



EDUCATION CONSULTATIVE FORUM

**TUESDAY 29 JANUARY 2008
7.30 PM**

COMMITTEE AGENDA (ADVISORY AND CONSULTATIVE)

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

**PRE-MEETINGS: HTCC 6.45 PM - COMMITTEE ROOM 6, GOVERNORS 6.45 PM -
COMMITTEE ROOM 3, MEMBERS 7.00 PM - COMMITTEE ROOMS 1/2**

MEMBERSHIP (Quorum 3 representatives of each side)

Chairman: Councillor Miss Christine Bednell

Councillors:

**Mrs Camilla Bath
Manji Kara
Janet Mote**

**B E Gate
Raj Ray
Bill Stephenson**

1. Julia Merison
2. Mrs Vina Mithani
3. Jean Lammiman
4. Salim Miah

1. Keeki Thammaiah
2. Nizam Ismail
3. David Perry

Teachers' Constituency: (nominated by Harrow Teachers' Consultative Committee)

**Mrs D Cawthorne
Ms C Gembala**

**Mr A Jones
Ms J Lang**

**Ms L Money
Ms L Snowdon**

Governors' Constituency: (nominated by Association of Harrow Governing Bodies)

**Ms H Henshaw
Mrs C Millard (VC)**

**Mr N Rands
Ms H Solanki**

**(Vacancy)
(Vacancy)**

Elected Parent Governors:

1. Mr R Chauhan

2. Mrs D Speel

Denominational Representatives:

1. Mrs J Rammelt

2. Reverend P Reece

**Issued by the Democratic Services Section,
Legal and Governance Services Department**

**Contact: Paul Gallagher, Democratic Services Officer
Tel: 020 8424 1265 E-mail: paul.gallagher@harrow.gov.uk**

HARROW COUNCIL

EDUCATION CONSULTATIVE FORUM

TUESDAY 29 JANUARY 2008

AGENDA - PART I

1. **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) the meeting notes at the start of the meeting at the item 'Reserves' that the Reserve Member is or will be attending as a reserve;
- (iv) if a Reserve Member whose intention to attend has been noted arrives after the commencement of the meeting, then that Reserve Member can only act as a Member from the start of the next item of business on the agenda after his/her arrival.

2. **Apologies for Absence:**

To receive apologies for absence (if any).

3. **Declarations of Interest:**

To receive declarations of personal or prejudicial interests, arising from business to be transacted at this meeting, from:

- (a) all Members of the Committee, Sub Committee, Panel or Forum;
- (b) all other Members present in any part of the room or chamber.

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 Part 1 of Schedule 12A to the Local Government Act 1972.

5. **Minutes:**

That the minutes of the meeting held on 13 September 2007 be taken as read and signed as a correct record.

6. **Matters Arising:**
To consider any matters arising from the last meeting.
7. **Public Questions:**
To receive questions (if any) from local residents or organisations under the provisions of Advisory Panel and Consultative Forum Procedure Rule 16 (Part 4E of the Constitution).
8. **Petitions:**
To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Advisory Panel and Consultative Forum Procedure Rule 14 (Part 4E of the Constitution).
9. **Deputations:**
To receive deputations (if any) under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).
- Enc. 10. **School Term Dates 2009 - 2010:** (Pages 1 - 4)
Report of the Director of Schools and Children's Development.
- Enc. 11. **School's Amalgamation Policy:** (Pages 5 - 14)
Report of the Director of Schools and Children's Development.
12. **Budget Update:**

To follow.
13. **Date of Next Meeting:**
To note that the next meeting of the Forum is due to be held on 19 March 2008.

AGENDA - PART II - Nil

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Meeting:	Education Consultative Forum
Date:	29 th January 2008
Subject:	School Term Dates 2009 - 2010
Key Decision: (Executive-side only)	No
Responsible Officer:	Heather Clements Director of Schools & Child Development
Portfolio Holder:	Councillor Christine Bednell : Portfolio Holder for People First
Exempt:	No
Enclosures:	None

Section 1 – Summary and Recommendations

This report presents a proposal for school term dates for 2009 – 2010 in line with the model provided by the Local Government Association (LGA).

