



EDUCATION CONSULTATIVE FORUM

**THURSDAY 11 SEPTEMBER 2008
7.30 PM**

COMMITTEE AGENDA (ADVISORY AND CONSULTATIVE)

**COMMITTEE ROOM
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 Anjana Patel

Councillors:

**Mrs Camilla Bath
Miss Christine Bednell
Janet Mote**

**B E Gate
Raj Ray
Bill Stephenson**

1. Husain Akhtar
2. Julia Merison
3. Mrs Vina Mithani
4. Jean Lammiman
5. 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**

**Ms J Howkins
Ms J Lang**

**Ms L Money
Ms L Snowdon**

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

**Mrs C Millard (VC)
(Vacancy)**

**Ms H Solanki
(Vacancy)**

**(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: Damian Markland, Democratic Services Officer
Tel: 020 8424 1785 E-mail: damian.markland@harrow.gov.uk**

HARROW COUNCIL

EDUCATION CONSULTATIVE FORUM

THURSDAY 11 SEPTEMBER 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.

Enc. 5. **Minutes:** (Pages 1 - 4)

That the minutes of the meeting held on 30 June 2008 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. **References from Council and other Committees/Panels:** (Pages 5 - 6)
Best Value Performance Plan 2008-09: Reference from the Performance and Finance Scrutiny Sub Committee meeting on 15 July 2008.
- Enc. 11. **School Term Dates 2010 - 2011:** (Pages 7 - 12)
Report of the Director of Schools and Children's Development.
- Enc. 12. **Amalgamation Policy:** (Pages 13 - 48)
Report of the Director of Schools and Children's Development.
- Enc. 13. **INFORMATION REPORT - Phase 3 Children's Centres:** (Pages 49 - 78)
Report of the Director of Schools and Children's Development.
14. **Date of Next Meeting:**
To note that the next meeting of the Forum is due to be held on 27 January 2009.

AGENDA - PART II - Nil

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EDUCATION CONSULTATIVE FORUM

30 JUNE 2008

Chairman:	* Councillor Mrs Anjana Patel	
Councillors:	* Mrs Camilla Bath * Miss Christine Bednell * B E Gate	* Janet Mote * Raj Ray * Bill Stephenson
Teachers' Constituency:	* Mrs D Cawthorne * Ms C Gembala Ms J Howkins	Ms J Lang * Ms L Money Ms L Snowdon
Governors' Constituency:	Ms H Solanki * Mrs C Millard	
Elected Parent Governor Representatives:	† Mr R Chauhan	* Mrs D Speel
Denominational Representatives:	† Mrs J Rammelt	Reverend P Reece

* Denotes Member present
† Denotes apologies received

PART I - RECOMMENDATIONS - NIL

PART II - MINUTES

93. **Attendance by Reserve Members:**

RESOLVED: To note that there were no Reserve Members in attendance at this meeting.

94. **Apologies for Absence:**

RESOLVED: To note that apologies for absence had been received from Mr R Chauhan and Mrs J Rammelt.

95. **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.

96. **Arrangement of Agenda:**

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

97. **Minutes:**

RESOLVED: That the minutes of the meeting held on 19 March 2008 be deferred until printed in the next Council Bound Minute Volume.

98. **Matters Arising:**

RESOLVED: To note that there were no matters arising that did not appear on the agenda.

99. **Public Questions:**

RESOLVED: To note that no public questions were received at this meeting under the provisions of Advisory Panel and Consultative Forum Procedure Rule 16 (Part 4E of the Constitution).

100. **Petitions:**

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

101. **Deputations:**

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

102. **Strategic Approach to School Reorganisation:**

The Forum received the report of the Director of Schools and Children's Development which detailed the progress made in regard to the Strategic Approach to School Reorganisation and how the implementation of the proposals would impact upon education in Harrow. The Director of Schools & Children's Development informed the Forum that the Vision of Education in Harrow had been agreed by Cabinet at its meeting on 21 May 2008 and would underpin the development of the project.

The Director of Schools & Children's Development explained that the proposed changes would establish separate first schools (Reception to Year 3) as infant schools (Reception to Year 2), separate middle schools (Year 4 to Year 7) as junior schools (Year 3 to Year 6), combined first and middle schools (Reception to Year 7) as primary schools (Reception to Year 6) and high schools (Year 8 to Year 11) as secondary schools with 6th form provisions (Year 7 to Year 13). The Director of Schools & Children's Development stated that the Strategic Approach to School Reorganisation project was inclusive of the voluntary aided sector.

The Forum was informed that, following the meeting on 19 June, Cabinet had recommended that the progress of the work of the Stakeholder Reference Group (SRG) be noted and that a consultation on school reorganisation be undertaken. Cabinet had also requested that a further report be produced in February 2009 to outline the comments received during the consultation process and to consider whether to publish statutory notices. As such, consultation had begun in accordance with the Department of Children, Schools and Families (DCSF) Guidance Stage 1, with local schools producing information packs for stakeholders, the inclusion of an information article in the upcoming edition of 'Harrow People', and the provision of public meetings to promote discussion.

The Director of Schools and Children's Development invited questions and asked the Forum to consider how it could engage with the process as a representative group, and to comment on how stakeholders could be reached effectively.

A Member queried whether the primary capital available to Harrow Council had been confirmed. The Director of Schools and Children's Development explained that the total capital sum allocated to Harrow was predetermined, but that the Council was required to make a formal application in order to acquire it. She commented that the application might need to be adjusted over time to ensure that the full amount was received in April 2009.

A question was raised as to how the Council would deal with capital problems during the implementation of the project and, more specifically, whether the amount of funding available from Building Schools for the Future (BSF) would be considered when deciding whether to proceed with the project. The Director of Schools and Children's Development stated that capital problems were not expected and that current plans to provide additional classrooms and accommodation in order to deal with the changing age of transfer would most likely be viewed positively by BSF. This could impact positively on the funding available from the BSF.

In response to a question as to how much primary capital would be available and how the money would be given to Harrow Council, the Director of Schools & Children's Development explained that £9,000,000 was expected to be available in the first phase, and that this would be allocated as a lump sum from the beginning of the 2009/2010 academic year. Following further questions from members, the Director of Schools & Children's Development clarified that if the project was to overrun, this would not necessarily be viewed negatively by the DCSF, provided that the money had been utilised correctly. A member raised concern that the amount of money might not be sufficient considering the number of schools in Harrow. The member commented that the council should be careful not to proceed unless the available capital was sufficient.

The Chairman asked the Forum to confirm how it could be involved in the process. Members requested that they be provided with termly reports to ensure that they remained fully aware of the progress of the project. A member commented that good communication between stakeholder groups was essential and recommended that the Governors Newsletter, SRG Newsletter and other regular communications be made available to all members of the Forum. The Director of Schools and Children's

Development informed the forum that a series of PowerPoint presentations were being produced to detail the progress of the project and asked whether the Forum would be interested in viewing these. Following a brief discussion, the Chairman confirmed that this would be appreciated and that an opportunity to provide feedback would be welcomed.

A member noted that PowerPoint Presentations were often a useful source of information and should be provided as often as possible. The member also suggested that the Forum utilise new technologies to ensure that such presentations were easily available in an electronic format for those who were unable to attend meetings.

103. **Date of Next Meeting:**

RESOLVED: That the date of the next meeting, 11 September 2008, be noted.

(Note: The meeting having commenced at 7.34 pm, closed at 8.01 pm)

(Signed) COUNCILLOR ANJANA PATEL
Chairman

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London Borough of Harrow

To: Education Consultative Forum – 11 September 2008

From: Performance and Finance Scrutiny Sub Committee – 15 July 2008

Minute 81: Best Value Performance Plan 2008-09

The Sub Committee received a report of the Assistant Chief Executive, setting out the draft Best Value Performance Plan (BVPP) and information about the forthcoming Comprehensive Area Assessment (CAA), which would replace the BVPP. An officer reported that the Government had yet to publish detailed guidance on the CAA and, once this was received it would form part of a future training session for Members. As guidance on the CAA was awaited, the Sub Committee focused on the BVPP.

The officer reported that performance had improved on 70 indicators, gone down on 24 and remained broadly unchanged on 25. A total of 58% of indicators were on or above target and 63% had improved on the previous year.

Members noted that the more useful indicators were being retained by the authority as a bench-mark for the future. The officer reported that some would be included in the new National Indicator Set and the Council's Corporate Strategic Board had already agreed to keep some of the BVPP indicators to form the basis from which to develop local indicators. A Member commented on proposed legislation that would allow local authorities to scrutinise the police force. The information set out in the BVPP would be helpful at that time. The Scrutiny Officer reported that he would be briefing the Scrutiny Lead Members for Safer and Stronger Communities on the Policing Green Paper which would be issued soon.

Another officer referred to the training proposed for Members and suggested that Members identify at that time which indicators ought to be retained and monitored.

The Sub Committee agreed to refer to the Education Consultative Forum the issue of using percentages of pupils achieving various national curriculum levels to measure progress and achievement, as it was felt that these indicators encouraged progress towards an average, when more able pupils should be encouraged to achieve more.

RESOLVED: To (1) endorse the Best Value Performance Plan 2008-09;

(2) refer to the Council's Education Consultative Forum the issue of using percentages of pupils achieving various national curriculum levels to measure progress and achievement.

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Meeting:	Education Consultative Forum
Date:	11 September 2008
Subject:	School Term Dates 2010 - 2011
Key Decision: (Executive-side only)	No
Responsible Officer:	Director of Schools & Child Development - Heather Clements
Portfolio Holder:	Portfolio Holder for Schools & Child Development - Councillor Anjana Patel
Exempt:	No
Enclosures:	Annexe A – Harrow Options for Consideration Annexe B – Draft Hampshire Model

Section 1 – Summary and Recommendations

This report presents a Harrow proposal for school term dates for 2010 – 2011 in line with the model provided by the Local Government Association (LGA).

Recommendations:

1. The Forum consider the models provided and consult with their constituent groups
2. Provide feedback to Director by 4 December 2008
3. Receive a report at their meeting in January 2009 to make a recommendation to the portfolio holder for the adoption of school term dates for 2010-2011.

Reason: (For recommendation)

To fulfil the council's requirement to determine the school term dates for 2010 – 2011.

Section 2 – Report

2.1 Background

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

At their meeting in September models available are circulated to the Forum for consideration with their constituent groups.

2.2 Main Option

Two models are provided for consideration in the Annexes:

- A model for Harrow School Term dates
- A draft Hampshire model

If neighbouring local authorities dates are made available during the period for consultation these will be circulated to members of the Education Consultative Forum.

The LGA model will also be circulated when available.

2.3 Staffing/Workforce

Not applicable to this report

2.4 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.

2.5 Resources, costs and risks

Not applicable to this report

2.6 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.

2.7 Financial Implications

None.

2.8 Performance Issues

Not applicable to this report

Section 3 - Statutory Officer Clearance

Name: John Stansfield	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 14 August 2008		
Name: Helen White	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 14 August 2008		

Section 4 - Contact Details and Background Papers

Contact: Johanna Morgan, Service Manager – Partnerships and Well-Being
Tel : 020 8736 6841
e-mail: johanna.morgan@harrow.go.uk

Background Papers: None

If appropriate, does the report include the following considerations?

1.	Consultation	Yes
2.	Corporate Priorities	N/A

Annexe A

OPTIONS FOR SCHOOL TERM DATES 2010/11 PROPOSED BY HARROW COUNCIL

Terms	Proposed Model 10/11	Option	Difference
1	Wed 1 Sep – Fri 22 Oct (38 days)	Wed 1 Sep – Fri 22 Oct (38 days)	
HT	Mon 25 – Fri 29 Oct	Mon 25 – Fri 29 Oct	
2	Mon 1 Nov – Fri 17 Dec (35 days)	Mon 1 Nov – Fri 17 Dec (35 days)	
3	Tue 4 Jan – Fri 11 Feb (29 days)	Tue 4 Jan – Fri 11 Feb (29 days)	
HT	Mon 14 Feb – Fri 18 Feb	Mon 14 Feb – Fri 18 Feb	
4	Mon 21 Feb – Fri 1 April (30 days)	Mon 21 Feb – Fri 8 April (35 days)	+ 5
5	Mon 18 April – Fri 27 May (27 days)	Tue 26 April – Fri 27 May (23 days)	- 4
HT	Mon 30 May – Fri 3 June	Mon 30 May – Fri 3 June	
6	Mon 6 June – Mon 25 July (36 days)	Mon 6 June – Fri 22 July (35 days)	- 1
TOTAL	195	195	

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).

