



# EDUCATION CONSULTATIVE FORUM

**MONDAY 29 JUNE 2009  
7.30 PM**

**COMMITTEE AGENDA (ADVISORY AND CONSULTATIVE)**

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

**PRE-MEETINGS: HTCC 6.45 PM – MEMBERS LOUNGE, 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

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  
Mr N Ransley**

**Mr K Sochall  
Ms H Solanki**

**(Vacancy)  
(Vacancy)**

**Elected Parent Governors:**

1. Mr R Chauhan

2. Mrs D Speel

**Denominational Representatives:**

1. Mrs J Rammelt

2. Reverend P Reece

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

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

**HARROW COUNCIL**

**EDUCATION CONSULTATIVE FORUM**

**MONDAY 29 JUNE 2009**

**AGENDA - PART I**

1. **Appointment of Chairman:**

To note the appointment of Councillor Anjana Patel at the Cabinet Meeting of 14 May 2009 as Chairman of the Forum for the Municipal Year 2009/2010.

2. **Attendance by Reserve Members:**

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

Reserve Members may attend meetings:-

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

3. **Apologies for Absence:**

To receive apologies for absence (if any).

4. **Declarations of Interest:**

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

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

5. **Appointment of Vice-Chairman:**

To appoint a Vice-Chairman of the Education Consultative Forum for the Municipal Year 2009/2010.

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

That the minutes of the meeting held on 27 January 2009 be taken as read and signed as a correct record.

7. **Matters Arising:**

To consider any matters arising from the last meeting.

8. **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).

9. **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).
10. **Deputations:**  
To receive deputations (if any) under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).
- Enc. 11. **School Term Dates 2010 - 2011:** (Pages 5 - 10)  
Report of the Director of Schools and Children's Development.
- Enc. 12. **INFORMATION REPORT - School Reorganisation:** (Pages 11 - 70)  
Report of the Director of Schools and Children's Development.
- Enc. 13. **INFORMATION REPORT - Building Schools for the Future:** (Pages 71 - 100)  
Report of the Director of Schools and Children's Development.
- Enc. 14. **INFORMATION REPORT - School Exclusions Data 2007/08 Academic Year:** (Pages 101 - 104)  
Report of the Director of Schools and Children's Development.
15. **Date of Next Meeting:**  
To note that the next meeting of the Forum is due to be held on 10 September 2009.

**AGENDA - PART II - NIL**

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**EDUCATION CONSULTATIVE FORUM**

**27 JANUARY 2009**

Chairman:	* Councillor Mrs Anjana Patel	
Councillors:	* Husain Akhtar (1) * Mrs Camilla Bath * B E Gate	* Mrs Vina Mithani (3) * 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  
(1) and (3) Denote category of Reserve Member  
† Denotes apologies received

**PART I - RECOMMENDATIONS - NIL**

**PART II - MINUTES**

118. **Attendance by Reserve Members:**

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

<u>Ordinary Member</u>	<u>Reserve Member</u>
Councillor Janet Mote Councillor Christine Bednell	Councillor Husain Akhtar Councillor Vina Mithani

119. **Apologies for Absence:**

**RESOLVED:** To note that apologies for absence had been received from Ms J Howkins, Mrs D Cawthorne and Ms C Gembala.

120. **Declarations of Interest:**

**RESOLVED:** To note that the following interests were declared:

<u>Agenda Item</u>	<u>Member</u>	<u>Nature of Interest</u>
9. School Term Dates 2010-2011	Mrs C Millard	Personal interest in that Mrs Millard was the Chairman of the Schools Forum. Mrs Millard remained in the room and took part in the discussion and decision making on the agenda items.
10. INFORMATION REPORT – Draft Revenue Budget and Capital Programme 2009-10 to 2011-12		
11. INFORMATION REPORT – Proposals for School Reorganisation in Harrow	Councillor Husain Akhtar	Personal interest in that Councillor Akhtar was a governor at Bentley Wood High School. Councillor Akhtar remained in the room and took part in the discussion and decision making on the agenda items.
	Councillor Vina Mithani	Personal interest in that Councillor Mithani was a governor at Glebe First and

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Middle School. Councillor Mithani remained in the room and took part in the discussion and decision making on the agenda items.

121. **Minutes:**

**RESOLVED:** That the minutes of the meeting held on 11 September 2008 be taken as read and signed as a correct record.

122. **Matters Arising:**

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

123. **Public Questions, Petitions and Deputations:**

**RESOLVED:** To note that no public questions were put, or petitions or deputations received at this meeting under the provisions of Advisory Panel and Consultative Forum procedure rules 16, 14 and 15 respectively.

124. **School Term Dates 2010 - 2011:**

An officer introduced a report of the Director of Schools and Children's Development which outlined the proposals for the school term dates for 2010 to 2011. The attention of the Forum was drawn to the potential models detailed in Annexe A of the report and it was explained that, since the last meeting of the Education Consultative Forum, the Local Government Association (LGA) had produced a model and this was included under the heading 'Model 3'. The officer informed the Forum that it was required to recommend one of the proposed models to the Portfolio Holder for Schools and Children's Development for adoption. The Forum was informed that, if it first wished to consider the models adopted by neighbouring boroughs and regions, it could however select its preferred model but defer its final recommendation until the next meeting. The Forum was advised that the adoption of Model 3 was considered favourable as it was likely to bring Harrow's term dates in line with those of other boroughs. Model 3 also ensured that the Easter Break was encompassed within a designated holiday period.

Members identified Model 3 as the preferred option but stated that they wished to wait until the next meeting before making a formal recommendation to the Portfolio Holder for Schools and Children Development. The Forum requested that the models be updated for the next meeting in order to clearly indicate holiday periods.

The officer requested that the Forum also consider the proposals for the implementation of 'occasional days' and provide comments. He explained that, at present, schools were required to open for 195 days each academic year, with 5 of these days being set aside for training purposes. However, under new proposals, a further three days would be added to the schedule to enable three 'occasional day' holidays to be taken during the school year in order to observe non-Christian religious festivals that were important to the local community served by the school. The officer stated that the implementation of 'occasional days' had the potential to help schools combat the high levels of staff and pupil absence experienced during non-Christian religious festivals. He explained that, if implemented, use of 'occasional days' was not mandatory and schools could instead choose to break for the summer holidays three days earlier.

Following a discussion concerning the use of 'occasional days', Members of the forum raised a number of key issues:

- Religious festivals often resulted in significant unauthorised absences and 'occasional days' could help improve the situation. However, it was not always possible to predict which days individuals would take off and trying to schedule 'occasional days' to suit all staff members and pupils could be problematic.
- Depending on the school and the religious composition of staff and pupils, three days might not be enough to encompass all significant events and, as such, some groups might perceive the use of 'occasional days' as unfair or discriminatory.