Recommendations:

The Forum to recommend to the Portfolio Holder the adoption of the school term dates for Harrow for 2009 – 2010 as set out in Appendix 1.

Reason: (For recommendation)

To fulfil the council's requirement to determine the school term dates for 2009 – 2010.

Section 2 – Report

2.1 Background

The Education Consultative Forum annually agrees the term dates for each school year.

The Forum at its last meeting on 13 September 2007 agreed to consider the Local Government Association (LGA) model of school term dates for 2009 – 2010, provided this was in line with the Harrow agreed principles, in order to achieve consistency with neighbouring boroughs.

2.2 Current Situation

Two options were tabled at the meeting on 13th September for Forum members to consider. Appendix 1 was the proposed LGA term dates for 2009 – 2010. Appendix 2 provided an alternative proposal, which strictly adhered to the Harrow agreed principles, requiring the school year to start on the first useful day in September and a 10 school day break at Spring/Easter.

2.3 Main Option

To adopt the LGA term dates for 2009 – 2010 as detailed in Appendix 1 (attached), with the school year starting on Thursday 3rd September and not Tuesday 1st and the Spring/Easter break consisting of 11 days not 10.

2.4 Staffing/Workforce

Not applicable to this report

2.5 Equality Impact considerations

The Harrow agreed principles were developed following consultation with schools, governors, parents and other partners and takes account of the needs of Harrow's diverse community.

Harrow sets term dates of 195 school days each year and schools/governing bodies have the flexibility to set the 190 pupil contact days within this framework to meet the needs of each school's community.

2.6 Resources, costs and risks

Not applicable to this report

2.7 Legal Implications

Under section 32 of the Education Act 2002, in respect of community schools, the Local Authority shall determine the dates when school terms and holidays are to begin and end, and the Governing Body shall determine the times of the school sessions.

For voluntary aided schools, foundation or foundation special schools the responsibility for determination of school dates and times of school sessions all rest with the Governing Body.

Financial Implications

None.

Performance Issues

Not applicable to this report

Section 3 - Statutory Officer Clearance

Name: Bharat Jashapara	<input type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 8th January 2008		
Name: Helen White	<input type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 9 th January 2008		

Section 4 - Contact Details and Background Papers

Contact: Pam Hawkins, Service Manager – Strategy and Resources
Tel : 020 8424 1514
e-mail: pam.hawkins@harrow.go.uk

Background Papers: None

If appropriate, does the report include the following considerations?

1.	Consultation	NO
2.	Corporate Priorities	NO

Appendix 1

PROPOSED HARROW SCHOOL TERM DATES 2009/10

Terms	Harrow School Term Dates 2009/10
Autumn 2009	Thursday 3 September – Friday 23 October (37 days) H/T 26 – 30 Oct (5 days) Monday 2 November – Friday 18 December (35 days)
Spring 2010	Monday 4 January - Friday 12 th February (30 days) H/T 15 – 19 February (5 days) Monday 22 February – Thursday 1 April (29 days)
Summer 2010	Monday 19 April – Friday 28 May (29 days) H/T 31 May – 4 June (5 days) Monday 7 June – Friday 23 July (35 days)
Total	195 days

Harrow Agreed Principles:

- The school year to be set with 195 days, incorporating 5 development days;
- Schools to determine the 5 development days;
- The school year to start on the first useful day in September;
- The October break to be one full week, the last full week in October;
- A 10 school day break at Christmas;
- A 10 school day break at spring/Easter;
- A one week break in February and May/June;
- A summer break of 5-6 weeks (not more than 6 weeks).



