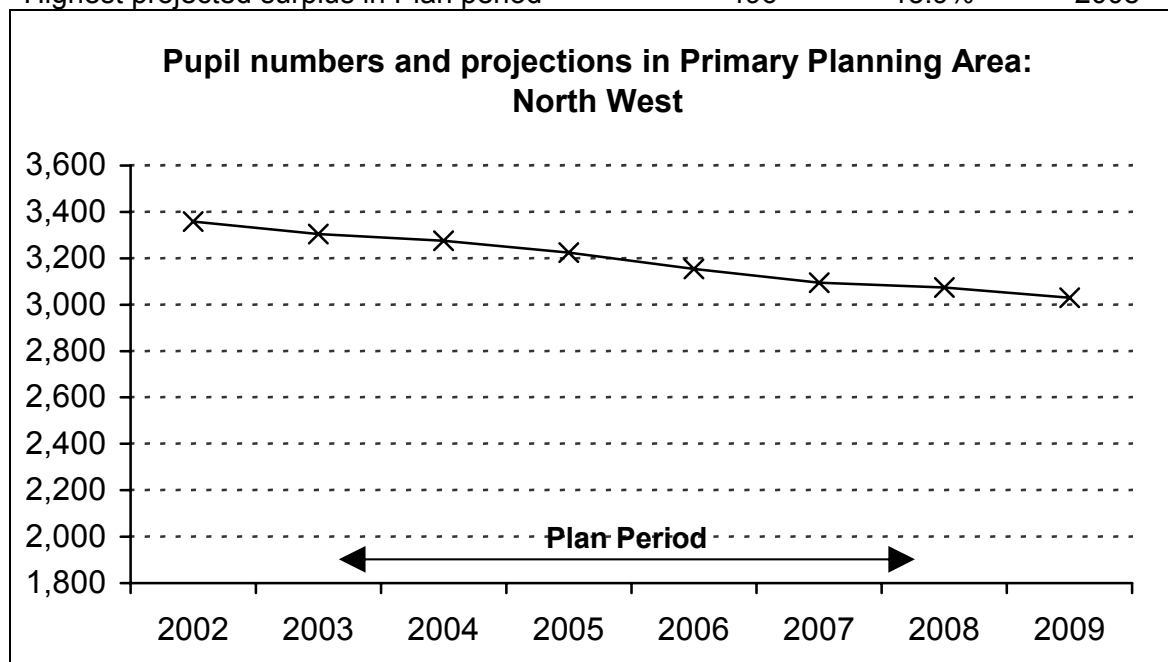
Primary projection area: North West

Years R to 6 only

Year	January actual number on roll	Projected demand GLA	Places available
2002	3,358		3,570
2003	3,305		3,570
2004	3,275		3,570
2005		3,225	3,570
2006		3,154	3,570
2007		3,095	3,570
2008		3,074	3,570
2009		3,030	3,570

North West – Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	265	7.4%	2003
Highest projected surplus in Plan period	496	13.9%	2008



3.5 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 wards shown in the table below.

Schools:	Main Wards:	Other Wards:
Aylward	Belmont	Edgware
Stanburn	Stanmore Park	Queensbury
Whitchurch	Canons	Wealdstone
Weald	Harrow Weald	Kenton East
		Kenton West