- Schools were often forced to use supply teachers during religious festivals due to permanent staff failing to attend. The use of 'occasional days' would help reduce unexpected staff absence and therefore reduce costs.
- The use of 'occasional days' was not compulsory and simply gave schools increased flexibility in managing staff and pupil attendance. As such, Forum Members felt that the proposal should be supported and schools should be allowed to make their own choices.

**RESOLVED:** That (1) the proposals for 'occasional days' be supported, and

(2) that, whilst having a preference for Model 3, a final recommendation to the Portfolio Holder for Schools and Children's Development on school term dates 2010-2011 be deferred until the next meeting.

125. **INFORMATION REPORT - Draft Revenue Budget and Capital Programme 2009-10 to 2011-12:**

The Forum received a report which provided a summary of the Council's draft budget plans for 2009-2010 to 2011-12, as reported to Cabinet in December. The officer stated that comments were being sought from a variety of stakeholders and invited the Education Consultative Forum to ask questions and provide feedback.

Following a number of questions from Members of the Forum, officers clarified that:

- Per pupil funding for 2009/10 had been confirmed as £4,669 (a 3.6% increase on 2008/09) and for 2010/11 as £4,862 (a 4.1% increase on 2009/10). Schools were responsible for ensuring money followed individual students.
- The calculation of the total Dedicated Schools Grant for 2009/10 and 2010/11 would depend on the January 2009 and January 2010 pupil counts respectively.
- The minimum funding guarantee for 2009/10 was set at 2.1%.
- Due to the current economic climate, all directorates, including Education, were required to identify savings.
- The Achievement and Inclusion Service was currently operating with one vacant position, although this was due to be filled shortly.
- Any unforeseen cost increases would need to be absorbed by the directorate.
- A Placements Procurement Team is being created to achieve efficiency gains by reducing the unit cost of placements.
- The service responsible for handling Child Death reviews had seen an increase in central government expectations, and was expecting further demands, as a direct result of the Baby P incident at Haringey Council. It was explained that such reviews were held whenever a child died in suspicious circumstances.

A Member of the Forum commented that the energy currently being used by schools in Harrow had been purchased in advance and, unfortunately, the contract had been agreed when fuel costs were high. However, though it was hoped a new contract could be negotiated shortly, it was suggested that the Council needed to accept that the time of cheap energy had passed and should instead focus on building energy efficient schools.

The Chairman stated that, whilst she supported the development of energy efficient schools, the Forum had to acknowledge that most school buildings in the borough were old and there was little the Council could do to improve their energy efficiency. She also noted that building highly efficient buildings was expensive and not always feasible given budgetary constraints. In response, a Member agreed that initial outlay could be expensive, but that the Council should investigate the grants available from central government. An officer added that the Building Schools for the Future (BSF) programme set out clear guidelines that Councils should adhere to when building new schools, with the central emphasis being energy efficiency.

**RESOLVED:** That the report be noted.

126. **INFORMATION REPORT - Proposals for School Reorganisation in Harrow:**  
An officer introduced a report which outlined the proposals for school reorganisation in Harrow and included a copy of the report considered at Cabinet on 15 January 2009 as an appendix. The Forum noted that Cabinet had agreed to the recommendations of the report and that statutory proposals had been published. The Forum was informed that, provided that there were no challenges, the final proposals would be determined by Cabinet at its meeting on 23 April 2009.

The officer drew the Forum's attention to Annexe 2i of the report which detailed how the proposals would impact upon different schools in Harrow. He explained that the Stakeholder Reference Group (SRG) had put action plans in place to ensure the transition was as smooth as possible. It was explained that the SRG had considered a range of potential issues and these correlated closely with the main themes that had been raised during the consultation period.

Following questions from the Forum, officers clarified that:

- There was a possibility that some schools would have to initially utilise temporary accommodation due to an increase in pupil numbers. However, such accommodation would be of a high quality.
- The decision to increase Rooks Heath College's planned admission number by 60 students per year had been based, in part, on the forecasting of pupil numbers. Members of the Forum were assured that the college had the capacity to manage the increase.

**RESOLVED:** That the report be noted.

127. **Date of Next Meeting:**

**RESOLVED:** That the next meeting of the Forum take place on 18 March 2009.

(Note: The meeting having commenced at 7.30pm, closed at 8.45 pm)

(Signed) COUNCILLOR ANJANA PATEL  
Chairman





<b>Meeting:</b>	Education Consultative Forum
<b>Date:</b>	29 June 2009
<b>Subject:</b>	School Term Dates 2010 - 2011
<b>Key Decision: (Executive-side only)</b>	No
<b>Responsible Officer:</b>	Director of Schools and Children's Development, Heather Clements.
<b>Portfolio Holder:</b>	Portfolio Holder for Schools and Children's Development, Councillor Anjana Patel.
<b>Exempt:</b>	No
<b>Enclosures:</b>	Annexe A – Proposal for Harrow Annexe B – Revised LGA Model

## Section 1 – Summary and Recommendations

This report presents a proposal for Harrow's school term dates for 2010 – 2011 following consultation with constituent groups and neighbouring boroughs.

### Recommendations:

1. Consider the responses from neighbouring boroughs
2. Agree the model provided in Annexe A and recommend 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 January 2009, EdCF considered 3 models and a proposal to include 3 occasional closure days to use as holidays at times appropriate for their school communities. EdCF agreed to support the option for occasional days and to defer their decision until information from neighbouring boroughs had been received on the model for Harrow.

The LGA have now agreed a revised recommendation for term dates 2010-2011. Their revised model starts earlier in September and includes a two week break for the Christmas and New Year Holiday.

### 2.2 Main Option

#### Responses from Neighbouring Boroughs

The proposed term dates for Harrow were circulated to neighbouring boroughs. The Boroughs are working to different timescales and as a result some have agreed their final dates while others are in the process.

The table summarises the position of the neighbouring boroughs:

Borough	Model	Comment
Brent	Different model to LGA. Spring holiday 4 4.4.2011 to 15.4.2011, week earlier than LGA. Easter Bank Holidays are in term time. Model includes up to 3 discretion days for religious observation.	Consultation during Summer Term and Autumn Term.
Ealing		To be considered during the Summer Term
Hertfordshire	Different to LGA, same as Harrow with minor variations September start date and July end date	Consultation ends on 6.3.09
Hillingdon	LGA model	Consultation ends on 3.4.09
Hounslow	LGA model	Consultation ends on 3.4.09

#### Harrow Model

The term dates proposed for Harrow meet the agreed Principles. The revised LGA model is aligned with the Harrow Principles and the proposed dates.