Annexe B

Draft Hampshire Model

195 DAYS

DRAFT FOR DISCUSSION

HAMPSHIRE																			
Possible programme of school term and holiday dates for county and controlled schools for the academic year 2010/2011 – for discussion																			
The School Year																			
Autumn Term 2010																			
	September (38 days)				October				November (35 days)				December						
Monday	6	13	20	27	4	11	18	25	*1	8	15	22	29	6	13	20	27		
Tuesday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28		
Wednesday	*1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	
Thursday	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	
Friday	3	10	17	24	1	8	15	22#	29	5	12	19	26	3	10	17#	24	31	
Saturday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25		
Sunday	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26		
Spring Term 2011																			
	January (29 days)				February				March (30 days)				April						
Monday	3	10	17	24	31	7	14	*21	28	7	14	21	28	4	11	*18	25		
Tuesday	*4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26		
Wednesday	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27		
Thursday	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28		
Friday	7	14	21	28	4	11#	18	25	4	11	18	25	1#	8	15	22	28		
Saturday	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30	
Sunday	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24		
Summer Term 2011																			
	May (27 days)				June (36 days)				July				August/September						
Monday	2	9	16	23	30	6	13	20	27	4	11	18	25#	1	8	15	22	29	
Tuesday	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	
Wednesday	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	
Thursday	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	
Friday	6	13	20	27#	3	10	17	24	1	8	15	22	29	5	12	19	26	2	
Saturday	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	
Sunday	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4
Bank and public holidays 2010/2011																			
Christmas Day Holiday					27 December					Easter Monday	25 April								
Boxing Day Holiday					28 December					May Day Holiday	2 May								
New Year's Day Holiday					3 January					Spring Bank Holiday	30 May								
Good Friday					22 April					Summer Bank Holiday	29 August								
					School Holidays														
* First day after break					# Last day before break					Bank holidays and national holidays									

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Meeting:	Education Consultative Forum
Date:	11 September 2008
Subject:	Amalgamation Policy
Responsible Officer:	Director of Schools & Child Development Heather Clements
Portfolio Holder:	Portfolio Holder for Schools & Child Development Councillor Anjana Patel
Exempt:	No
Enclosures:	Annexe A – Draft Amalgamation Policy

Section 1 – Summary and Recommendations

This report presents a draft revised amalgamation policy and supporting documents to Education Consultative Committee for their consideration and comments as part of the consultation process.

Recommendations:

1. The Forum consider the draft and provide comments

Reason: (For recommendation)

To engage stakeholder representatives in the consultation process of the revised amalgamation policy and supporting guidance documents.

Section 2 – Report

2.1 Background

At their meeting in February 2005 Cabinet agreed an Amalgamation Policy.

A revised Amalgamation Policy was considered and agreed by Cabinet in November 2007. The revised policy was up-dated in the light of experience of implementing the policy and changes to the Education and Inspections Act 2006 regarding making changes to schools.

The 2007 Policy documentation is being reviewed and revised to take into account comments from the Department of Children, Schools and Families (DCSF) School Organisation Unit about clarification of the decision making process, and further experience of implementing the policy.

Six schools, have amalgamated in Harrow; St Johns in September 2006, Cedars Manor and Pinner Wood in September 2007. Six schools are in the process of amalgamation; West Lodge First and Middle Schools, Belmont First and Middle Schools and Roxeth Manor First and Middle Schools.

The local authority is undertaking a consultation on the revised policy and supporting documentation with headteachers and chairs of governors. A final draft will be presented to Cabinet in October 2008.

2.2 Main Option

A draft policy document with supporting guidance is provided in Annexe A.

The circumstances when schools are required to amalgamate unless there are overriding and compelling reasons not to do so, is not part of this policy review process. The documentation has been revised with the intention of providing greater clarity about the process and guidance to support the policy's implementation.

The policy comprises the following sections:

The Amalgamation Policy and Flow Chart Timeline for Amalgamation Processes

Guidance Notes:

- Guidance Note 1: Statutory Processes to Amalgamate Schools
- Guidance Note 2: Guidance on Headship Appointment
- Guidance Note 3: Guidance on Establishing a Governing Body

Exemplar and Template Documents

- Exemplar and Template Document A: Steering Group Terms of Reference
- Exemplar and Template Document B: Development Plan
- Exemplar and Template Document C: Consultation Document
- Exemplar and Template Document D: Amalgamation Implementation Plan

2.3 Staffing/Workforce

The Policy includes specific guidance on processes to confirm the leadership of the combined school.

A combined school will require the appropriate staffing structure for the size and number of pupils. The process proposed is that the headteacher and governors develop a shadow staffing structure and appointments are made over time.

No staff have been made redundant as a result of the amalgamation policy in Harrow.

2.4 Equality Impact considerations

There are no equality impact implications arising from this policy.

2.5 Resources, costs and risks

The resources to support the implementation of the amalgamation policy are provided within existing budgets. The officer support provided to schools during the process will be determined through discussion with the schools and local authority. It is expected that there will be different support during the phases of preparation, consultation, statutory notice publication and implementation if that is the agreed outcome. The guidance indicates the support provided by officers at various stages.

2.6 Legal Implications

In accordance with the provisions in the Education and Inspections Act 2006, local authorities have authority to bring forward proposal to make changes to community schools. In doing so, proposers must have regard to the Secretary of State's guidance. Only Cabinet can make decisions on proposals to make changes to schools.

2.7 Financial Implications

Amalgamating schools has had a positive albeit small revenue effect, and in previous cases this has resulted in improved efficiencies of approximately £40k. The principal efficiencies result from having one headteacher instead of two. Schools will also benefit from having fewer Service Level Agreement (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.

2.8 Performance Issues

The Council considers that amalgamated schools will contribute to raising standards in Harrow Schools. The educational rationale for amalgamation is included in the policy. This policy contributes to the Council's Corporate Priority to Extend use of schools while making schools even better.

Risk Management Implications

1. Risk included on Directorate risk register? No
2. Separate risk register in place? No

There is a range of risks in the implementation of this policy and these will be managed within the process for individual school amalgamations.

Section 3 - Statutory Officer Clearance

Name: John Stansfield Date: 1.9.08	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Name: Helen White Date: 1.9.08	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer

Section 4 - Contact Details and Background Papers

Contact: Johanna Morgan, Service Manager – Partnerships and Well-Being
Tel : 020 8736 6841
e-mail: johanna.morgan@harrow.go.uk

Background Papers: None

If appropriate, does the report include the following considerations?

1.	Consultation	Yes
2.	Corporate Priorities	Yes

DRAFT

**Amalgamation Policy
and Implementation Guidance**

1 September 2008

AMALGAMATION POLICY FOR FIRST AND MIDDLE SCHOOLS

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The Amalgamation Policy	
Amalgamation Process Flow Chart	
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Guidance Note 1: Statutory processes to amalgamate schools	
Guidance Note 2: Guidance on leadership of an amalgamated school	
Guidance Note 3: Guidance on establishing the governing body	
Exemplar and Template Documents	
Document A Steering Group Terms of Reference exemplar	
Document B Proposal Evaluation exemplar	
Document C Consultation Document exemplar	
Document D Amalgamation Implementation Plan template	

Background information:

Cabinet Report – 11th October 2007

Cabinet Report – October 2008 (*to be added*)

Foreword

Harrow Cabinet agreed the Amalgamation Policy on 11th October 2007 as part of the Strategic Approach to School Organisation

The Amalgamation Policy replaced the previous amalgamation policy that was agreed by Cabinet on 17th February 2005. This new policy is intended to help prepare for a change in the age of transfer to age 11 years by establishing combined schools. Combined first and middle schools are more aligned with National Curriculum Key Stages and the impact of the change in ages of transfer will be reduced.

Harrow Cabinet on 23 October 2008 will be asked to agree clarifications to the Amalgamation Policy.

The Policy is presented with supporting documentation provided to assist governors, staff and others involved in the implementation of the Policy. The supporting documents will be up-dated and revised in the light of further experience of implementing the Policy and changes to the Policy context.

Harrow Council 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. Harrow's amalgamation policy will establish combined first and middle schools which are more aligned with National Curriculum Key Stages. The policy is based on an educational rationale that will contribute to school improvement. The policy enables amalgamation to be undertaken within current school development planning and funding opportunities.

The educational case for amalgamation

3. 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 with post-16 provision 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 school 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.
 - 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

Policy Context

4. 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.
5. An example of a compelling and over-riding reason could be a clear majority view of parents of children at the schools that is opposed to amalgamation.

Process to implement an amalgamation in partnership with the Council

Legislative Framework

6. Amalgamation involves making changes to the organisation of schools. This 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 School Organisation Unit website at <http://www.dcsf.gov.uk/schoolorg/>
7. In accordance with the Education and Inspections Act 2006 the local authority has power to bring forward proposals to make changes to schools. Within these powers there are three routes for the local authority to achieve a combined school:
 - To extend the age range and expand the capacity of one school and to discontinue the other school.
 - To discontinue both schools and open a new school through a competition process
 - To discontinue both schools and open a new school without a competition by securing a waiver from the Secretary of State.
8. When it is proposed to amalgamate schools under the terms of this amalgamation policy, Harrow will expect to extend the age range and expand the capacity of one school and to discontinue the other school. However, the local authority will consider each case on an individual basis.

9. When the trigger circumstance to amalgamate schools is the resignation of a headteacher, the local authority will usually discontinue the school where the headteacher has resigned and the vacancy occurs. If there are vacancies in both schools, the school where the first resignation was made will be discontinued. The local authority considers that this provides a consistent and objective approach that does not imply any issue of underperformance.

Stages of Amalgamation

10. The process to implement amalgamation is approached in four stages. The local authority will support governing bodies through each Stage.

Stage One	Preparation
Stage Two	Planning and Consultation
Stage Three	Decision Making
Stage Four	Implementation

11. Detailed guidance has been developed to support the carrying out of this policy, including details of the activities for each stage of the process with indicative timescales and additional notes. This guidance will be updated as may be necessary to aid implementation. The guidance includes:

- Amalgamation Process Flow Chart
- Timeline of the four stages
- Guidance Notes on statutory processes, leadership and governance
- Exemplar documents on Steering Group, Proposal Evaluation, and Consultation
- Template document on Implementation Plan

Amalgamation Process Flow Chart

Stages	Process	Officer Support
Stage One Preparation	<p>Governors notify Director that Amalgamation Policy circumstances are met</p>	<p>Identify appropriate officers to work with the schools</p>
Stage Two Planning and Consultation	<p>Discussion between Heads, Chairs and officers</p> <ul style="list-style-type: none"> • Confirm process, timeline and statutory route to achieve amalgamated school • Initial discussions with governors, staff and school community • Establish Steering Group 	<p>Explain process. Assist with discussions and provisional planning</p> <p>Attendance at Governing Bodies' meetings to explain process, timescale etc</p>
Stage Two Planning and Consultation	<p>Steering Group meetings</p> <ul style="list-style-type: none"> • Plan detailed work • Assign responsibilities • Complete proposal evaluation for combined school and prepare consultation paper • Plan consultation 	<p>LA support to the Steering Group with planning for the all through school and for the consultation.</p>
Stage Three Decision making	<p>Consultation</p> <ul style="list-style-type: none"> • Distribute consultation paper • Convene consultation meetings • Analyse responses • Governing bodies consider consultation responses and each makes recommendation to Director 	<p>Support as required.</p>
Stage Three Decision making	<p>Cabinet meetings (as Decision Maker)</p> <ul style="list-style-type: none"> • Consider outcome of consultation and recommendation from GBs • Decide whether to publish Statutory Notices • Determine the statutory proposals 	<p>Write Cabinet report on outcome of consultation. Publish Notices. Analyse representations. Write Cabinet report for determination.</p>
Stage Four Implementation	<p>Implementation of proposals</p> <ul style="list-style-type: none"> • Appoint combined school working group • Agree approach to combined school governing body • Deliver on implementation planning 	<p>Support as required</p>

Timeline for Amalgamation Process

In order to facilitate planning, and to ensure there is no unnecessary delay, the following timelines give indicative timings for each stage of the process. This timeline is complementary to the Flow Chart. Within the timeline there are references to further information provided in the Exemplar Documents or Guidance Notes.