Meeting:	Education Consultative Forum
Date:	29 January 2008
Subject:	Amalgamation Policy
Responsible Officer:	Heather Clements, Director of Schools and Children's Development
Portfolio Holder:	Christine Bednell Schools and Children's Development
Exempt:	No
Enclosures:	Amalgamation Policy

Section 1 – Summary and Recommendations

This report sets out the context for the Amalgamation Policy, and invites the Education Consultative Forum to consider the impact for schools in the context of a change in the age of transfer.

Recommendations:

The Education Consultative Forum is requested to consider the impact for schools of the Amalgamation Policy in the context of a change in the age of transfer, and to make comments that can be considered in the forthcoming consultation about the Primary Capital Programme and Primary Strategy for Change.

Reason: (For recommendation)

Cabinet agreed a revised Amalgamation Policy in October 2007 to contribute to raising standards of achievement in Harrow and to contribute to establishing the foundation for the implementation of a change in the age of transfer.

Section 2 – Report

Background

At its meeting on 13 September 2007, the Education Consultative Forum considered a report on the Strategic Approach to School Organisation. The report outlined the reasons for considering school re-organisation at this time and provided the Education Consultative Forum with the opportunity to consider and comment on initial proposals. Following discussion, the Forum resolved that proposed approach to school re-organisation in Harrow be supported and approved.

On 11 October 2007, Cabinet considered a report on the Strategic Approach to School Organisation. The report outlined the reasons for considering a strategic approach to school organisation at this time and proposes a framework for seeking stakeholder support for a way forward. Cabinet resolved that:

- (1) commitment be affirmed to implementing a change in the age of transfer from 12 to 11 years;
- (2) a stakeholder reference group be established;
- (3) the submission of a revised Building Schools for the Future (BSF) bid in accordance with the Department for Children, Schools and Families guidance be agreed;
- (4) an amended amalgamation policy be agreed.

In October 2007, the Department for Children, Schools and Families (DCSF) announced allocations for the Primary Capital Programme, and on 6 December 2007 published guidance for local authorities on developing, agreeing and implementing a strategic approach to capital investment for primary schools. This guidance requires every local authority to consult and agree a local Primary Strategy for Change, which is to be submitted to the DCSF no later than 16 June 2008.

Current situation

Officers are putting in place the detailed work programme to carry forward these initiatives.

A detailed procedure is being developed to support school governors and staff, together with officers, to implement the Amalgamation Policy whenever the trigger circumstances arise at a school. This procedure will set out the processes that need to be followed, and will provide guidance about the issues and considerations that need to be taken into account.

A consultation programme is being implemented to take forward the work to develop and agree Harrow's Primary Strategy for Change. It had been intended to co-ordinate this consultation with the expected DCSF consultation on management of the later waves of the Building Schools for the Future programme, but the DCSF has not yet published their consultation proposals. Nevertheless, it is important that Harrow's consultation programme takes account of Harrow's strategic approach to school organisation and Cabinet's commitment to change the age of transfer.

Initial consultations are occurring with schools and diocesan bodies prior to a wider consultation with stakeholders. A stakeholder reference group will be

established later this month to help steer the work. The consultation on the Primary Strategy for Change will include a vision for education in Harrow, which includes reference to school organisation aligned with the National Curriculum. Following the consultation, the proposed Primary Strategy for Change will be presented to Cabinet on 15 May 2008 for endorsement.

Amalgamation Policy

The Amalgamation Policy is an important element for achieving the change to a new structure of schools in Harrow. When the change in the age of transfer is implemented, Harrow will move to a school structure of secondary schools (age 11-18 years), and primary schools (age 4-10 years) organised into infant and junior schools. Schools in Harrow will then be aligned with the National Curriculum Key Stages. Any remaining separate first and middle schools will become infant and junior schools respectively and the age ranges changed accordingly. The age range of the first schools will be lowered to establish infant schools with Reception to Year 2 pupils. The Year 3 pupils will transfer to the new junior schools. The age range of the middle schools will be changed to establish junior schools with Year 3 to Year 6 pupils. The Year 7 pupils will transfer to the high schools.