#### Occasional Days

Governing Bodies are able to adopt up to 3 occasional days for holidays to acknowledge religious festivals. For those schools that adopt occasional days additional days should be added to the end of term. Therefore if a school adopts 3 occasional days, the end of the summer term would be on Wednesday 27 July 2011. Governing bodies should consult their school community before adopting occasional days.

The proposed model for Harrow is at Annexe A. This model does not include occasional days.

### 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

<b>Name:</b> Emma Stabler <b>Date:</b> 9 March 2009	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
<b>Name:</b> Sharon Clarke <b>Date:</b> 9 March 2009	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer

## Section 4 - Contact Details and Background Papers

Contact: Johanna Morgan, Head of School Organisation Strategy  
Tel: 020 8736 6841 e-mail: [johanna.morgan@harrow.gov.uk](mailto:johanna.morgan@harrow.gov.uk)

### Background Papers:

EdCF Report 27 January 2009 LGA revised Standard School Year 2010-2011.

If appropriate, does the report include the following considerations?

1.	Consultation	Yes
2.	Corporate Priorities	N/A

**PROPOSED SCHOOL TERM DATES 2010/11**

<b>Terms</b>	<b>Dates</b>
<b>Autumn Term 2010</b>	Wednesday 1 September – Friday 22 October (38 days)
	<i>Half Term Monday 25 October – Friday 29 October (5 days)</i>
	Monday 1 November – Friday 17 December (35 days)
<b>Spring Term 2011</b>	Tuesday 4 January – Friday 18 February (34 days)
	<i>Half Term Monday 21 February – Friday 25 February (5 days)</i>
	Monday 28 February – Friday 8 April (30 days)
<b>Summer Term 2011</b>	Tuesday 26 April – Friday 27 May (23 days)
	<i>Mon 30 May – Fri 3 June (5 days)</i>
	Mon 6 June – Fri 22 July (35 days)
<b>TOTAL</b>	<b>195 School Days including 5 INSET Days</b>

**Public and Bank Holidays 2010-2011**

Christmas Day Holiday: Monday 27 December 2010    Easter Monday:            25 April 2011  
 Boxing Day Holiday:    Tuesday 28 December 2010    May Day Holiday:            2 May 2011  
 New Year's Holiday:    Monday 3 January 2011            Spring Bank Holiday:    30 May 2011  
 Good Friday:            Friday 22 April 2011            Summer Bank Holiday:    29 August  
 2011

**Occasional Days**

Governing Bodies may agree to adopt up to 3 occasional days. If 3 occasional days are adopted, the school year will be 198 days.

**Harrow Agreed Principles:**

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

**LGA Standard School Year 2010/2011**  
**Recommended school term and holiday dates for the academic year 2010/2011**  
**The School Year**

**Autumn Term 2010**

	<b>September (35 days)</b>				<b>October</b>				<b>November (38 days)</b>					<b>December</b>					
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**

	<b>January (34 days)</b>					<b>February</b>				<b>March (30 days)</b>					<b>April</b>			
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**

	<b>May (23 days)</b>					<b>June (35 days)</b>				<b>July</b>			<b>August/September</b>						
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

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**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 



<b>Committee:</b>	Education Consultative Forum
<b>Date:</b>	29 June 2009
<b>Subject:</b>	INFORMATION REPORT – School Reorganisation
<b>Responsible Officer:</b>	Director Schools and Children’s Development, Heather Clements.
<b>Portfolio Holder:</b>	Portfolio Holder for Schools and Children’s Development, Councillor Anjana Patel.
<b>Exempt:</b>	No
<b>Enclosures:</b>	Cabinet Reports 23 April 2009  Annexe A • Proposals for School Reorganisation in Harrow and Annexes 1 & 2 Annexe B • Proposals to change the age range of four voluntary aided schools and Annexes 1 - 5

## Section 1 – Summary

The Forum asked to be kept updated on the progress of the school reorganisation project. The April Cabinet reports on Proposals for School Reorganisation in Harrow and Proposals to Change the Age Range of Four Voluntary Aided Schools are attached for the Forum for information.

**FOR INFORMATION**

## **Section 2 – Report**

1. In January 2009, Cabinet considered the outcome of the statutory consultation on proposals for school reorganisation in Harrow and decided to publish statutory proposals that, if approved, would have the effect of establishing infant, junior, primary and secondary community schools in Harrow in September 2010
2. Statutory proposals were published on 9 and 23 February 2009 in relation to 52 community schools. Also on 9 February 2009, the governing bodies of four voluntary aided primary schools published separate proposals to lower the upper age limits of their schools.
3. On 23 April 2009, Cabinet approved all the statutory proposals as published, and there is now a legal duty to implement the changes from September 2010.

## **Section 3 – Further Information**

4. A framework is already in place to progress the implementation work, including officer resources and a stakeholder reference group. Workstreams have been established, many of which have representative sub-groups. This has ensured the engagement of key stakeholders and promoted a collaborative and shared approach to resolving the issues that arise in a project of this scale. There has been progress in the work of all the workstreams, and two key areas of activity to date have been workforce strategy and school finances.

### Workforce

5. Support to all school staff through the changes is a priority, and the aim is to avoid the need for any redundancies. Tools to assist workforce planning have been distributed to schools, and a simple survey format has been developed to enable termly monitoring of progress with workforce planning. An initiative called 'Springboard' has been developed to facilitate the matching of staff interests with career development opportunities arising in schools. Human Resources staff are available to support schools, and are planning workshops for school staff in the autumn held at four locations across the borough to facilitate attendance.

### School Finance

6. Schools have received their indicative 2010/11 and 2011/12 budgets, including an indication of the transitional protection funding they will receive. The indicative budgets use assumed pupil numbers following the change to the ages of transfer. However further refinement to the budgets is required in respect of premises and pupil specific funding. The Schools Forum has agreed to review the proposals for revising the premises costs as determined by changes to schools' floor space. An updated 2010/11 indicative budget will be issued to all schools in December 2009.



7. Schools are undertaking their budget planning for 2010/11 and 2011/12 based on the indicative budgets. Guidance on budget planning and the financial rules has been distributed to all schools. This includes a four step approach to set the budget and options to manage any arising deficits. The Schools Financial Support Team is available to support schools, and planning for the change in ages of transfer is the focus of their meetings with schools in June. Workshops for schools are proposed to be held in the autumn term to further assist schools to develop their plans.