Stage One – Preparation (approx 3 weeks)

This stage begins as soon as any party knows that one or more of the triggering circumstances will or may apply to a separate first and/or middle school.

Timescale	Activity	Note/Additional Documents
Immediate	Chair of Governors notify Director of Schools and Children's Development	
Within 1 week (Week 1)	<p>Discussion between Heads, Chairs and officers to confirm the process, including:</p> <ul style="list-style-type: none"> • statutory process to combine the schools, • decision making authority, • role of existing Governing Body, • membership and remit of the steering group and, • timescales. • headteacher and governance arrangements for an all through school 	<p>Identify officers to work with the schools.</p> <p>Guidance Note 1: Statutory Processes to Amalgamate Schools</p> <p>It is important that there is clarity about the arrangements that would be proposed for the headteacher and governing body of an all through school so that this forms part of the consultation documents.</p>
Within 2 weeks (Weeks 2 and 3)	<p>Chairs of Governors hold initial discussions with governors, staff and school community.</p> <p>Governing Bodies identify representatives for the Steering Group.</p> <p>The remit of the Steering Group is to complete a Proposal Evaluation, prepare consultation documents, and plan and lead the statutory consultation.</p> <p>Letter to school community about the Steering Group and its work and inviting any comments.</p>	<p>Document A: Steering Group Terms of Reference exemplar</p>

Stage Two – Planning and Consultation (approx 9-12 weeks)

During this stage the Steering Group undertakes detailed planning work and plans and leads the statutory consultation.

Timescale	Activity	Note/Additional Documents
Within 1 week (Week 4)	First meeting of Steering Group. Agree working arrangements for the group. Consider the feedback from initial soundings. Consider the issues to be addressed in the Proposal Evaluation. Plan any discussions with officers, visits to schools, etc. Consider the exemplar documents.	Document B: Proposal Evaluation exemplar Document C: Consultation document
4 weeks (Weeks 4-7)	Complete the Proposal Evaluation setting out the implications for the schools of amalgamation. Write the consultation papers. Plan the statutory consultation.	As above
3-6 weeks (Weeks 7 - 10/13)	Send out consultation papers. Hold consultation meetings. Analyse the consultation.	Statutory consultation
Within 1 week	Governing Bodies consider outcome of consultation. Make written recommendation to Director stating the reasons for the recommendation.	Governing Bodies confirm recommendation to Director.

Stage Three – Decision Making (approx 16-27 weeks)

This stage covers the presentation of the Governing Bodies recommendations to Cabinet by the Director of Schools and Children’s Development, the publication of statutory proposals, the representation period, and decision making. Cabinet decides whether to publish statutory notices in relation to community schools and Cabinet will determine the notices. This stage is lead by Council officers. The timescales for this Stage needs to take account of DCSF and Legal Advice in relation to avoiding School Holiday periods.

Timescale	Activity	Note/Additional Documents
Within 4 weeks	Cabinet decision whether to publish statutory notices.	Report to Cabinet <i>Key decision has to be notified by the middle of the preceding month of the Cabinet decision.</i>
Within 2 weeks	Publish linked statutory notices	Cabinet call-in period. <i>Cabinet decisions cannot be implemented for 5 full working days from the date the minutes of the meeting are published.</i>
6 weeks <i>Note: There is a four week representation period for expansion proposals.</i>	Statutory representation period	Representations must be sent to the local authority.
Within 4 weeks	Cabinet determination of the statutory proposals.	LA must decide proposals within 2 months of the end of the representation period.
Up to 11 weeks	If there is an appeal against the Local Authority decision.	Appeals must be submitted to LA within 4 weeks of decision. LA must send papers to schools adjudicator within 1 week. Adjudicator aims to make a decision within 6 weeks.
No prescribed period	Implementation of the statutory proposals.	The statutory proposals must be implemented as approved.

Stage Four – Implementation

Once the statutory notices have been determined and the amalgamation is agreed, the Amalgamation Implementation Plan commences. This does not prevent preliminary and contingency planning without prejudice prior to the decision being made. It is important that there is no delay once the decision has been made.

There are two phases to the Amalgamation Implementation Plan. Those actions that have to be completed prior to the date of the amalgamation for example confirming the leadership of the all through school. Other aspects of the Implementation Plan will take place over a longer timescale. For example, building works; appointments to the combined school staffing structure.

Timescale Phase 1	Activity	Note/Additional Documents
Prior to the decision about the proposals	Governing bodies and LA discuss: <ul style="list-style-type: none"> the composition and remit of a Working Group to lead on detailed implementation work; contingency planning in case Cabinet decides against amalgamation. 	<i>Cabinet decisions cannot be implemented for 5 full working days from the date the minutes of the meeting are published.</i>
Within 2 weeks following the decision	Working Group meets to action the Implementation Plan. Key work streams include: <ul style="list-style-type: none"> Governance of the all through school Headteacher position Finance Staffing structure Curriculum and school development planning School site and premises plan Communications. 	Document D: Amalgamation Implementation Plan template Guidance Note 2: Leadership of an amalgamated school Guidance Note 3: Guidance on establishing a new governing body
Within 4 weeks following the decision	Schools establish a Change Management Group to: <ul style="list-style-type: none"> Engage with staff. Establish communication strategy with school community Agree key messages. 	

Timescale Phase 2	Activity	Note/Additional Documents
As agreed	Implementation of action plans	Amalgamation Implementation Plan

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Amalgamation Policy Guidance Note 1: Statutory routes to achieve an amalgamated school

Introduction

1. This Guidance Note sets out the Legislative framework for local authorities to make changes to schools.

Education and Inspections Act 2006

2. The Education and Inspections Act 2006 introduced a new statutory framework for the establishment of any new maintained school. This new framework is part of the Government's agenda to increase diversity and choice of schools, and introduces competitions where it is proposed to establish a new school.
3. The Education and Inspections Act 2006 legislates that where the local authority wishes to see a new school established they must either:
 - Invite proposals for the school (as provided for in Section 7 of the Act) i.e. run a competition, or
 - Apply to the Secretary of State for consent to publish proposals for a new school, without running a competition (as provided for in Section 10 of the Act)
4. Thus, formal application has to be made to the Secretary of State for consent to publish proposals to establish a new maintained school without running a competition.
5. It is important to note that the consent of the Secretary of State, if given, is consent to publish proposals: it is not consent to establish a new school. Where permission is granted to publish proposals, the normal statutory process will apply i.e. Consultation; Publication; Representations; Decision; and Implementation.
6. The change in the law means that there are three statutory routes to achieve a combined school:
 - Close both schools, and open a new school with a competition
 - Close both schools, and open a new school without a competition
 - Close one school, and extend the age range and expand the capacity of the other school

Approach to be taken in Harrow

7. When it is proposed to amalgamate schools under the terms of this amalgamation policy, Harrow will expect to change the age range and capacity of one school and to discontinue the other school. The reasons for this include:
8. Harrow schools are popular and successful and perform consistently in line with or above National Averages at all Key Stages. There are not issues of failing schools to address.
9. The usual trigger circumstance in Harrow for amalgamating schools is the resignation of a headteacher.

10. Harrow Council has adopted a strategic approach to school re-organisation and is committed to changing the age of transfer and to establishing primary schools, or separate infant and separate junior schools, and secondary schools.
11. Many of the separate schools share not only the site but also the same buildings, and there is not a need to establish combined schools on different sites (only one first and one middle school are on split sites).
12. Seeking the consent of the Secretary of State is potentially a longer statutory process (the DCSF target for responding to an application is 6 weeks)
13. The local authority will usually discontinue the school where the headteacher has resigned and the vacancy occurs. If there are vacancies in both schools, the school where the first resignation was made will be discontinued. The local authority considers that this provides a consistent and objective approach that does not imply any issue of underperformance. Sensitivity will be needed about equity for both schools to avoid potential perceptions of one school taking over another.
14. Harrow Council is committed to ensuring diversity and choice within our schools. Thus, despite the overall approach as stated above, a decision will need to be made each time schools are considering amalgamation about which statutory route to follow.
15. The School Organisation Unit publishes guides for local authorities, governing bodies, promoters and parents, including:
 - Opening a new school (by competition or otherwise)
 - Closing a school
 - Making Changes to a Maintained Mainstream School (other than expansion)
 - Expanding a Maintained Mainstream School or Adding a Sixth Form
16. Copies are available via the DCSF website: <http://www.dcsf.gov.uk/schoolorg/>

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Amalgamation Policy Guidance Note 2: Leadership of an Amalgamated School

The process to confirm the appointment of a headteacher is the responsibility of the governing body, and it is for the governing body to determine the appropriate process for their school context.

This guidance note provides information for governing bodies about possible processes. It is recommended that the governing body seeks separate advice, for example from DCSF or governors networks at the time of amalgamation and with reference to the specific circumstances of their school. This will ensure that the advice is current as the guidance may change over time. There is a legal note attached about the legislative context to assist governing bodies.

Introduction

1. In accordance with the local authority amalgamation policy, separate first and middle schools are required to amalgamate to form an all through school (unless there are compelling and overriding reasons not to), when one or more of the trigger criteria are met. One of these circumstances is a vacancy of one or both headteachers.
2. The methodology for amalgamating schools will usually involve the legal closure of one school and the extension of age range and the expansion of capacity of the other school.
3. If both headteacher posts are vacant, the headteacher post for the all through school will be advertised in the usual way.
4. It is for the governing body to determine the process that it wishes to put in place where there is a substantive headteacher at the school that is to remain open.
5. Where there is a substantive headteacher in post, the governing body should seek to avoid any redundancy, while satisfying itself that the individual has suitable qualifications, experience and ability to undertake the role.
6. There are two models that governing bodies may consider applying that fit within employment and education law: ring fencing; and open competition.

Ring fencing

7. The post of headteacher for the combined school is ring fenced to the substantive headteacher. A process is then developed to satisfy the governing body that the postholder has suitable qualifications, experience and ability to undertake the role.
8. This model can accommodate a developmental approach and focus on the developmental needs of the individual headteacher. This could be similar to the annual performance review process and include the setting of performance targets.
9. Alternatively a process could be adopted that is an interview process more aligned to a competition approach.

Open Competition

10. This model involves advertising the headteacher post. The governing body could also decide to apply this model if a ring fencing process did not confirm the leadership.

Job Description

11. The amalgamation policy guidance recommends that once statutory proposals to create an all through school have been determined by Cabinet, a representative working group with membership from both schools is established by the governing bodies to lead on detailed implementation work. This working group should draft the headteacher job description, in line with teachers' pay and conditions and taking into consideration the leadership needs for the all through school. This may include, for example, the number of pupils, staffing, resources, change management skills etc. This could be supported by an information pack that outlines the proposals for the all through school e.g. governing body, any vision statements, implementation plans that have been developed, etc.

Confirmation of Leadership

12. The governing body would need to confirm the school group size and the individual school range that will inform the salary of the headteacher.