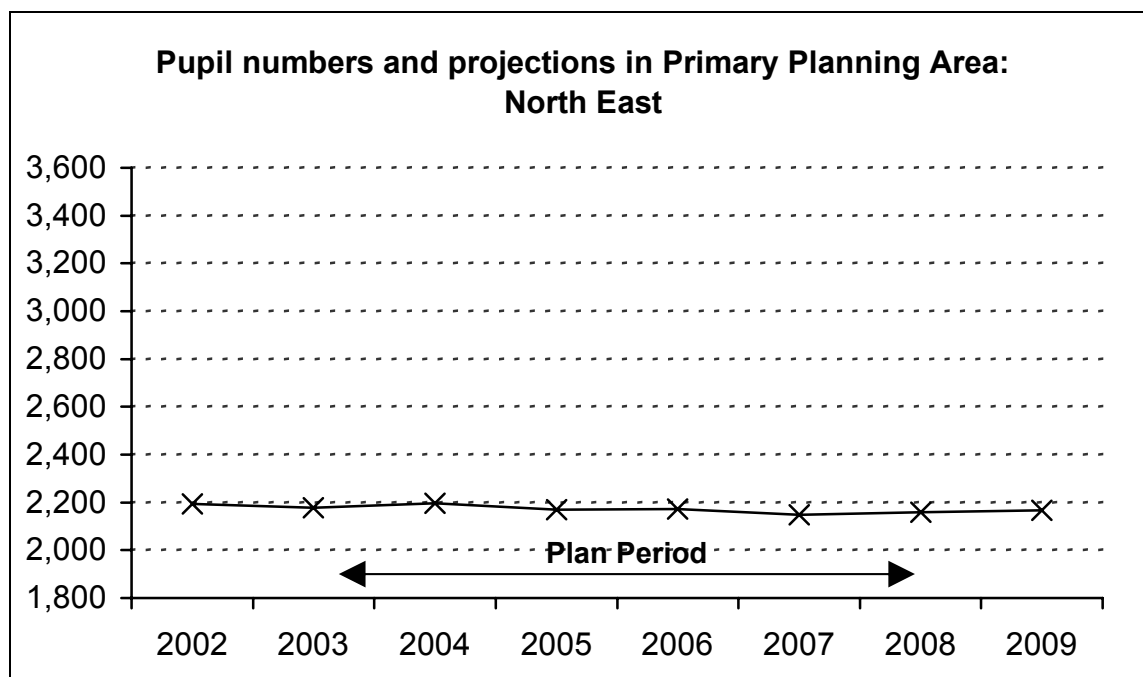
Primary projection area: North East

Years R to 6 only

Year	January actual number on roll	Projected demand GLA	Places available
2002	2,193		2,520
2003	2,178		2,520
2004	2,197		2,520
2005		2,169	2,490
2006		2,172	2,460
2007		2,149	2,430
2008		2,158	2,400
2009		2,168	2,370

North East – Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	242	10.1%	2008
Highest projected surplus in Plan period	342	13.6%	2003



3.6 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 wards shown in the table below.

Schools:	Main Wards:	Other wards:
Glebe	Edgware	Belmont
Kenmore Park	Queensbury	Canons
Little Stanmore	Kenton East	
Priestmead	Kenton West	
Stag Lane		