#### Headteacher Seminars

8. A series of Headteacher Seminars have been arranged to support schools and to promote the sharing of issues and potential solutions. The seminar in March focussed on Workforce Planning, the seminar in May on Finance Guidance and Workforce Planning, and the seminar in June will focus on Capital and Site Development. Further dates for seminars will be scheduled for each half term in the next academic year, and the views of headteachers will be sought to identify the most relevant focus for each seminar.
9. Other workstreams are also continuing. The admissions workstream is focussing on communications for admissions in September 2010. Curriculum development planning will be progressed through the next year, together with a continuing staff training programme.
10. Officers are working with schools on proposals about the refurbishment of existing space, and the volume of temporary accommodation that will be needed, to enable Year 7 pupils to be accommodated in the high schools. Discussions are being held to agree the level of work needed so that proposals can be costed.

#### Communications

11. Frequently Asked Questions (FAQ) formats are being used to keep staff informed. The first FAQ focussed on workforce planning, and the next FAQ will focus on site development issues. These documents, and the relevant guidance documents that have been issued to headteachers and chairs of governors, are published in the public area of the LGfL Harrow portal so that they are readily accessible to all schools.
12. Work is in hand to prepare a milestone chart for the implementation period to assist headteachers and governors to plan ahead, and it is proposed that key action summaries will be issued every half term to highlight the key activities in the coming weeks.

#### Governors

13. Presentations have been made to Chairs of Governors and Clerks meetings, and a training session has been held for governors with a focus on workforce and finance issues. Information is included in the Governors Bulletin, and further sessions to assist governors will be arranged as may be necessary.

### School Specific Issues

14. The impact of the school reorganisation is different for all schools as their individual circumstances vary. Officers are supporting all schools to manage the process in accordance with the needs of the schools. There is an established school organisation officer group that will ensure that there is a coordinated approach to supporting schools.

## **Section 4 – Financial Implications**

15. The main impact of the school reorganisation is on the primary school sector driven by the movement of pupils out of this sector. There is no additional funding available and the change has to be managed from within the current School Budget Share. The Finance Working Group developed proposals that were agreed by the Schools Forum in January 2009 to support the implementation of school reorganisation. These proposals include transitional support for a period of two financial years where schools' budgets are significantly affected and where balances at 31 March 2008 were below the Audit Commission's recommended level of 8%. Headteachers are now working on their indicative budgets with support from officers.

16. The funding for the temporary accommodation is available from DCSF Targeted Capital Grant, part of Modernisation Funding, and was agreed by Cabinet in February 2009 as part of the Children's Service's Capital Programme.

17. The Council has submitted an Expression of Interest to the DCSF for funding through the Building Schools for the Future (BSF) initiative. BSF will provide funding for the site development of the high schools, including permanent building to replace the temporary accommodation provided to enable Year 7 pupils to be accommodated. The successful assessment of a Readiness to Deliver submission is part of the gateway entry to the BSF programme. No timescale has been provided for Harrow to submit its document.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	15 June 2009		

## **Section 5 - Contact Details and Background Papers**

### **Contact:**

Chris Melly, Senior Professional, Transforming Learning Team  
020 8420 9270 [chris.melly@harrow.gov.uk](mailto:chris.melly@harrow.gov.uk)

### **Background Papers:**

School Reorganisation Cabinet Reports 19 June 2008 and 15 January 2009.

**Annexe A of EdCF report on School Reorganisation - 29 June 2009**

Meeting:	<b>Cabinet</b>
Date:	<b>23 April 2009</b>
Subject:	<b>Proposals for School Reorganisation in Harrow</b>
Key Decision:	<b>Yes</b>
Responsible Officer:	<b>Heather Clements, Director of Schools and Children's Development</b>
Portfolio Holder:	<b>Councillor Anjana Patel, Portfolio Holder, Schools and Children's Development</b>
Exempt:	<b>No</b>
Enclosures:	<b>Annexe 1    Decision Makers Guidance Annexe 2    Proposals for Individual Schools</b>

## **Section 1 – Summary and Recommendations**

Statutory Proposals were published in February 2009 that could effect the reorganisation of schools in Harrow to establish infant, junior, primary and secondary schools from September 2010. This report informs Cabinet about the representations received on the proposals published for community schools by Harrow Council, and comments on the proposals in relation to the statutory guidance for decision makers.

### **Recommendations:**

Cabinet is requested to:

1. Consider the proposals for community school reorganisation in Harrow, and the one representation, and to make decisions while having regard to the statutory and non-statutory decision makers guidance issued by the Secretary of State.
2. Agree the Director of Schools and Children's Development's recommendation in paragraph 10 to approve the linked community school proposals for school reorganisation across Harrow that will

establish:

- i) separate first schools (Reception to Year 3) to become infant schools (Reception to Year 2) as proposed for individual schools in Annexe 2i;
- ii) separate middle schools (Year 4 to Year 7) to become junior schools (Year 3 to Year 6) as proposed for individual schools in Annexe 2ii;
- iii) combined first and middle schools (Reception to Year 7) to become primary schools (Reception to Year 6) as proposed for individual schools in Annexe 2iii;
- iv) high schools (Year 8 to Year 13) to become secondary schools with 6<sup>th</sup> form provision (Year 7 to Year 13) as proposed for individual schools in Annexe 2iv.

**Reason: (For recommendation)**

For Cabinet to exercise:

- the local authority's statutory responsibility in relation to school organisation.
- the decision maker's responsibility to determine the statutory proposals within two months from the end of the representation period, and with regard to the statutory and non-statutory guidance provided by the Department for Children, Schools and Families (DCSF).

## **Section 2 – Report**

### **Introduction**

1. Delivering school reorganisation so that schools are in line with the national agenda is a major project of Harrow Council in 2009-10.
2. Cabinet's commitment to changing school organisation in Harrow is consistent with a range of national and local policies impacting currently on Children's Services and schools. These include:
  - the aspirations from the Department for Children, Schools and Families (DCSF) Children's Plan.
  - outcomes of Every Child Matters.
  - the local authority's role as champion for pupils and parents.
  - the council's aspirations to extend and localise services.
3. In January 2009, Harrow Cabinet considered the outcome of the statutory consultation on proposals for school reorganisation in Harrow. The consultation outcomes indicated support for the school reorganisation proposals, and Cabinet decided to publish statutory proposals that, if approved, would have the effect of establishing infant, junior, primary and secondary community schools in Harrow in September 2010.

### **Options considered**

#### **Statutory proposals**

4. Statutory proposals were published on 9 February 2009 in relation to 52 community schools to change the relevant upper and lower age limits. Further linked statutory proposals to expand eight community high schools were published on 23 February 2009.