Legal Note

The following is an outline of how headteacher appointments are made:

Education Act 2002

1. Section 35 Education Act 2002 contains provisions regarding the staffing of community schools. This includes headteachers. (s35(3)).
2. S35 (2) Education Act 2002 provides that the employer is the local education authority (LEA).
3. S35(4) Education Act 2002 enables the Secretary of State to make **regulations** related to the appointment, discipline, suspension and dismissal of staff (including headteachers).
4. S35(8) Education Act 2002 states that in discharging any function conferred by regulation under s35(4), the LEA or governing body of a maintained school shall have regard to any **guidance** given from time to time by the Secretary of State.

School Staffing (England) Regulations 2003

5. These regulations are made under s 35(4) Education Act 2002.
6. S13 of the regulations details the procedure for appointing a headteacher. The essential elements are:
 - (a) the governing body (GB) notifies the LEA of a vacancy for the headteacher;
 - (b) the GB must advertise the vacancy in such a manner as it considers appropriate;
 - (c) the GB must appoint a selection panel of at least 3 to determine which applicants to interview;
 - (d) the selection panel must notify the LEA in writing of the names of the applicants selected for interview;
 - (e) the LEA has 7 days to make written representations to the selection panel in relation to any applicant it considers, if appointed would have a detrimental effect on the performance, management or conduct of the school;
 - (f) the selection panel must consider these representations;
 - (g) the selection panel must interview the applicants and where appropriate recommend to the GB for approval one of the applicants so interviewed;
 - (h) if the selection panel recommends appointing an applicant about whom the LEA has made representations, then the selection panel must notify the GB and the LEA in writing of its reasons;

- (i) where the selection panel's recommendation is approved by the GB, the LEA **must** appoint the person provided that the appointee's identity has been checked; s/he meets all the relevant staff qualification requirements; and s/he has the right to work in the UK; alternatively, the GB can engage the appointee, but not under a contract of employment;
 - (j) If the GB declines to approve the person recommended by the selection panel, or the LEA declines to appoint the person recommended by the GB, the selection panel may select another person.
7. However, if the GB has good reason not to advertise and conduct a selection process to fill the vacancy, the LEA must appoint the person identified to fill the vacancy providing that the conditions in 6(i) above apply. A "good reason" is defined in **the guidance** paraphrased in paragraphs 8-12 below as including school reorganisations.

Staffing guidance under section 35(8) Education Act 2002

8. Inter alia, this guidance deals with headteacher appointments and school reorganisations.
9. In the preamble, it states that where 'should' is used, it is intended that this is the course that is followed and any deviation should only be for very good reason.
10. The guidance is not exhaustive nor does it contain detailed advice about the process of appointing staff including arrangements for assessing headteacher candidates.
11. The guidance states that the GB of a new or merged school resulting from a reorganisation should normally advertise the new headteacher post nationally to ensure that the best available candidates are considered.
12. However the GB of the new or merged school may take the view that the post of headteacher is not in effect vacant (this is not further defined), in which case it shall not be subject to the advertising and selection requirements if the following conditions apply:
- (a) the new or merged school is formed from the immediately pre-existing schools;
 - (b) for each headteacher (or deputy) post available in the new or merged school, there is only one person from the pre-existing schools available for continued employment in that role in the new school and that person's performance and ability is highly regarded by both the GB and the LEA;
 - (c) that person has suitable qualifications, experience and ability to undertake the role in the new or merged school.

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**Amalgamation Policy Guidance Note 3:
Confirmation of Governance of an Amalgamated School**

Introduction

1. In accordance with the local authority amalgamation policy, schools are required to amalgamate (unless there are compelling and overriding reasons not to), when one or more of the trigger criteria are met.
2. Our methodology for amalgamating schools now involves the legal closure of one school and the extension of age range and the expansion of capacity of the other school.
3. This guidance note outlines the local authority's recommended approach to securing the appropriate governance of the all through primary school in the situation where one school is closed and in the other the age range extended.
4. This guidance note is not applicable in cases where there is a federated governing body for the schools that will be amalgamated.
5. The power to ensure that this approach is adopted remains with the governing body of the school with the extended age range. However, the proposed approach draws representatives from both governing bodies to ensure that the experience and success of the former schools is acknowledged and built on further in establishing the all through primary school.

Legislation

6. In line with the legislation it is recommended that there is a process to ensure that the governing body of the all through primary school is appropriate for the size and age range of the school.

Process

7. In developing a process, the remaining governing body should be mindful that:
 - the closing school has a governing body that has experience and skills in governing a school with a specific age range and curriculum that may not exist within the current governing body.
 - The governing body should be representative of all stakeholders in the new school
 - the process should be efficient and reduce the period of uncertainty about the governance of the school. Delays may impact on staff and pupil morale.
 - the process should be transparent and fair to those who are likely to be involved with the governance of the all through primary school.
8. The amalgamation policy guidance recommends that once statutory proposals to create an all through school have been determined by Cabinet, a representative working group with membership from both schools is

established by the governing bodies to lead on detailed implementation work. One of the tasks for this group is to draft an instrument of governance for the all through primary school. A timeline to make appointments and to re-constitute the governing body is drafted.

9. The draft instrument is considered by both governing bodies, ratified by the governing body remaining, and endorsed by the governing body that will be discontinued.
10. Elections and appointments will be made for the re-constituted governing body in accordance with the timeline.

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Document A: Steering Group Terms of Reference exemplar

The conduct of the statutory consultation of the school communities is delegated by Cabinet to the schools. The governing bodies of the two schools should ensure that an appropriate Steering Group is established and empowered to undertake the necessary detailed work so that the governing bodies can make their recommendations to Cabinet. The governing bodies need to set the strategic timeline for the statutory consultation that the Steering Group will follow.

The Steering Group should be representative of the key constituent groups of both schools, while being a manageable size to be able to work effectively. Key constituent groups should include parents, teaching staff, non-teaching staff, and governing bodies. The membership of the Steering Group does not need to be drawn exclusively from governors of the two governing bodies. Council officers will attend Steering Group meetings to advise and assist the work of the group.

The two governing bodies will notify the Director of Schools and Children's Development of the proposed membership of the Steering Group. The Director of Schools and Children's Development needs to be satisfied and have confidence that the membership is appropriate for the task, and to ensure relevant officer involvement.

Role of the Steering Group

The role of the Steering Group is to:

- prepare consultation documents, including a proposal evaluation that considers the implications for the schools of amalgamation
- plan and lead the statutory consultation
- report to the governing bodies on the outcome of the consultation

Chair of the Steering Group

The Chair of the Steering Group will be decided by the group. The Chair will be responsible for ensuring the effective working of the group, and for ensuring good communications to the school community about the work of the group and the consultation.

Representatives

It is important that the representatives of the constituent groups are empowered to participate and contribute to the work and decision making of the Steering Group. Members of the group are responsible for ensuring that the work of the group and the consultation processes take place to agreed timescales.

Confidentiality

To encourage full participation, views expressed within Steering Group meetings are to be kept strictly confidential. Members of the Steering Group will:

- maintain a clear focus on the best interests of children at both schools
- keep an open mind
- respect the contributions of all members of the group
- not divulge or discuss individual contributions or discussion details outside the meetings

Meeting records

An action record will be made of each meeting, and will be made publicly available.

Communications

The Steering Group will manage the information flow in a clear way, so that the message is agreed by the group and is conveyed in a consistent way to constituent groups. It is recognised that representatives of constituent groups need to be able to report back after meetings, and they may communicate agreed key action points pending the publication of the meeting record.

The Steering Group will decide the communications to be made to the school community including staff, governors and parents. Neither school governing body is to undertake communications regarding the consultation during this period.

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Document B: Proposal Evaluation exemplar

Note: This is an exemplar framework for a Proposal Evaluation that draws on work done previously by schools going through amalgamation processes. Text may be adopted or amended by the Steering Group as thought appropriate. **Text in bold italics** is for guidance, and may be used as the basis of text for the plan. ?? marks where personalising for the schools may be appropriate.

Future Organisation of ?? First School and ?? Middle School

Proposal Evaluation

The representative Steering Group established by the two governing bodies has developed this Proposal Evaluation document to provide sufficient information for stakeholders to understand the proposals and to be able to give an informed opinion.

The Proposal Evaluation covers a range of issues related to the proposed amalgamation of the two ?? Schools. This Proposal Evaluation is based on the investigations and research undertaken by other schools that have conducted consultations and has been adjusted to reflect the circumstances of the ?? First School and the ?? Middle School. Research is incorporated within a number of the sections of the Proposal Evaluation.

Contents:

1. Harrow Council's amalgamation policy
2. The School Size and Ethos
3. Premises, site and accommodation issues
4. Governance
5. Finance Issues
6. Staffing Issues
7. Harrow Local Authority policy regarding School Reorganisation
8. How amalgamation would be legally effected
9. Conclusion

1 Harrow Council's Amalgamation Policy

When specified circumstances apply, Governing Bodies of all separate First and Middle Schools are required to amalgamate the two schools unless there are compelling and over-riding reasons not to. Harrow presents the key educational factors in its case for amalgamation as follows:

- 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 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. This reduction in the number of school moves is important, 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.

- Growing National evidence shows that all-through primary schools create more consistency between year groups and key stages in learning planning and assessment.
- *“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”.*
(Educational Management Information Exchange).

2 The School Size and Ethos:

A combined ?? School would have up to ?? pupils, based on ?? forms (?? pupils) per year group Reception to Year 7. However, with a change in the age of transfer this would reduce to ?? with the loss of Year 7 classes.

Research has been reviewed by other schools on school size and its impact on attainment and on the role of the Headteacher. The focus of evidence presented below is on large schools. However, this is not to say that smaller schools cannot be successful.

School Size and attainment

There are studies that suggest children perform better in larger schools, however this does not allow for most special schools being small and the range of successful organisations of schools. Harrow for example, has one and two form combined schools, and two and three form entry separate schools; other boroughs have some 4 form entry combined schools.

There is also some evidence from the Office for Standards in Education, Children's Services and Skills (Ofsted) that would suggest improvement in performance in bigger schools (David Bell¹ of Ofsted reported that Schools with over 400 pupils are more often judged to be very good or excellent than other schools). What is reassuring, however, is that there is no evidence that children perform badly in large schools.

In initial consultations with parents carried out by other schools, parents raised concerns that the ‘homely atmosphere’ of the school may be lost. However, for most children, it may be considered that school does not extend beyond their classroom, or at most their year group. This would not change in a bigger school. The view of David Bell of Ofsted is that what children experience in the classroom has the most major impact on what they achieve and size alone is unlikely to damage this relationship.

Leadership

Parents at other schools have also expressed concern regarding the ‘watering down’ of the Headteacher’s abilities. However, this need not be a problem if there are effective management structures in place. The “Leadership in Large Primary Schools”² study is one of the most relevant pieces of research on this issue. Of the 404 Headteachers asked, and 26 amalgamated schools visited, the findings were that the Headteacher’s leadership can

¹ Former Her Majesty’s Chief Inspector of Schools

² ‘Leadership in Large Primary Schools’ by Geoff Southworth & Dick Weindling (2002). For the purposes of this study on leadership and management of large primary schools, 404 heads of primary schools with 400 or more children were surveyed. In support of the advantages of larger schools, their research states that: *“The advantages of large schools over smaller schools were seen as: much more staff expertise; more opportunities for peer support, and greater financial flexibility.”*

become more detached. However the majority of Headteachers did not agree that it was very hard to sustain a primary ethos or that there was a danger of the school becoming impersonal, nor did they believe that children can be overwhelmed by the size of the school.

The Headteachers and deputies surveyed for the purposes of the study were of the view that the leadership advantages of a larger school over smaller schools outweighed the disadvantages. The conclusions of the study were that leadership in large schools involves a blend of shared leadership (where the head works with a small number of senior staff), that the Headteachers and deputies need to be highly skilled at developing leaders, and that good structure and effective communication were key to a successful school.

3 Premises, site and accommodation issues

Note: It is likely that the Steering Group will want to give some consideration to building works that would maximise the use of the site and improve facilities for the benefit of all the children. In undertaking this exercise, it is important for the Steering Group to be clear about building works that might be considered essential to the feasibility of an amalgamated school, and those that might be considered desirable.