It is considered that for the majority of infant and junior schools, the optimum structure is as a combined infant and junior school. This organisation reduces the impact of the change in the age of transfer and provides other benefits for the schools in respect of planning and organisation. It also addresses the reality of the long term financial viability of small infant schools especially those without a nursery. In view of these factors arising from the change in the age of transfer, the Amalgamation Policy was amended to help prepare for this as opportunities arise.

The Amalgamation Policy now requires first and middle schools to amalgamate when one or more of the trigger circumstances arise unless compelling and over-riding reasons not to are demonstrated.

The Education Consultative Forum is requested to consider the impact for schools of the Amalgamation Policy in the context of a change in the age of transfer, and to make comments that can be considered in the forthcoming consultation about the Primary Capital Programme and Primary Strategy for Change.

Financial Implications

Amalgamating schools have had a positive albeit small revenue effect, in previous cases this has resulted in net savings of approximately £40k. The principal saving results from having one head teacher instead of two. Schools will also benefit from having fewer SLA charges for some services, for instance, at present first and middle schools are charged separately for the Schools Finance SLA. This will change to only one charge after amalgamation.

Capital expenditure, where necessary, will be financed through existing capital resources including for example Schools Devolved Formula, and other DCSF resources as they come on stream for example, the Primary Capital Programme from April 2009.

Performance Issues

Delivering School Re-organisation so that Harrow Schools are in line with the national agenda is Council Improvement Plan project IP7D and contributes to a range of performance indicators including Key Performance Indicators (KPIs) on achievement at all key stages, Local Area Agreement (LAA) targets including those for reducing NEET (Not in Education, Employment or Training), and Average Points Score at 16 (GCSE Results) and the Every Child Matters Score Card. Whilst Harrow's performance is currently above national and statistical neighbours at all Key Stages, Harrow's targets, which are set annually by the DCSF, are highly challenging. Harrow has not made as much improvement in these KPIs over recent years as statistical neighbours. This is an indication of the pressures on these targets due to a changing demography. Harrow needs to act to maintain performance, meet the challenging targets it has been set and achieve the most positive outcomes for every Harrow child.

Section 3 - Statutory Officer Clearance

Name:	Bharat Jashapara	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	15 January 2008		
Name:	Rosemarie Martin	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	16 January 2008		

Section 4 - Contact Details and Background Papers

Contact: Chris Melly, Senior Professional, Service Development Team, Adults and Housing Department, 020 8420 9270

Background Papers: Cabinet Report on the Strategic Approach to School Organisation dated 11 October 2007.

If appropriate, does the report include the following considerations?

1.	Consultation	YES
2.	Corporate Priorities	YES

Amalgamation Policy

Introduction

1. Harrow's schools provide a high quality education to their pupils and strive constantly to raise the standard of education they provide. All schools are committed to working collaboratively, in partnership with all their stakeholders and with a strong focus on developing extended service provision for their local communities.
2. The organisation of schools in Harrow has been the subject of debates and surveys with stakeholders. The School Organisation Debate in 2002 confirmed a consensus amongst stakeholders to increase post-16 opportunities, increase provision for early years and change the age of transfer to 11. The Harrow Sixth Form Collegiate has increased choice and opportunities for post-16, including provision on school sites and Early Years provision has been developed with the Early Years Partnership.
3. As part of the Department for Children, Schools and Families (DCSF) Building Schools for the Future (BSF) programme, in 2003 Harrow submitted a bid for capital to change the age of transfer and provide post-16 provision on school sites. Harrow was placed in Tranche E (waves 13-15) for BSF funding, which means that it is not expected that Harrow will receive capital funding for high schools until at least 2011-2013.
4. There will be a DCSF consultation in the Autumn Term 2007 regarding the BSF programme and it is hoped that there will be the opportunity to re-submit the Harrow BSF bid and secure earlier funding.
5. In preparation for a change in the age of transfer, Harrow has an amalgamation policy. This will establish combined schools. Combined first and middle schools are more aligned with National Curriculum Key Stages and the impact of the change in age of transfer will be reduced. It also enables the processes to be undertaken within current school development planning and funding opportunities.
6. With effect from 25 May 2007 a new statutory framework applies for the establishment of any new maintained school. When it is proposed to create a new school under terms of this amalgamation policy, Harrow will expect to apply to the Secretary of State for consent to publish proposals for a new school, without running a competition. An alternative route could be to change the age range of one school. The appropriate route will be informed by discussion with governors and officers.
7. At the point of implementation of a change in the age of transfer to high school, any schools that are still separate first and middle schools will become separate infant school (Reception to Year 2) and junior schools (Year 3 to Year 6).
8. This policy sets out how the change towards more combined First and Middle Schools in Harrow is to be implemented.