5. All sixty statutory proposals in relation to community schools are linked, and had the same closing date of 23 March 2009 for the representation periods.
6. On 9 February 2009, the governing bodies of four voluntary aided schools published separate proposals to change the upper age limits of their schools. These four proposals had the same closing date of 23 March 2009 for the representation periods, and are the subject of a separate report to Cabinet.

### **Representations**

7. One representation has been received in relation to the published statutory proposals for community schools. This representation is from the Weald First & Middle Schools' Federated Governing Body. The representation is a full and detailed letter addressed to the Director of Schools and Children's Development expressing increasing concern about the impact the proposals will have on the educational and financial health of both schools. The letter sets out the governing body's concerns about the financial, educational, staffing and governance implications of the proposals for the two schools. The issues raised in the letter, and officer comments in relation to them, is contained in Annexe 1 under 'Other issues'.
8. The areas of concern contained in this representation are important and correlate with established workstreams of the Stakeholder Reference Group. The issues raised will be taken to the Stakeholder Reference Group for full consideration of the concerns, and to ensure that all necessary guidance and support is provided to schools if Cabinet decides to approve the statutory proposals.
9. A letter dated 2 April 2009 has been received from the Corporate Director of Education & Children's Services, Lndon Borough of Hillingdon. This letter has been received outside the formal representation period. The letter states no objection to the proposals, and wishes the local authority and schools every success with this exciting change and hopes that these sentiments can be included in this report.

### **Implications of the Recommendation**

10. It is the Director of Schools and Children's Development's recommendation to Cabinet that the proposals for community schools are approved. This is based on the following evidence:

#### **Decision Makers Guidance**

11. Annexe 1 of this report outlines the relevant criteria from the Decision Makers guidance, and contains officer commentary in relation to them. It is considered that the proposals for community schools meet the criteria and will serve to improve educational standards, reflect the wishes of the majority of parents, and will provide opportunities to enhance educational and community provision.

#### **Timescale for Implementation**

12. If Cabinet decides to approve the proposals there will be four academic terms to undertake the implementation work. A framework is already in place to progress the work, including officer resources and a stakeholder reference group.

## **Resources**

13. The Harrow Transforming Learning Team is a small dedicated officer team that focuses on this project and other education projects such as Building Schools for the Future and the Primary Capital Programme. A School Organisation Officer Group meets monthly to coordinate officer activity and ensure work is progressed. The meetings of these groups are chaired by the Director of Schools and Children's Development.
14. The Stakeholder Reference Group includes representative headteachers and governors from all the school sectors, together with elected members and union representatives, and is chaired by the Portfolio Holder for Children's Services. Workstreams have been established, most of which have representative sub-groups.
15. This framework has proved effective in developing proposals and implementation strategies for this project, and in the consultations about the proposals. It has ensured the engagement of key stakeholders and promoted a collaborative and shared approach to resolving the issues that arise in a project of this scale. There has been progress in the work of all the workstreams, and two key areas of activity to date have been school finances and workforce strategy.

## **School finances**

16. A representative sub-group has developed principles and proposed a model to address the school finance issues that would arise from these proposals. This model has been endorsed by the Stakeholder Reference Group and was agreed by the Schools Forum in January 2009.
17. The model is affordable and includes limited two year transitional protection for eligible primary sector schools, and a protection factor so that voluntary aided schools do not lose any formula funding as a result of changes in the age of transfer.
18. The school finance sub-group has now been disbanded, and the Schools Forum will address any further school finance issues.

## **Workforce strategy**

19. A representative workforce strategy sub-group has been meeting regularly to consider the workforce issues that may arise from these proposals. Scoping work has been undertaken into the likely implications. Tools to assist workforce planning have been distributed to schools, and a simple survey format has been developed to enable termly monitoring of progress with workforce planning. An initiative called 'Springboard' has been developed to facilitate the matching of staff interests with career development opportunities arising in schools. A series of Headteacher Seminars have been arranged to support schools and to promote the sharing of issues and potential solutions.

## **Equalities impact**

20. The Equalities Impact Assessment was included in the January Cabinet report, and will be reviewed throughout the project. There is no identified detrimental impact on any of the equality groups. Overall the alignment of Harrow community schools with the voluntary aided sector and neighbouring boroughs will enhance the equality of opportunity and choice for young people.

## **Legal comments**

21. The Local Authority has a statutory entitlement, under s19 of the Education and Inspections Act 2006, to issue statutory proposals in respect of school reorganisation. The statutory proposals were published following the decision of Cabinet on 15 January 2009. The proposals must be determined by Cabinet within two months of the closure of the representation period which ended on 23 March 2009. Cabinet must have regard to the Secretary of State's guidance when reaching its decision. In considering proposals, Cabinet can decide to: reject the proposals; approve the proposals; approve the proposals with a modification; or approve the proposals subject to them meeting one of several conditions specified in the legislation.
22. External legal advisers were appointed to support officers with the school reorganisation project. The lawyers appointed are experts in education law and were appointed jointly by Children's Services and Legal Services. They have advised on all the statutory processes including the preparation of consultation materials, consultation processes and mechanisms, drafting and publication of the statutory proposals and all reports to Cabinet.
23. This appointment was made to ensure actions have been undertaken in compliance with legal requirements. The external lawyers are satisfied that the statutory processes completed are in accordance with legislation as defined by statutory and non statutory guidance.

## **Financial Implications**

24. As the funding for schools is based on pupil numbers, the school budgets for primary sector schools will fall with a corresponding increase in secondary school budgets. To assist the primary sector to manage this reduction in funding a 2 year transitional funding model will provide some funding for schools with balances below the recommended maximum level.
25. The proposals assume that, given the long lead in time, schools will be able to work together to manage excess staffing in the primary sector and there will be no redundancies. If there are redundancies these would be an additional cost and would be a charge against both the schools budget and the Council.
26. There are capital costs arising directly from these proposals. The local authority has undertaken a site review and completed a School Site Development Plan for each community high school to ensure that there is potential to provide sufficient accommodation for the proposed increase in pupil numbers. The Development Plan identifies the quantity and possible location for the permanent accommodation and internal modifications that would be required for the additional Year 7 students. The development plan also incorporates the additional temporary accommodation that would be required to accommodate the school's students in September 2010.
27. The funding for the temporary accommodation is available from DCSF Targeted Capital Grant, part of Modernisation Funding, and was agreed by Cabinet in February 2009 as part of the Children's Service's Capital Programme.

28. The Council has submitted an Expression of Interest to the DCSF for funding through the Building Schools for the Future (BSF) initiative. This will provide funding for the site development of the high schools, including permanent building to replace the temporary accommodation provided to enable Year 7 pupils to be accommodated. There will be a separate report to Cabinet about the framework for delivery of the BSF programme.