Whatever the case, decisions about any building works would need to be taken after a decision had been made to amalgamate the schools. Funding would probably be a combination of the school devolved formula capital funding over a few years and funding from the Council or as part of a Government investment initiative. The Council would work constructively and positively with the combined school in support of implementation of its policy. However, the Council would not commit any funds prior to a decision and an agreed programme of work being developed.

4 Governance

The combined school will need to have a governing body that reflects the size and ethos of the combined school. **See Guidance Note 3 for further information.**

5 Finance Issues

Note: It is likely that the Steering Group will want to discuss any specific budgetary implications of amalgamation for the schools with Council Finance Service officers.

Overall, amalgamation is generally viewed as budget neutral at least, and that there need be no net loss to schools. This position would be achieved by a combination of impacts. For example, a reduction in salary overheads by having one Headteacher, set against the loss of one fixed sum element and one formula capital lump sum, although the fixed sum element would be protected for the first year of amalgamation.

Combining the schools could be cost neutral, could incur costs, or could have cost benefit, largely depending on decisions the new governing body of a combined school may make. For example, about one-off costs or staffing changes.

6 Staffing Issues

Note about overall staffing issues: *The governing bodies and the Steering Group will want to be mindful of the concerns and anxieties that may arise for both teaching and non-teaching staff about the amalgamation of schools, as well as the opportunities and potential benefits.*

Opportunities and potential benefits include:

- *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.*
- *An all through primary school 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.*
- *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.*

The combined school will have the same number of pupils overall, and there will be a similar staffing need. However, it should be recognised that there will need to be a review of the staffing structure for a combined all through primary school. This would have to be managed properly ensuring that an incoming head was able to bring the two staff groups together and ensure fairness in allocation of jobs. No changes to the staffing structure would take place without consultation with staff and governors.

The staffing structure for a combined school would reflect the needs of the size, ethos and age range of the school and it is likely there would be some changes for some staff over time. The new staffing structure would be subject to consultation with all staff and their professional associations/unions and appointments would be made over time to the new staffing structure.

No redundancies have arisen in the schools amalgamated to date. There are mandatory provisions within teachers' pay and conditions that provide safeguards for teachers where there are changes to Teaching and Learning Responsibilities (TLRs). In recent times, some teachers have had TLR positions reduced under the statutory regulations that include a mandatory sliding-down scale of salary protection.

Similar considerations may arise for non-teaching staff in the schools. The safeguarding arrangements for them are contained in the Council's Protocol for Managing Organisational Change, and are similar to those for teaching staff.

Note about Headteacher post: *See Guidance Note 2: Leadership of an Amalgamated School*

7 Harrow Local Authority policy regarding School Reorganisation

One of Harrow Council's corporate priorities is to extend community use of schools while making education in Harrow even better. School Reorganisation and changing the ages of transfer to schools is central to achieving this vision. Changing the ages of transfer will

enable school organisation to be aligned with the National Curriculum Key Stages, and to provide greater continuity within the Key Stages. Harrow Council has established a representative Stakeholder Reference Group to consider key issues to be addressed in order to implement a change in the ages of transfer. On 19 June 2008, Harrow Cabinet decided to conduct a statutory consultation about implementing a change in the ages of transfer across all maintained schools in September 2010.

Amalgamating separate first and middle schools when opportunities arise means that there will be less impact on the combined school when the change in the ages of transfer is implemented. When the change in the ages of transfer is implemented, separate first schools will become infant schools (Reception to Year 2), and separate middle schools will become junior schools (Year 3 to Year 6).

This would have implications for separate ?? schools. Year 3 would move up to the Middle school, with the First school having only three year groups. This would have significant implications for the First school budget as it is based on pupil numbers, and could affect staff recruitment and retention. An additional implication is that in the first year of a change in the age of transfer pupils joining Years 3 and 4 would enter the Middle school, which would be 50% of the pupils that had been on roll at the First school.

8 How amalgamation would be legally effected

Legislation provides a framework for consultation, publication and determination of statutory notices in respect of proposals for schools, including the establishment of combined first and middle schools. There is provision to amalgamate separate first and middle schools and create a combined school through two legal routes. Both routes retain all existing pupils and staff.

The options are to close both schools and open a new school, or to close one school and extend the age range and expand the capacity of the other school. However, under the Education and Inspections Act 2006, local authorities are required to apply to the Secretary of State for consent to establish new schools without a competition. Therefore to avoid any risk to the continuation of these successful schools, which may arise through competition processes, the local authority proposes in this consultation that the age range of the ?? School is extended and the capacity expanded, and the ?? School is closed. This is based on the fact that the ?? School does not have a substantive Headteacher (*if this is the reason*). The closure of the ?? School would be a technical process coinciding with the immediate extension of the age range and expansion of the capacity of the ?? School to create a combined First and Middle School with the same pupils and teachers in the same buildings on the existing site.

9 Conclusion

Note: Concluding remarks. Emphasise the need to build on the successes and good practices of both schools. Consultation dates and events. Give details of contact persons. How views can be expressed. Date governing bodies will meet to decide their recommendations.

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Document C: Consultation on the Future Organisation of ?? First School and ?? Middle School exemplar *Consultation start date to close date*

What Are the Proposals?

- It is proposed that ?? First School and ?? Middle School are amalgamated to form a combined first and middle school.
- All the pupils attending the schools at the time of amalgamation would transfer to the combined school, there would be the same number of places and the combined school would continue on the same site.

When would the combined school start?

Within these proposals the combined school would be established from *insert proposed date*.

The consultation

- A Steering Group established by the Governing Bodies is undertaking this consultation. This group has representatives from the two schools. This consultation document has used information from the proposal evaluation conducted by the Steering Group *and other sources ?? e.g. Ofsted report*.
- The consultation starts on *start date* and ends on *close date*.
- The Governing Bodies will make a recommendation to Cabinet about whether statutory notices should be published with a view to the schools being amalgamated.

Why is a combined school being suggested?

- The Council's amalgamation policy is based on an educational rationale that will contribute to school improvement.
- Combined schools are more aligned with National Curriculum Key Stages.
- Harrow Council is consulting about school reorganisation with a view to changing the ages of transfer.
- If the change in the ages of transfer is implemented, separate first schools would become infant schools (Reception to Year 2), and separate middle schools would become junior schools (Year 3 to Year 6).
- Amalgamating separate first and middle schools, when opportunities arise, means that there would be less impact on the combined school when the change in the ages of transfer is implemented.

What is the Process to create a combined school?

- Legislation provides a framework for consultation, publication and determination of statutory notices in respect of proposals for schools. There is provision to amalgamate separate first and middle schools and create a combined school through two routes. Both routes retain all existing pupils and staff.
- The options are to close one school and extend the age range and expand the capacity of the other school, or to close both schools and open a new school. However, under the Education and Inspections Act 2006 Local Authorities are required to apply to the Secretary of State for consent to establish new schools without a competition.
- To avoid any risk to the continuation of these successful schools, it is proposed that the age range and capacity of the *First/Middle* School is extended and the

First/Middle School is closed. This is based on the fact that the **First/Middle** School **does not have a substantive Headteacher (or insert other reason that may apply)**.

What would happen if the schools combine? (Note: this text assumes no change of pupil numbers)

- The combined school would have the same number of pupils overall, and there would be a similar staffing need.
- There would be a new staffing structure reflecting the needs of the school. The structure would be subject to consultation with all staff and their professional associations/unions and appointments would be made to the new staffing structure over time. No redundancies have arisen in the schools amalgamated to date and there is no reason for the situation to be different in this instance.
- If Cabinet decides to combine the schools following consultation, the governing bodies would establish a working group, with representatives from both schools, to draft an instrument of governance for the governing body of the all through school that reflects the age range and size of the school. A timeline would be agreed for any elections and appointments to the re-constituted governing body.
- The working group, supported by Local Authority officers, would plan for the combined school.
- If the schools are combined, any building plans would need to be revisited and would need to be fully costed and funding secured.
- There would be no significant impact on the school budget as there are no proposals to reduce the number of places at the school.
- The combined school would build on existing strengths and good practice within both schools.

How will the decision about the future organisation of the schools be made?

- Cabinet will consider the recommendation of the governing bodies and the outcomes of the consultation at their meeting on **insert Cabinet meeting date**.
- If Cabinet decide that the future organisation is a combined school, then Statutory Notices will be published for 6 weeks. During this time representations can be made to the Council, which Cabinet will then consider and will determine the notices accordingly.
- If, following this statutory consultation, Cabinet decide that the schools will remain separate, then the schools will continue in their present organisation for the time being.

How can I make comments about the proposal?

- Parents, staff and governors of the two schools are invited to send their comments to the school offices.
- All other stakeholders are invited to send their comments to: Future Organisation of ?? Schools Consultation, PO Box 22, Harrow Council, Civic Centre, Station Road, Harrow HA1 2UW or by email (address to be inserted)

Where I can I get further information?

- You can access the Proposal Evaluation undertaken by the Steering Group, and the Local Authority's Amalgamation Policy, on Harrow Council's website www.harrow.gov.uk or by telephoning 020 8420 9270

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Document D: Amalgamation Implementation Plan template

	Workstream	Action	Working Group Lead	LA support	Timescale	Outcome
	Finance	<ol style="list-style-type: none"> 1. Establish combined school budget 2. Produce a budget plan for the new school 		CSFS		Planned budget
	Governing Body	<ol style="list-style-type: none"> 1. Plan for extending the governing body to take account of the increased size and age range of the school including proposals for re-constitution 2. Draft Instrument of Governance, extended school GB to consider and agree proposals 3. Elections for positions on GB as per Instrument of Gov. 4. Re-constitution complete 5. GB of discontinued school ceases to exist 		A&I		Reconstituted GB and agreed instrument of governance
	Leadership	<ol style="list-style-type: none"> 1. Confirm appointment of headteacher 2. Develop proposals for interim SLT arrangements 3. Extended school GB to agree interim arrangements 4. Implement interim SLT arrangements 		A&I		Headteacher position confirmed. SLT interim arrangements in place
	Staffing Structure	<ol style="list-style-type: none"> 1. Develop staffing model for combined school, including SLT structure 2. Consultation and agreement with all staff by GB 3. Plan to appoint to new structure over time 		A&I and HRD		Staffing model and appointment process

	Workstream	Action	Working Group Lead	LA support	Timescale	Outcome
	Curriculum and School Development Planning	<ol style="list-style-type: none"> 1. Audit of existing policies and identification of duplication/anomalies. 2. Establish rolling programme to up-date and revise 3. Identify areas for training and support 4. Curriculum Resources - audit of existing, areas of duplication, address shortfalls etc 		A&I		
	School Site and Premises Plan	<ol style="list-style-type: none"> 1. Identify priority areas for investment as determined by AMP and from previous plans e.g. street frontage, site access and security 2. Consider developments to improve environment for a combined school 3. Complete Site Development Plan 4. Identify and secure funding 		CPD		
	Engagement and Communication	<ol style="list-style-type: none"> 1. Establish Change Management Group 2. Establish communication strategy with staff, parents and governors. 3. Key messages to be agreed 		A&I		<p>Engagement with staff</p> <p>Consistent and accurate information and engagement with school stakeholders</p>

Key to LA support

CSFS	Children's Services Finance Service
A&I	Achievement and Inclusion Service
HRD	Human Resources and Development Service
CPD	Community Property Development Service



Meeting:	Education Consultative Forum
Date:	11 September 2008
Subject:	INFORMATION REPORT - Phase 3 Children's Centres
Responsible Officer:	Director of Schools and Children's Development – Heather Clements
Portfolio Holder:	Portfolio Holder for Children's Services - Christine Bednell
Exempt:	No
Enclosures:	Appendix A - Harrow Children's Centre Policy Appendix B - Harrow Children's Centre Strategy Appendix C - Map showing locations of Harrow Children's Centres

Section 1 – Summary

This report summarises the work that Harrow has done to develop the nine phase 2 Children's Centres, the principles that have been applied to underpin the strategy for the phase three Children's Centres and the Harrow locations that would benefit from service development to ensure all 13,550 children aged birth to five and their families can access universally progressive early intervention and prevention services.