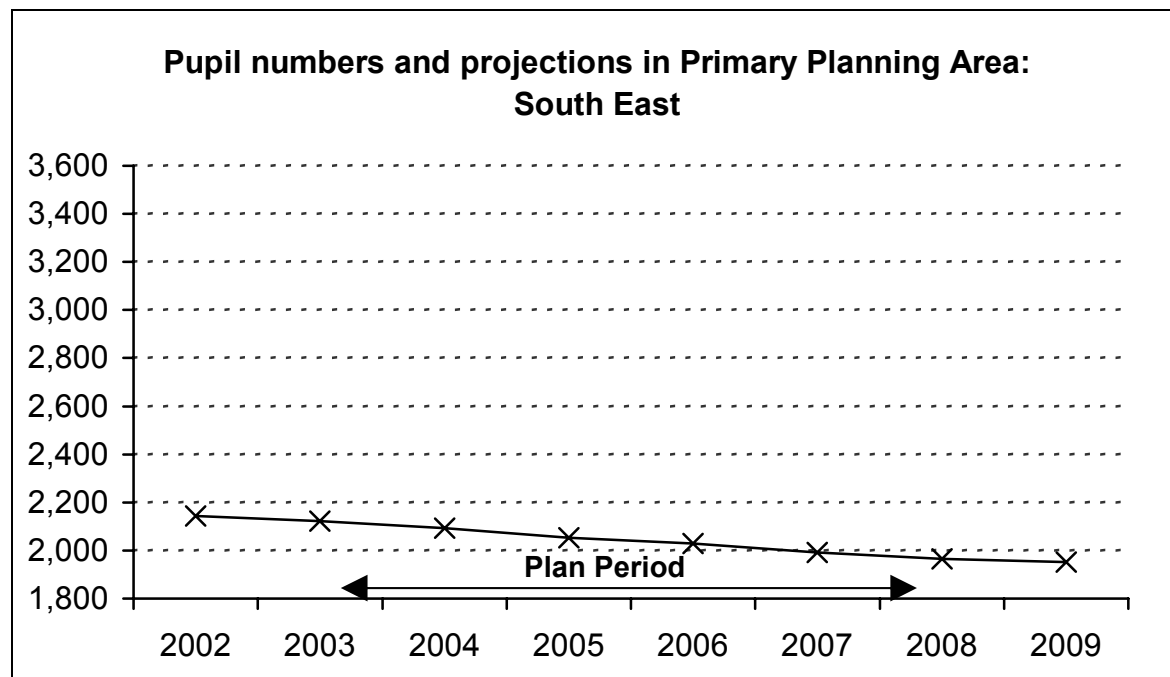
Primary projection area: South East

Years R to 6 only

Year	January actual number on roll	Projected demand GLA	Places available
2002	2,143		2,727
2003	2,121		2,718
2004	2,094		2,694
2005		2,054	2,670
2006		2,028	2,646
2007		1,992	2,623
2008		1,964	2,608
2009		1,953	2,593

South East – Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	597	22.0%	2003
Highest projected surplus in Plan period	644	24.7%	2008



3.7 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 wards shown in the table below.

Schools:	Main Wards:	Other Wards
Belmont	Wealdstone	Harrow Weald
Elmgrove	Marlborough	Belmont
Marlborough	Headstone South	Kenton West
Norbury	Greenhill	West Harrow
Pinner Park	Headstone North	
Whitefriars		