### Performance Issues

29. Delivering school reorganisation so that Harrow's schools are in line with the national agenda is Council Improvement Plan project IP7D and contributes to a range of performance indicators, in particular the following from the new National Indicator Set. NI 72 – 109 'Enjoy and Achieve' indicators covering Key Stage achievement and progression, narrowing the gap for lower performing and vulnerable groups, attendance, behaviour, special educational needs.
30. Whilst Harrow's performance is currently above national and statistical neighbours' averages at all Key Stages, Harrow's targets, which are set annually for the DCSF, are highly challenging. The table below presents Harrow's performance against its targets and the national averages.

#### Harrow's 2007 - 08 Results

<b>KS1</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
Reading L2+	87.0%	Not Set	84.0%
Writing L2+	83.0%	Not Set	80.0%
Maths L2+	91.0%	Not Set	90.0%
Science L2+	88.0%	Not Set	89.0%
<b>KS2</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L4+	82.0%	85.0%	81.0%
Maths L4+	79.0%	85.0%	78.0%
Science L4+	87.0%	Not Set	88.0%
<b>KS3 (Provisional)</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L5+	77.6%	82.0%	73.0%
Maths L5+	79.5%	82.0%	77.0%
Science L5+	74.2%	78.0%	71.0%
<b>GCSE</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% 5+A*-C	69.5%	68.2%	65.3%
% 5+A*-C inc E & M	57.7%	58.0%	47.6%

### Environmental Impact

31. Adverse environmental impact associated with this decision is likely to be low.
32. The temporary accommodation provided onto high school sites would be procured through the partnership agreement with Kier. Sustainability will comply with national and local guidance in accordance with the predicted lifespan. However, the temporary accommodation should be insulated to a good standard and efficient heating systems should be installed.
33. The permanent accommodation offers an opportunity to deliver units to a high standard that will help the council in meeting its Carbon Reduction Commitment, improve its performance under NI 185 (CO2 reduction from local authority operations), and contribute to achieving its LAA



target for NI 186 (Reduction of per capita CO2 emissions in the LA area).

34. In both temporary and permanent accommodation, particular attention should be paid to ensure that the units do not require mechanical cooling during hot weather.
35. Within these proposals no schools will be changing their site, and the distribution of school sites would remain as it currently is. The Year 7 cohort of students would move into high schools, and it is likely there would be a greater reliance by these students on public transport for travel to and from school. If this leads to a reduction in the volume of cars on the school run, this will help to deliver two LAA targets: NI 186 (see above) and NI 198 (Children travelling to school – mode of transport usually used). It may also help to improve NI 167 (congestion – average journey time per mile during the morning peak).
36. Travel planning by the schools would need to consider any potential impacts of the changes of Year Groups. Transport for London representatives are kept informed through liaison meetings. No advance planning is expected to be needed, and any impact on public transport routes would be assessed at the time and adjustments made as necessary.
37. It is expected that the move of Year 7 pupils from primary sector schools would create space at the schools that can be used to promote the roles of schools at the heart of their communities. Opportunities would be sought to enhance localised service provision for Harrow's communities.

### **Risk Management Implications**

38. The risk register for the school reorganisation project was included in the January Cabinet report, and is subject to on-going review and development by the School Organisation Officer Group and was discussed at the Education Consultative Forum on 27 January 2009. It contains a high level risk for each of the workstreams.

### **Section 3 - Statutory Officer Clearance**

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	26 March 2009		
Name:	Helen White	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	7 April 2009		

## Section 4 – Performance Officer Clearance

Name: David Harrington



on behalf of the  
Divisional Director  
(Strategy and  
Improvement)

Date: 24 March 2009

## Section 5 – Environmental Impact Officer Clearance

Name: Andrew Baker



on behalf of the  
Divisional Director  
(Environmental  
Services)

Date: 20 March 2009

## Section 6 - Contact Details and Background Papers

### Contact:

Johanna Morgan, Head of School Organisation Strategy  
020 8736 6841

### Background Papers:

- Paper 1 DCSF School Organisation Unit guidance for decision makers  
[www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)
- Paper 2 Representation response from Weald First & Middle Schools' Federated Governing Body, and letter from London Borough of Hillingdon
- Paper 3 Cabinet Report on the Proposals for School Reorganisation in Harrow 15 January 2009
- Paper 4 Consultation document Proposals for Harrow Schools
- Paper 5 Cabinet Report on the Strategic Approach to School Organisation 19 June 2008
- Paper 6 Complete statutory proposals for each school (to make an arrangement to view the complete proposals contact Harrow Council on 020 8416 8733)

## Decision Makers Guidance

The decision maker for these statutory proposals is the local authority, and this report presents the proposals to Cabinet for determination. If the local authority fails to decide proposals within two months of the end of the representation period the local authority must forward proposals, and any received representations, to the Office of the Schools Adjudicator for decision. This two month period will end on 23 May 2009.

Decision Makers are required to have regard to guidance issued by the Secretary of State when they take a decision on proposals. The guidance documents are available on the School Organisation Unit website at <http://www.dcsf.gov.uk/schoolorg/> and in Background Papers.

The format of this Annexe follows the framework of the guidance. The text in italics at the start of each section contains extracts from the guidance to assist members to understand the context.

### Checks on Receipt of Statutory Proposals

*There are 4 key issues which the Decision Maker should consider before judging the respective factors and merits of the statutory proposals:*

#### 1. Is any information missing?

*If so, the Decision Maker should write immediately to the proposer/promoter specifying a date by which the information must be provided.*

In order to make the nature of the proposals explicit and clear for all stakeholders, the notices and the complete proposals stated as full information as possible. For example, some of the schools for which proposals were published to change the upper age limit have an attached nursery. Where schools have an existing attached nursery, the wording used in the statutory notice and proposals stated the current Year Groups and their age range, and stated that the school has an attached nursery. The proposed Year Groups and their age range were also stated, again with reference to an attached nursery where this is the case. It is a requirement to include the current, and proposed age range of the school in the statutory proposals and notices, but by giving the information in this way it is believed that the position is actually clearer for consultees.

#### 2. Does the published notice comply with statutory requirements?

*The Decision Maker should consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.*

The statutory notices were developed using the School Organisation Unit 'Build a Statutory Notice' facility. This facility is designed to help local authorities, governing bodies and other proposers publishing statutory proposals, to construct a statutory notice which contains all the information required by law.

The external legal advisers consider that the published notices and complete proposals comply with the statutory requirements.