FOR INFORMATION

Section 2 – Report

Introduction

Following notification by the Government in July 2005 of the Harrow target for developing 9 Children’s Centres by 2008, a policy for Harrow’s Children’s Centres (appendix a) was developed and approved by Cabinet setting out:

- Guiding principles for Children’s Centres
- Core Service Provision
- Management
- Principles of Accessibility, Education, Health and Equalities.

Harrow’s Children’s Centre Strategy (appendix b) supports the strategic aim of providing children and families with increased access to localised early intervention and prevention services.

This strategy also supports Harrow Council to deliver the following corporate priorities:

- Improve the well being of adults and children and the care of those who most need our help
- Extend community use of schools while making education in Harrow even better
- Improve the way we work for our residents

Options considered

Over the past three years various options for the development of Children’s Centres have been considered including:

Option	Result of option
Develop no Children’s Centres in Harrow	<p>Significant capital and revenue funding investment would have been lost</p> <p>Negative impact on Council CPA, APA and Children’s Services JAR rating</p> <p>Reduced ability to bring in external funding for service development through partners.</p> <p>A lack of early intervention, prevention and support services with subsequent impacts on learning and health.</p>
Contract out the development of Harrow’s children’s centres	<p>Harrow does not have sufficient stock of quality providers to maximise the potential of this approach</p> <p>Development of services in Harrow target areas would have been adversely affected due to lack of quality providers in those areas</p> <p>The possibility of partnering with schools to develop Children’s Centres would have been minimised Innovative bespoke developments with partner agencies could be adversely affected.</p>

Build on existing strategies and resources to develop the Harrow Children's Centre framework	<p>Maximum use made of buildings and resources</p> <p>Partnership working with schools is strengthened</p> <p>Future sustainability of services is enhanced</p>
--	---

The 2008 Children's Plan sets out the Government's vision of Children's Centres being a key delivery vehicle working in partnership with all sectors to ensure fully integrated services are available and reaching the most vulnerable. Harrow was notified by Government of its intention to provide funding to establish a further seven children's centres. These seven are identified as Phase 3 Children's Centres.

Specific Phase 3 Children's Centre Guidance has been issued which changes the emphasis from services being "building located" to providing a range of accessible and responsive outreach, intervention and prevention services.

For the development of the phase 3 children's centres in Harrow the following principles set out in the policy statement will continue to be applied.

Updated demographic and vitality profile data has been used to inform the decision on the locations of the phase 3 Children's Centres together with updated information on Harrow's Super Output Areas, community consultation data and updated Health data and intelligence regarding specific areas of service delivery e.g. Community Midwifery Services. A map showing the locations of the Children's Centres is attached as Appendix 3

Current situation

Harrow Council and its partners have already made significant progress in terms of joining up and increasing localised access to services for local communities. We have:

- A high performing Integrated Early Years and Community Service
- A strong Integrated Early Years and Community Services Partnership
- 5 Operational Children's Centres
- 1 Children's Centre rated by Ofsted as Outstanding
- 7 Extended School Clusters and the start of Community Clusters
- 56% of schools meeting the extended school core offer
- A strong private, voluntary and independent early years and childcare sector
- 4 Children's centres are due to open this year

We are starting from a position of strength where our work to develop the phase 2 Children's Centres and progress the integrated Children's Centre and Extended School framework is regarded nationally as best practice.

Health Visiting Strategy

The Health Visiting Strategy has informed the Children's Centre Strategy. Health Visitors are linked to all five operational Children's Centres. At least 2 sessions of Child Health Promotion work are delivered from each of the five Children's Centres per week.

Vision for Education

This vision includes:

- Framework for Managing the Over-Provision of School Places
- Change of age of transfer
- Amalgamation Policy
- BSF/Primary Capital Strategy

These are informing the rationale for the location of Children's Centres in Harrow.

Extended school developments

The Government expects to see the integration of the extended schools and Children's Centres strategies. Harrow is well placed to deliver this expectation, as both areas of work are located within the same service within the Children's Services Directorate. Significant progress has been made in a to:

- Raise the profile of Extended Schools
- Provide clarity about roles and responsibilities
- Set out an integrated framework for future integration through Community Clusters.

Children's Services Workforce Strategy

The Children's Services Workforce Strategy will support the development of all staff ensuring that Harrow continues to grow its own quality staff and in particular leaders for Children's Centres. Ensuring that all centres have a staff team that reflects the local community is essential and will be a priority.

Recommendation:

To create 7 additional Children's Centres to complement the existing provision and meet the current unmet need identified through the consultations.

Parents, community representatives and professionals, together with analysis of data have identified the following services as being needed:-

- Access to quality early learning opportunities and for parents to have the opportunity to understand the science of learning and how they can support their child's learning within the home environment
- ESOL provision
- Ante natal services
- Breastfeeding Support particularly for women at the 6 week and 12 week point
- Parenting Support especially for Harrows identified groups including fathers, first time mothers and mothers with mental health issues
- Child Health Promotion including support with healthy eating, dental care, behaviour support and daily routines e.g. bedtime.
- Access to quality, safe, outdoor play and learning space

Based on demographic data, Vitality Profile information and general mapping of services the following locations have been identified as having the greatest need for additional services:

- Pinner
- West Harrow
- Central Harrow

- South Harrow

Financial Implications

The Government has allocated funding which will support the Children’s Centres until March 2011. All centres will be developed within the capital and revenue funding streams that are available.

The Harrow plan is to continue to minimise costs of service delivery through careful budget planning and monitoring – currently our costs are significantly below the minimum set out in the guidance. Harrow is also setting provision in existing structures and organisations such as schools, adult facilities and youth centres so the costs are shared and the space sustainable in the long term.

Beyond the scope of the current spending review Harrow, like all other local authorities can only speculate on funding particularly since this will almost certainly include a general election. However it has been the normal practice for services that have been funded through grant to then have funding delivered through the base budget to provide greater flexibility at local level. In the event of funding not being sufficient a contingency plan will be developed to include a number actions including:

- Reviewing services delivered through SLAs
- Reviewing the charging policy
- Making plans to reduce some service provision where it falls outside of the Core Harrow Offer requirements

Capital costs

Wherever possible the capital funding will be used together with other funding available for the development and improvement of school sites and other shared provision such as youth centres.

All Children’s Centres will have some capital investment.

Revenue Funding

The Government have allocated to Harrow for the for the period 2008-2011 the following:

	2008/9	2009/10	2010/11
Children’s centres	£1,929k	£2,680k	£3,326k

The strategy has implications for staffing across all sixteen centres. Long term sustainability of all developed activity continues to be a high priority.

There is an expectation that across agencies revenue funding is maximised by pooling resources to deliver Children’s Centre services. This provides the foundation for future proposals to re-locate services and staff which is the ultimate aim of future Children’s Services

The Children’s Centre Steering group will consider further details of costs of children’s centres in more detail. This group will also consider the charging policy for wraparound childcare places across the nine centres in

light of the government's ten-year strategy for childcare published in December 2004.

Legal Implications

None

Equalities Impact

The purpose of the children's centre initiative is to address the inequalities in health, educational attainment and general well being evident in children growing up in less advantaged areas by the time they are five. The aim is to address the disadvantages associated with poverty and offer effective early intervention and prevention services which maximise every child's life opportunities and reduce the risks of educational failure, ill health, crime and antisocial behaviour.

The Children's Centre strategy will enable communities to have services tailored to their needs, which will include health, education and life-long learning outcomes.

All centres will be compliant with the Disability Discrimination Act. The diversity of each local community will be celebrated and through partnership working with schools and other providers the Children's Centres will increase community capacity and enhance the workforce profile.

Performance Issues

The delivery of this strategy impact on key performance data including the:

- LAA indicator for Breastfeeding
- Statutory Early Years Outcomes Duty Targets for improving the local authorities Foundation Stage Profile results.

Section 3 - Statutory Officer Clearance

Name: John Stansfield	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 2 September 2008		
Name: Helen White	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 1 September 2008		

Section 4 - Contact Details and Background Papers

Contact:

Wendy Beeton

Head of Integrated Early Years and Community Services

020 8416 8830

Background Papers:

Appendices

Appendix A Harrow Children's Centre Policy

Appendix B Harrow Children's Centre Strategy

Appendix C Map showing locations of Harrow Children's Centres

For all reports

List other background papers that are available on request (statutory requirement):

DfES Guidance – A Sure Start Children's Centre for Every Community –
Phase 2

Planning Guidance 2006-2008

DCSF Guidance – A Sure Start Children's Centre for Every Community –
Phase 3

Planning Guidance 2006-2008

10 Year Strategy for Childcare

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HARROW CHILDREN'S CENTRES

POLICY STATEMENT 2008-2011

Guiding Principles for Harrow's Children's Centres

The paramount consideration of Harrow Council's development of Children's Centres is that they are community based and meet the individual needs of local children and families in line with the national core standards for Children's Centres.

Children's Centres will:

- Ensure children reach school ready, willing and able to learn;
- Support parents to maximise children's potential;
- Support diverse communities' own aspirations;
- Support parents to reach their own potential.

Services will be provided in partnership with parents/carers and provide integrated support from other relevant agencies. They will be positioned in every community offering a range of information and integrated services according to local need, including early education and childcare, health and support services including family and parenting support.

Harrow's Children's Centres will link with extended schools to improve outcomes by giving every child the opportunity to develop their potential, spotting any problems early and handling them more effectively in order to assist all children and young people to:

- Be Healthy;
- Stay Safe;
- Enjoy and Achieve;
- Achieve Economic Wellbeing;
- Make a Positive Contribution.

The Centres will be developed through:

Partnering with schools and other services including Adults Services and the Youth Service

Utilizing and developing existing buildings

Using existing organisations and structures to support long term business planning and sustainability

National Sure Start Principles

Harrow's Children Centres will operate in accordance with the National Sure Start Unit's set of key principles:

- Working with parents and children;
- Services for everyone;
- Flexible at the point of delivery;
- Starting very early;
- Respectful and transparent;
- Community driven and professionally co-ordinated;
- Outcome driven.

Harrow's Children's Centres will provide access to the following services for under fives and their families:

- Good quality early learning, integrated with full daycare provision for children
- Good quality teacher input to lead the development of learning within each centre;
- Parental outreach;
- Family support services;
- Local advice and information for parents;
- A base for a childminder network and other training and support for other childcare providers;
- Child and family health services, including antenatal services;
- Support for children and families with special needs;
- Effective links with jobcentre plus, local training providers and further and higher education institutions.

Achievement and Prevention

All centres will operate under a core service umbrella but will also be expected to develop themes of expertise which can be accessed by all families in Harrow with young children.

The core services will be achievement and prevention focused. They will principally be:

- Quality early education integrated with childcare;
- Family support and outreach to parents;
- Child and family health services;
- A base for childminders.

Management

All Harrow's Children's Centres will have a management board which will:

- Steer service delivery and ensure local needs are the driving force for development;
- Monitor standards of practice;
- Provide a connecting base for all agencies to discuss best practice;
- Engage the local community.

All Harrow's Children's Centres will have a leadership and management structure which is fit for purpose and is agreed by all relevant partners

Accessibility

Harrow Council will work towards all Children's Centres being open 50 weeks a year, 7 days a week and 12 hours a day, to ensure that the centres meet the changing needs of the community and promote family life however families choose to lead it. The centres will also be fully compliant with the requirements set out in the Disability Discrimination Act.

Education

We will ensure that all children in Children's Centres have access to pre-school education, to which they are entitled, that meets their needs and that they are encouraged and supported to achieve their learning potential.