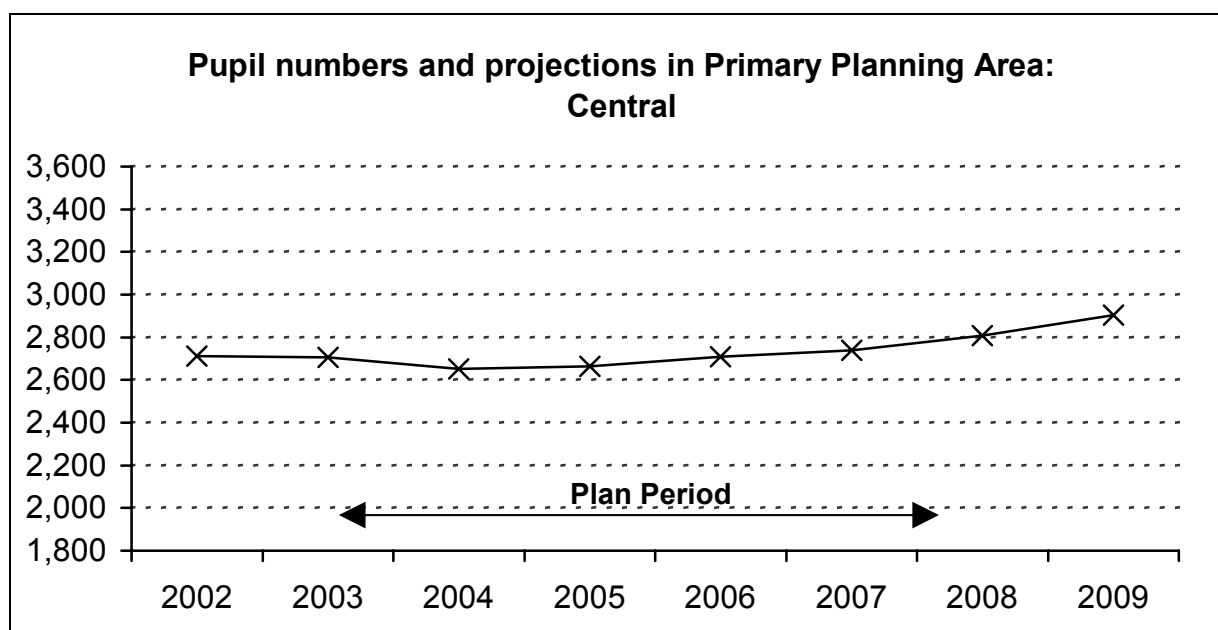
Primary projection area: Central

Years R to 6 only

Year	January actual number on roll	Projected demand GLA	Places available
2002	2,711		3,094
2003	2,707		3,094
2004	2,651		3,034
2005		2,664	2,974
2006		2,710	2,914
2007		2,739	2,884
2008		2,808	2,884
2009		2,905	2,884

Central – Surplus/deficit places:

	Places	Percentage	Year
Lowest projected surplus in Plan period	76	2.6%	2008
Highest projected surplus in Plan period	383	12.6%	2004



4 High school current numbers, projections of demand for places and places available

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

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

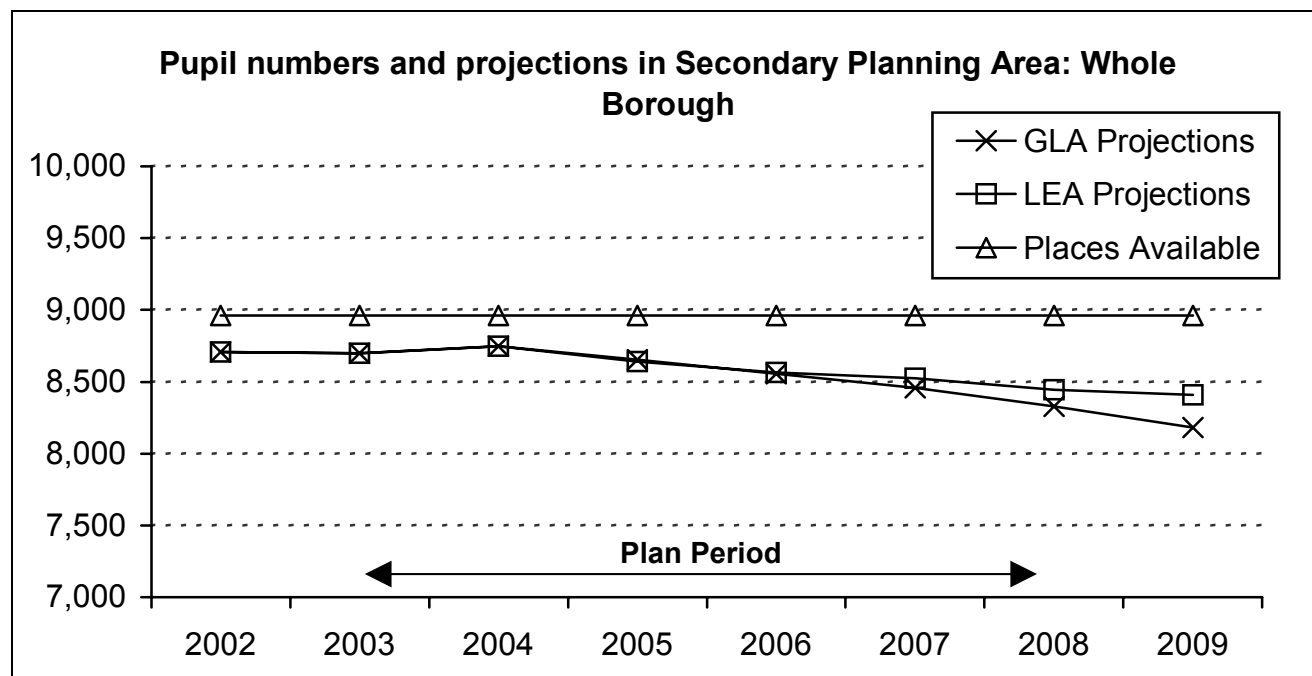
Secondary				
Year	January actual number on roll*	Projected demand GLA	Projected demand LEA	Places available
2002	8,706			8,960
2003	8,699			8,960
2004	8,746			8,960
2005		8,653	8,640	8,960
2006		8,554	8,565	8,960
2007		8,457	8,523	8,960
2008		8,329	8,445	8,960
2009		8,181	8,407	8,960