The educational case for amalgamation

9. The creation of all-through primary schools brings a number of benefits, including:

- Organisational structure is aligned with the National Curriculum Key Stages. Planning across Foundation, Key Stages 1 and 2 as a coherent whole for the primary phase provides greater flexibility across and between the Key Stages.
- Reducing the number of changes for children in a school system strengthens continuity and progression for children and families in the primary phase, both in terms of the curriculum and pastoral experience. Research shows that the fewer moves children have during their school career the better they perform. However, currently some children change schools at the end of Year 3 in the First School, at the end of Year 7 in the Middle School and at the end of Year 11 in the High School. There can be a further change where a child attends a non-school nursery. If there is a combined primary school and post 16 provision is available on all high school sites, the number of imposed changes will be minimised. In general, children and their families will have just two major changes. This reduction in the number of school moves is important, and particularly for children with special educational needs.
- Greater opportunities are created for older children to take on responsibility. For younger children the presence of older children provides aspirational role models and also mentoring support.
- Teachers and classroom staff have access to the whole primary curriculum. This supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase over time.
- Growing national evidence shows that all-through primary schools create more consistency between year groups and key stages in learning, planning and assessment. There is improved use of teachers' skills, specialist teaching and improved pastoral arrangements, as well as benefits for management, leadership and financial management. The financial viability of separate infant schools with two forms of entry could be challenging.

“Where primary education is provided in separate key stages, there is generally very little effective curriculum continuity and progression. In such situations the scope for discontinuity of learning is increased, together with the attendant, wasteful, repetitive teaching of subject content and learning experiences in the receiving key stage.”

Educational Management Information Exchange

Circumstances when Governing Bodies are required to amalgamate separate First and Middle Schools

10. Governing Bodies of all separate First and Middle Schools are required to amalgamate the two schools when one or more of the following circumstances arise unless there are compelling and over-riding reasons not to:
- A headteacher vacancy arises in either or both schools
 - Pupil numbers are 25% or more below admission number in either school
 - OfSTED Inspection in one of the schools identifies a need for Significant Improvement or places the school in Special Measures
 - 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.

Process to implement an amalgamation in partnership with the Council

11. The process to implement amalgamation is approached in three stages: Preparation; Planning and Consultation; and Implementation. Throughout the process, Council officers will support the work of the governing bodies.
12. Amalgamation involves the closure and opening of schools, and is governed by statutory processes that are detailed in the 'The Secretary of State's Guidance for Decision Makers on Statutory Proposals for Changes in School Organisation'. There are a number of Sections to this Guidance, which can be found on the Department for Children, Schools and Families (DCSF) website at <http://www.dcsf.gov.uk/schoolorg/>. Stages Two and Three of this policy are the arrangements which take schools through these statutory processes.