#### 3. Has the statutory consultation been carried out prior to the publication of the notice?

*Details of the consultation should be included in the proposals. The Decision Maker should be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not yet been met, the*

*Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.*

A statutory consultation was conducted from 8 September 2008 until 5 December 2008. The external legal advisers are satisfied that all applicable statutory requirements have been complied with in relation to the consultation on the proposals. The local authority has had regard to the Department for Children, Schools and Families (DCSF) School Organisation Unit guidance on making prescribed changes to schools. The consultation document was sent to all interested parties in accordance with the DCSF School Organisation Unit guidance.

The consultation responses and outcomes (see 'Other issues' below) were reported to Cabinet on 13 January 2009, and Cabinet decided to publish statutory proposals.

#### **4. Are the proposals linked or "related" to other published proposals?**

*Any proposals that are "related" to particular proposals must be considered together. Generally, proposals should be regarded as "related" if they are included on the same notice (unless the notice makes it clear that the proposals are not "related"). Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals. If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals should be regarded as "related". Where proposals are "related", the decisions should be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both should be approved or rejected.*

Sixty linked statutory proposals were published that could effect the reorganisation of community schools in Harrow to establish infant, junior, primary and secondary schools from September 2010.

- 52 statutory proposals were published on 9 February 2009 with a statutory representation period of 6 weeks. The statutory proposals were prescribed alterations to change the age range of schools from 1 September 2010.
- Eight statutory proposals were published on 23 February 2009 with a statutory representation period of 4 weeks. The statutory proposals were prescribed alterations to expand the capacity of high schools from 1 September 2010.

The staged approach to the publication of the statutory proposals ensured that all sixty proposals had the same closing date for the representation periods and could be determined together within 2 months of the closing date. The closing date was 23 March 2009.

In addition, four of Harrow's voluntary aided schools have issued proposals to change their age ranges. Although these proposals are not regarded as "related" to the proposals in relation to community schools (as they could be implemented regardless of Cabinet's decision on the community school proposals), it is the case that the voluntary aided schools wish to have the same age ranges as Harrow's community schools.

#### **Factors to be considered by decision makers**

*The factors contained in the Secretary of State's guidance should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals should be considered on their individual merits.*

The sections that follow contain information to assist Cabinet to determine how the proposals meet the factors the decision maker must have regard to in reaching a decision. Not all of the factors contained in the decision makers guidance are relevant to these proposals. For

example: the proposals do not make changes to early years provision or nursery schools; there are no issues of poor performance; there are no post-16 implications; there is no change to school category; and there is no special educational needs reorganisation. The effect of the proposals is to establish infant, junior, primary and secondary schools from September 2010, offering places to the existing pupils and serving the same area. The following sections, therefore, focus on relevant factors of the guidance. The external legal advisers are satisfied that this format provides the detailed information that the decision maker requires to support the decision making process.

### **A system shaped by parents**

*The Government's aim is to create a schools system shaped by parents which delivers excellence and equity. The Education and Inspections Act 2006 amends the Education Act 1996 to place new duties on local authorities to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, local authorities are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on local authorities.*

In 2002, the council undertook a debate on School Organisation in Harrow, the outcome of which was a consensus from stakeholders on three issues: to increase opportunities for early years; to increase choices and opportunities at post-16 including provision on school sites; and to change the age of transfer. The council has secured the provision for early years and post-16 and now is seeking to make progress to change the ages of transfer.

In October 2007, Cabinet agreed their strategic approach to school organisation and reaffirmed their commitment to change school organisation. Cabinet established a Stakeholder Reference Group (SRG) to consider issues arising from school reorganisation. In June 2008, Cabinet received a report on the progress of the work of the SRG and agreed to undertake a consultation on school reorganisation, which was held from 8 September to 5 December 2008. In January 2009, Cabinet considered the outcome of the consultation (see 'Other issues' below), which indicated support for the proposals, and decided to publish statutory proposals.

### **Standards**

*The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes. Decision Makers should be satisfied that proposals for changes to a school's provision will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.*

Whilst Harrow's performance is currently above national and statistical neighbours at all Key Stages, Harrow's targets, which are set annually for the DCSF, are highly challenging. Harrow has not made as much improvement in these KPIs over recent years as statistical neighbours. This is an indication of the pressures on these targets due to a changing demography. Harrow needs to be proactive to maintain performance, meet the challenging targets it has been set and achieve the most positive outcomes for every Harrow child.

The objectives for the school reorganisation in Harrow are to establish schools that are aligned with the National Curriculum Key Stages and schools across London. Harrow schools are high performing and popular. Whilst this level of achievement has been maintained, there is a range of reasons for school reorganisation to be proposed:

- The local authority, as the champion of pupils and parents, has the duty to promote high standards, fair access to educational opportunity and the fulfilment of every child's potential. The School Organisation Debate in 2002, undertaken in response to the Ofsted Inspection Report, demonstrated that there was a strong consensus that stakeholders wanted to change the ages of transfer so that all schools in Harrow reorganise to establish infant, junior, primary and secondary schools. Harrow, as the local authority needs to provide leadership in responding to parental views.
- In principle, Harrow considers that by changing school organisation in line with the National Curriculum Key Stages there would be improved learning and teaching for pupils and staff. The proposed organisation would mean that pupils would complete their Key Stages in one school.
  - Infant schools would have Foundation Stage and Key Stage 1.
  - Junior schools would have Key Stage 2.
  - Primary schools would have Foundation Stage and Key Stages 1 and 2.
  - Secondary schools would have Key Stages 3, 4 and 5.
- Schools would be able to focus on specific Key Stages. In addition, there would no longer be a need for schools to cover part of a Key Stage and as a result there would be greater continuity.
- There is a loss of approximately 26% of pupils at the end of Year 6 to neighbouring boroughs. Although out-borough pupils fill some of these places it has several impacts. There are smaller Year 7 classes, which can create financial uncertainties. New pupils stay for one year and require support during an induction period; this in some instances can be challenging and affect progress. In addition, it can be challenging for schools to provide a broad and balanced Key Stage 3 curriculum with specialist teaching for one year.
- Harrow is experiencing a changing demographic profile and needs to ensure that it responds to this change to maintain and improve on its high education achievement.

### **Diversity**

*The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision. Decision Makers should consider how proposals will contribute to local diversity. They should consider the range of schools in the relevant area of the local authority and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.*

There is a range of schools in Harrow offering diversity to parents both in terms of ethos and size. Harrow has a Church of England primary school, a Hindu primary school and a Jewish primary school, six Roman Catholic primary schools and two Roman Catholic high schools. Primary sector community schools are organised as separate and combined first and middle schools and have a range of planned admission numbers.