* Years 8 to 11 only.

Secondary Whole Borough

Surplus/deficit places based on GLA projections:

	Places	Percentage	Year
Lowest projected surplus in Plan period	214	2.4%	2004
Highest projected surplus in Plan period	631	7.0%	2008



4.2 Community high schools only

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

<u>Secondary</u>			
Year	January Number on roll	Projected demand LEA*	Places available
2002	7,714		7,760
2003	7,668		7,760
2004	7,667		7,760
2005		7,565	7,760
2006		7,457	7,760
2007		7,401	7,760
2008		7,312	7,760
2009		7,257	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	448	5.8%	2008

*GLA projections are not available for RC High schools only

5 Accuracy of previous years' projections

The table overleaf shows the 2004 actual pupil numbers in each year group and the projections that were made by the GLA in previous years. As can be seen, the projections are largely within 5% of the actual figure. The exception was 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 Roman Catholic high schools. The LEA 's own projection model was used to provide a check for Years 7 and 8. The LEA projections made in 1999 for the 2004 Year 7 were within 1.8% of the actual.

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 9 and 10). This affected the 1999 school roll projections but was righted in subsequent population projections.

	Actual roll 2004	2003 Projection for 2004		2002 Projection for 2004		2001 Projection for 2004		2000 Projection for 2004		1999 Projection for 2004	
R	2,261	2,189	-3.2%	2,327	2.9%	2,284	1.0%	2,242	-0.8%	2,253	-0.4%
1	2,344	2,329	-0.6%	2,326	-0.8%	2,305	-1.7%	2,332	-0.5%	2,311	-1.4%
2	2,419	2,394	-1.0%	2,366	-2.2%	2,313	-4.4%	2,337	-3.4%	2,263	-6.4%
3	2,374	2,350	-1.0%	2,362	-0.5%	2,361	-0.5%	2,402	1.2%	2,359	-0.6%
4	2,370	2,344	-1.1%	2,338	-1.4%	2,346	-1.0%	2,437	2.8%	2,305	-2.7%
5	2,414	2,417	0.1%	2,407	-0.3%	2,407	-0.3%	2,395	-0.8%	2,422	0.3%
6	2,446	2,418	-1.1%	2,406	-1.6%	2,373	-3.0%	2,434	-0.5%	2,372	-3.0%
7	2,127	2,161	1.6%	2,184	2.7%	1,989	-6.5%	2,032	-4.5%	1,937	-8.9%
8	2,156	2,132	-1.1%	2,307	7.0%	2,206	2.3%	2,197	1.9%	2,036	-5.6%
9	2,154	2,124	-1.4%	2,241	4.0%	2,140	-0.6%	2,144	-0.5%	2,102	-2.4%
10	2,194	2,169	-1.1%	2,173	-1.0%	2,115	-3.6%	2,182	-0.5%	1,972	-10.1%
11	2,265	2,230	-0.9%	2,310	2.0%	2,303	2.7%	2,224	-0.8%	2,089	-6.8%