Stage One - Preparation

12. As soon as any party knows that one or more of the triggering circumstances above may or will apply to separate First and Middle schools, the Director of Schools and Children's Development is to be informed. Discussions between the headteachers, chairs of governors and Council officers will be arranged as early as possible to map out the arrangements and processes, including: initial discussions with the governors of each school, staff and the wider school community including parents; a provisional timeline; and planning for effective communications.
13. To facilitate the statutory processes, a joint meeting of the governing bodies will establish a steering group with appropriate membership and supported by a designated Council officer. Other Council officers as appropriate will support the work of this group. The steering group will prepare the consultation document, and plan and lead the consultation process.

Stage Two – Planning and Consultation

14. Stage Two is the process of detailed planning by the governing bodies and wide consultation. The planning will consider all the issues, implications and

opportunities for the schools, taking account of the development planning the separate schools have had and outlining a development plan for a new amalgamated school. A comprehensive document will be prepared that addresses all these issues and the timescale for implementation, and will form the basis of information for the formal consultation process on the proposals.

15. The Governing Bodies, with the support of Council officers, will consult the school community and other interested parties (for example, neighbouring local authorities, professional trade unions, local groups involved in schools) on the proposals. The consultation document will usually be circulated widely to all schools in Harrow, neighbouring local authorities, etc. Consultation meetings with governors, staff and parents will be arranged. Following these consultations, Governing Bodies are required to analyse, in light of the Council's commitment to amalgamation, the outcome of the consultation and the points made, and confirm in writing to the Director of Schools and Children's Development their decision.

Stage Three – Implementation

16. Cabinet decides whether to publish statutory notices in relation to community schools. Cabinet will determine the notices.
17. Once Statutory Notices have been approved, the proposals are implemented. Part of this work will have been started already in respect of planning with the Harrow Council officer team. The temporary governing body will be established. The appointment process for the headteacher and deputy headteacher posts is determined by the temporary governing body and no longer requires national advertisement. It is expected that the process will be undertaken in a timely manner with the proposals implemented from the start of an academic year.
18. The development plan for the new school may include essential refurbishment of existing facilities and accommodation. Harrow Council has made a small provision to support amalgamation work, which may be drawn on to support schools amalgamating during that financial year. Schools implementing amalgamation will be given priority for modernisation funding.
19. Any proposals for capital investment arising from discussions with the temporary Governing Body and officers of the Council, including the Achievement and Inclusion Advisers and the Capital and Development Team, will be considered within the context of the schools' Asset Management Plans and school development plans. Proposals will be subject to the approval of a Business Case submitted to the Director of Schools and Children's Development. Development planning may be implemented over a number of years.

Amalgamation Process Flow Chart

Stages	Process	Officer Support
Stage One Preparation	Notify Directors <ul style="list-style-type: none"> Identify appropriate officers to work with the schools 	
	Discussion between Heads, Chairs and officers <ul style="list-style-type: none"> Map out arrangements and processes Initial discussions with Governors, staff and school community Provisional timeline 	Explain process Assist with discussions and provisional planning
	Joint Governing Bodies meeting <ul style="list-style-type: none"> Establish Steering Group Agree timeline 	Attendance at Governing Bodies meetings to explain process, timescale etc
Stage Two Planning and Consultation	Steering Group meetings <ul style="list-style-type: none"> Plan detailed work Assign responsibilities Development plan for new school Prepare consultation paper Plan consultation 	LA support to the Steering Group with planning for the new school and for the consultation
	Consultation <ul style="list-style-type: none"> Distribute consultation paper Convene consultation meetings Analyse responses Governing Bodies report to Directors 	Support as required Governors and officers discuss statutory route
Stage Three Implementation	Cabinet meetings <ul style="list-style-type: none"> Decision to publish Statutory Notices Publish Notices Analyse representations Determine Notices 	Write Cabinet reports Publish Notices Analyse representations
	Implementation of proposals <ul style="list-style-type: none"> Appoint temporary Governing Body Deliver on implementation planning 	Support as required

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