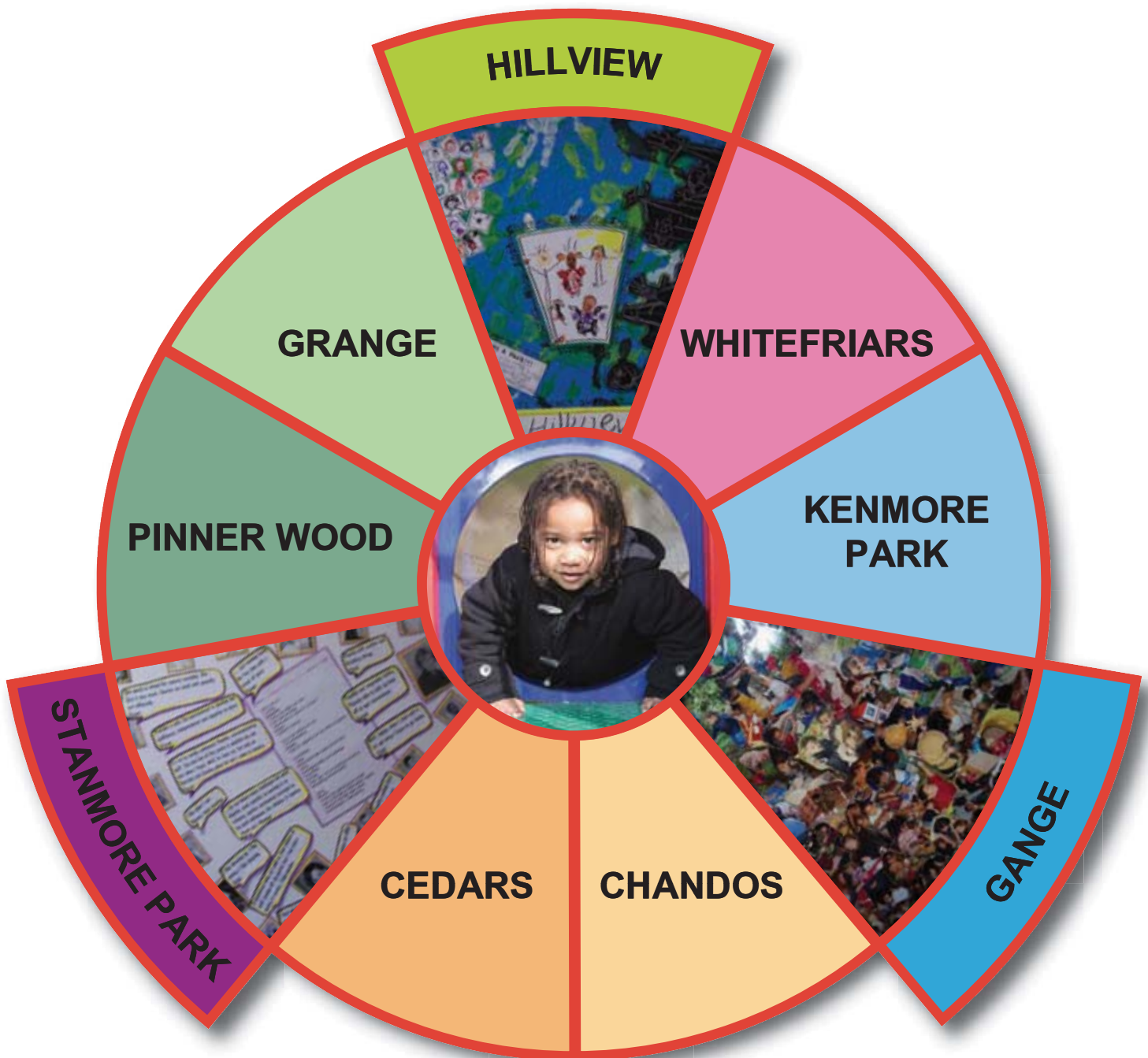
Health

All children in Children's Centres will be provided with care that actively promotes their health and supports them and their parents/carers in making healthy choices which enhance their physical and mental health and emotional wellbeing.

Equalities

Harrow Council is committed to openness and equality, treating all children and families with dignity and respect. No child or family will be discriminated against because of their colour, ethnic or national origins, race, gender, sexual orientation and political or religious beliefs. Services will be developed to ensure that minority groups have equal access to Children's Centres.

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Completing the Circle

Strategy for the implementation of
Harrow's Children's Centres

Spring 2007

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What is a Children's Centre?	7
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Achievement so far	11
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Introduction

This document sets out to provide information about:

- The vision for Harrow's children's centres
- Partnership development and joint working arrangements
- Achievement so far
- What is happening next.

Harrow's vision for children's centres

To provide integrated, early identification, intervention and prevention services through multi-agency teams working closer to the child and their families across Harrow.



The Government's agenda and targets

The Government's agenda and targets

The development of children's centres is Harrow's response to the Government's objectives, set out in the Ten Year Childcare Strategy, to have a children's centre in every community by 2008.

Harrow will have nine children's centres which will:

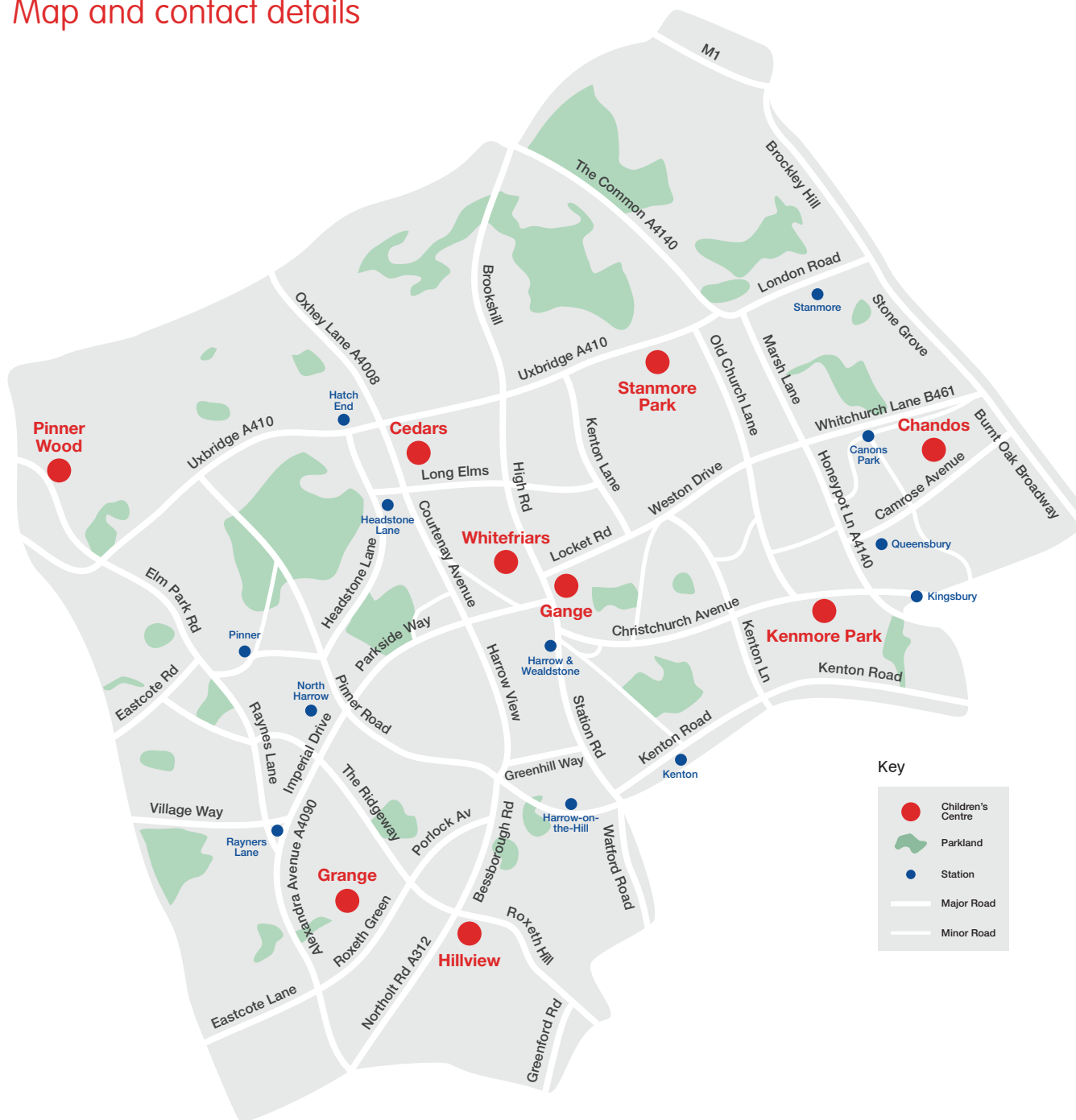
- Provide the best educational start for children
- Support parents / carers in maximising children's potential
- Support diverse communities' own aspirations
- Support parents / carers in reaching their own potential
- Integrate with services provided by extended schools.

Harrow is committed to ensuring that all children aged birth to five and their families have access to a full range of achievement and prevention focused integrated services through the nine children's centres.

The Government has set a target for Harrow's children's centres to reach 7480 children and their families living in the areas of highest deprivation.

Harrow children's centres

Map and contact details



Cedars
Whittlesea Road
Harrow HA3 6LS
020 8428 5845
Buses: H18, H12

Chandos
Chandos Crescent
Edgware HA8 6HL
Buses: 79, 186, 288, 340

Gange
68 Canning Road
Wealdstone HA3 7SN
020 8427 0134
Buses: 186

Grange
Welbeck Road
Harrow HA2 0RJ
020 8422 5054
Buses: H11, H12

Hillview
2 Grange Road
South Harrow
HA2 0LW
020 8422 4692
Buses: H10, 114, 140, 258

Kenmore Park
Moorhouse Road
Harrow HA3 9JA
020 8204 8759
Buses: 114, 79

Pinner Wood
Latimer Gardens
Pinner HA5 3RA
020 8868 2468
Buses: H13

Stanmore Park
William Drive
Stanmore Park
Harrow HA7 4FZ
020 8954 2015
Buses: 142

Whitefriars
Whitefriars Avenue
Harrow HA3 5RQ
020 8427 2080
Buses: 182, 258, 340

www.childrenatthecentre.org.uk

What is a Children's Centre?

A children's centre is a community-based facility providing:

- Integrated childcare and early learning for children
- Outreach and health services for families
- Drop in activity sessions.

It will be:

- Open 48 weeks per year minimum
- Open 5 days per week minimum
- Open 10 hours per day minimum.

The Ten Year Childcare Strategy sets out the Government's aim to have a children's centre in every community.

Harrow will have nine designated children's centres by 2008.

What services could be available at your children's centre?

- Antenatal care
- Childcare for children aged 3-11
- Toy library
- Training and adult learning
- Health visitor support
- Outreach and support for parents/carers e.g. behaviour support routines.

Contact the centres for full details of services available or visit www.childrenatthecentre.org.uk

The strategic approach to the development of the nine centres

Strong partnership working is pivotal to the achievement of designation for all nine centres.

The Harrow Children and Young People's Plan (HCYPP) outlines a vision which supports more integrated and effective services, clearly targeted with improved outcomes for all children and young people growing up in Harrow. Children's centres with extended schools will provide integrated early education and will form a network, which will become the base for multi-agency delivery of services. The centres will provide frontline health and social care services, information, advice and support to parents / carers, children and young people.

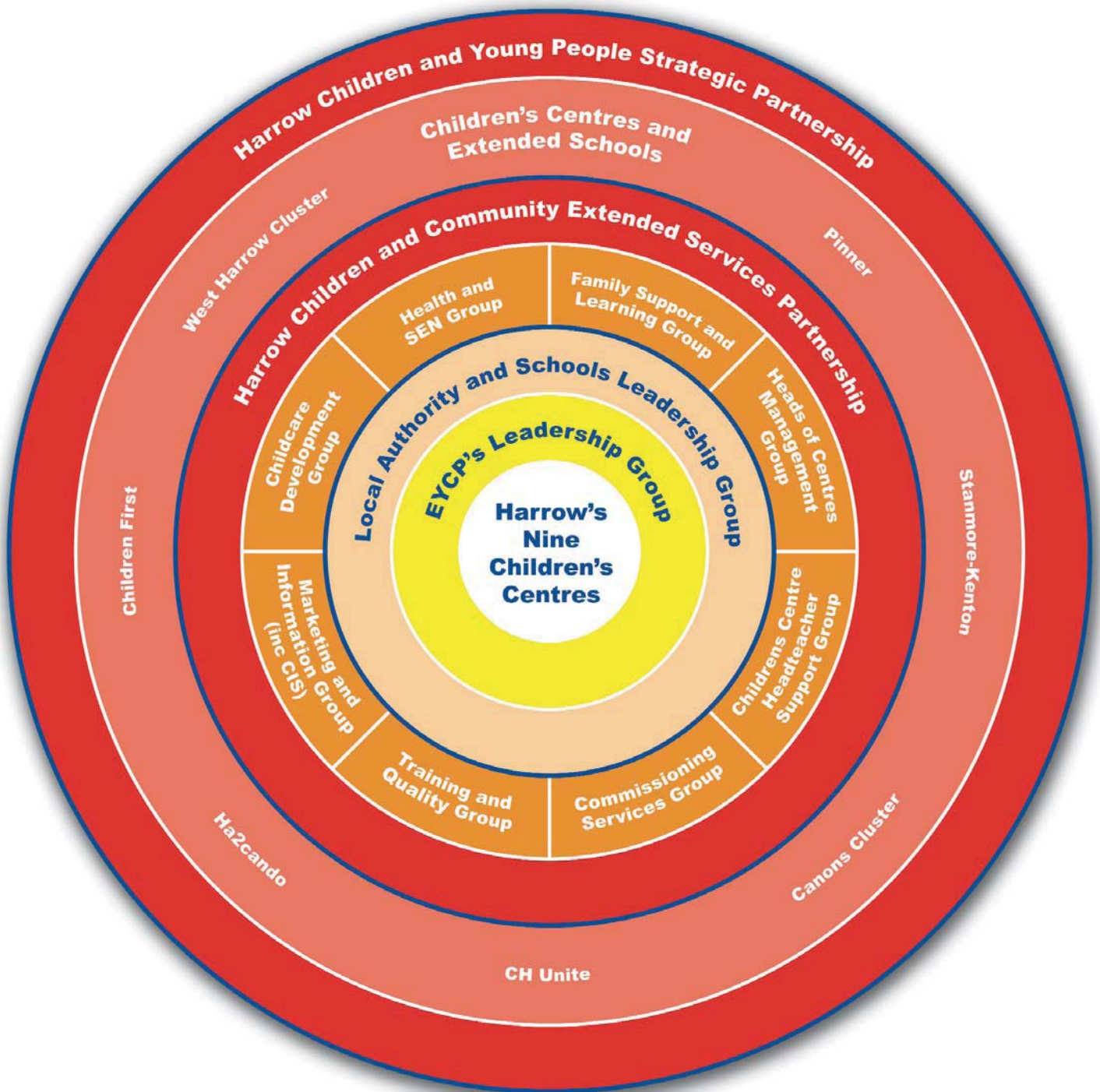
To achieve designated status the centres must demonstrate that they are providing a full range of services in line with government guidance.

They will principally be:

- Quality early education integrated with childcare
- Family support and outreach to parents
- Child and family health services.

Provision of these services will be achieved by partnership working between council services, health services, the voluntary sector and the private sector. During 2006 a strong framework for partnership working has been developed which brings together the strategies for children's centres and extended schools.

Extended services implementation structure



A young girl with dark hair, wearing a pink sweater and light-colored boots, is sitting on a wooden train track. She is looking up and smiling. The train track is circular and has several toy cars on it. The background is a grey carpet.

Achievement so far

Achievement so far

In 2006 Harrow achieved designation for three centres – Hillview, Gange and Stanmore Park. The designation of Stanmore Park was a whole year ahead of schedule.

Early Years, Childcare and Parenting Services have evolved to provide a framework ensuring that children's centres and extended schools develop cohesively.

Extended Services Partnership Structure has been agreed.

Outreach provision has been achieved through the appointment of a counsellor, outreach workers and social welfare workers.

Key service level agreements which underpin partnership working have been achieved with:

- Oral health
- Citizen's Advice Bureau
- HOPE (Formerly Harrow Family Learning Network)
- Pre-school Learning Alliance
- Ethnic Minority Achievement Service
- Jobcentre Plus.

Leaflets on what these services provide and how they are provided are available from each centre.

A co-ordinator has been appointed for Whitefriars Children's Centre.

Building plans are being developed for the other six centres.

Consultation events have been held with the local community at Pinner Wood, Grange, Kenmore Park and Whitefriars Children's Centres to ensure that appropriate targeted services are provided in each centre.

An effective communication strategy has been drawn up with the creation of the children's centre website www.childrenatthecentre.org.uk and the "catch up" newsletter.

An inter-agency training programme is now in place for staff working in and with the children's centres and extended schools.

All early years and childcare providers are clustered to their local children's centre.

A young child with blonde hair, wearing a red shirt and dark pants, is sitting on a colorful, patterned play mat outdoors on a grassy area. The child is smiling and looking towards the camera. The mat is decorated with various cartoon animals and patterns. Several stuffed animals are scattered around the child, including a large white bear, a brown bear, a grey and white bear, and a yellow bear. There are also some toys on the mat, such as a metal pot, a blue bowl, and a white plate. The background shows green grass and a clear sky.

**What is happening
next?**

What is happening next?

To achieve designation for the remaining six centres we need to have:

- Agreed building plans in place for Kenmore Park, Cedars, Grange and Pinner Wood Children's Centres
- Building works on Whitefriars and Chandos Children's Centres completed
- Service delivery plans agreed with the Health Service
- Further service level agreements with partner organisations agreed
- Management provision agreed for Grange, Kenmore Park, Cedars and Pinner Wood Children's Centres.

The quality of service provision is of paramount importance. A "What is a Good Children's Centre?" model will be produced to support the monitoring and evaluation of quality.

The centres' objective of providing services to the 7480 most vulnerable children aged from birth to five will be monitored through the installation of a new I.T. system.

A touch screen kiosk will be installed in each centre which parents can use to access a range of information.

Further consultation events with communities local to Cedars and Chandos will take place.

Further consultation with school clusters will take place to ensure that the children's centres complement and enhance the work of local schools.

Work to enhance the Equality and Diversity Impact Assessment will be undertaken with colleagues in the Ethnic Minority Achievement Service (EMAS) and relevant community organisations.

Work to analyse the gaps and decide on the framework for commissioning services will continue in line with DfES guidelines.



How to find out more?

How to find out more?

Contact:

Strategic Lead Officer	Wendy Beeton	020 8861 2583
Service Provision	Hilary O'Byrne	020 8736 6838
	Angie Hicks	020 8861 3865
	Anne-Marie McCarthy	020 8736 6856
Communications	Jean Thorbes	020 8861 3865
Finance	Nahad Choudhury	020 8861 3865
	Paul Readman	020 8861 2583

Designated Centres

Gange Children's Centre Manager	Sharon Craig	020 8427 0134
Hillview Children's Centre Manager	Kathy Paine	020 8422 4692
Stanmore Park Children Centre Manager	Kim Eldridge	020 8954 2015

Developing Centres

Whitefriars Children's Centre	Una Cloherty	020 8427 2080
Kenmore Park	Hilary O'Byrne	020 8736 6838
Grange	Hilary O'Byrne	020 8736 6838
Cedars	Wendy Beeton	020 8861 2583
Pinner Wood	Wendy Beeton	020 8861 2583
Chandos	Wendy Beeton or	020 8736 6838
	Hilary O'Byrne	020 8861 2583

Or visit www.childrenatthecentre.org.uk

Harrow Children's Centres

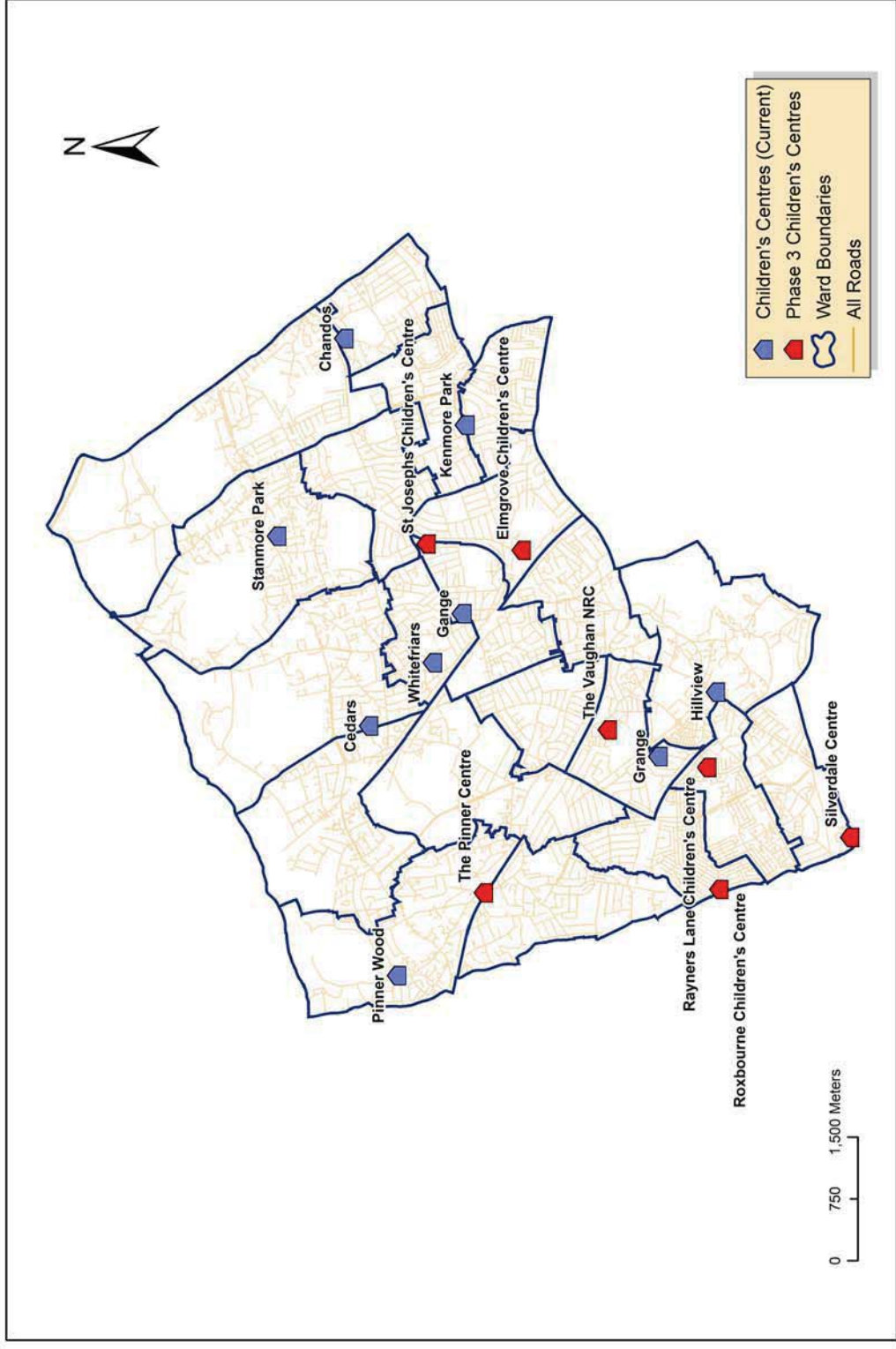
For more information visit
www.childrenatthecentre.org.uk



SureStart



London Borough of Harrow Current and planned Children's Centres - 2008



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