Harrow is committed to securing greater autonomy, flexibility and scope for schools to drive their own agendas within a collaborative whole-borough framework. Harrow's success in this approach is demonstrated through the strategic approach to specialist schools and the Harrow Collegiate.

The community of Harrow schools has a tradition of collaboration and cooperation and is confident to develop and embrace innovative solutions. Within this context the local authority, in partnership with schools, will continue to explore routes that provide creative and innovative solutions for challenges faced by individual schools and groups of schools, and provide a means to secure school improvement which might include academies or trust schools.

For example, four schools have established soft federations which has enabled the schools to forge stronger working relationships to support school improvement and to consider the holistic development of the site for school and community use.

### **Every Child Matters**

*The Decision Maker should consider how proposals will help every child and young person achieve their potential in accordance with Every Child Matters' principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This should include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and vocational training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.*

The five outcomes for Every Child Matters are central to all Harrow plans for schools so that wrap around care, support for families and a wide range of opportunities are developed in all schools.

The proposals will not adversely affect the current range of extended services provided by schools. There would be a review of each school site to make sure there are appropriate spaces and facilities for teaching and learning. It is anticipated that some accommodation may no longer be required for teaching and learning by some of the primary sector schools, and that there would be opportunities to increase the facilities available to the community or the co-location of services on school sites for the local community. In some circumstances temporary accommodation would be removed.

Harrow is committed to tackle the barriers to success and to provide a range of activities to support the Narrowing the Gap agenda including Family Learning and parenting workshops. Currently 56% of Harrow schools are providing the full core offer of extended services. The majority of schools in Harrow are well placed to meet the Government target of providing the full core offer of extended activities by 2010. Together with the Children's Centres, the Extended School Clusters provide a range of provision that supports children's attainment and achievement and builds parent and community capacity and confidence.

### **School characteristics**

No changes to the overall characteristics of the schools in relation to boarding provision arise from the proposals.

**Equal opportunity issues**

*The Decision Maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.*

The school reorganisation proposals do not make changes to equal access to school provision. The Equalities Impact Assessment for the project was included in the January Cabinet report, and will be reviewed throughout the project. There is no identified detrimental impact on any of the equality groups. Overall the alignment of Harrow community schools with the voluntary aided sector and neighbouring boroughs is likely to enhance the equality of opportunity and choice for young people.

**Need for places**

*Where proposals will increase provision, the Decision Maker should consider the supporting evidence presented for the increase. The Decision Maker should take into account the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in particular schools. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places.*

To inform the management of school places, the local authority commissions pupil population projections for Harrow and monitors the pupil numbers in its schools.

The population projections indicate a growth in pupil numbers for Harrow by 2015. The 2007 round population projections show a gradual increase in 4-10 year olds in the population over the next few years, peaking around 2015 with a subsequent slight decline. The number of 11-15 year olds in the population has been falling and will continue to fall slightly over the next few years. However, as the increased number of younger children reaches secondary school age, the secondary age population will increase from 2014 onwards towards a peak around 2020. It is possible that the predicted yield from proposed housing developments may not occur because of the impact of the current financial and economic climate. The local authority is monitoring this situation.

For the purposes of school place planning in the primary sector the Borough is divided into Planning Areas. The position about projections and available school places varies across the planning areas and the situation is monitored continually so that any necessary adjustment to the supply of school places on a temporary or permanent basis can be made. If the school reorganisation proposals are approved, it is envisaged that the space in primary sector schools that will be released will enable planning for a sufficient supply of school places to meet the projected pupil population increases.

Changes to the Planned Admission Number (PAN) of two primary sector schools are included in the school reorganisation proposals, and these proposals are effectively to regularise the admission numbers of these schools to multiples of 30 places.

- Glebe First and Middle School to have a PAN of 60 (an increase of eight from the current 52)
- Priestmead Middle School to have a PAN of 90 (a reduction of three from the current 93)

An increase in the PAN of three community high schools is included in the school reorganisation proposals, which would provide an additional 90 places per Year Group (450 places in total



once fully implemented). This additional capacity would help meet potential projected increases in the pupil population and the possible reduction in pupil mobility arising from the Harrow Collegiate and changes in the age of transfer. In considering which schools could accommodate an increase in their PAN, officers applied three guiding principles; these were:

- PAN based on multiples of 30
- Potential to increase capacity within existing sites and with minimal additional accommodation
- A maximum PAN of 300 at this point in time

Applying these principles arrived at the following:

- Park High School would have a PAN based on multiples of 30 and also respond to parental demands, as it is a popular school. It is proposed Park High School would have a PAN of 300 (an increase of 20 from the current 280)
- Rooks Heath College for Business and Enterprise had a reduction in its PAN in 2006/07 to manage building works on site, which will be completed by June 2009. The accommodation has not been removed so the School has the capacity to increase its forms of entry. It is proposed Rooks Heath College for Business and Enterprise would have a PAN of 270 (an increase of 60 from the current 210)
- The new Whitmore High School is able to accommodate a small increase in its PAN, to base it on multiples of 30. It is proposed Whitmore High School would have a PAN of 270 (an increase of 10 from the current 260).

### **Travel and Accessibility for All**

*In considering proposals for the reorganisation of schools, Decision Makers should satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes should not adversely impact on disadvantaged groups. In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. Proposals should also be considered on the basis of how they will support and contribute to the local authority's duty to promote the use of sustainable travel and transport to school.*

Within these proposals no schools will be changing their site, and the distribution of school sites would remain as it currently is. The Year 7 cohort of students would move into high schools, and it is likely there would be a greater reliance by these students on public transport for travel to and from school.

Travel planning by the schools would need to consider any potential impacts of the changes of Year Groups. Transport for London representatives are kept informed through liaison meetings. No advance planning is expected to be needed, and any impact on bus routes would be assessed at the time and adjustments made as necessary.

It is expected that the move of Year 7 pupils from primary sector schools would create space at the schools that can be used to promote the roles of schools at the heart of their communities. Opportunities would be sought to enhance localised service provision for Harrow's communities.

### **16-19 Provision**

No changes to post-16 provision arise from the proposals.

**School category changes**

No changes to school categories (e.g. no changes to become voluntary aided, foundation body, trust or academy) arise from these proposals.

**Funding and land**

*The Decision Maker should be satisfied that any capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the local authority, DCSF, or Learning and Skills Council). In the case of a local authority, this should be from an authorised person within the local authority, and provide detailed information on the funding, provision of land and premises etc. Proposals should not be approved conditionally upon funding being made available, except for proposals being funded under the Private Finance Initiative or through the Building Schools for the Future programme.*

There are capital costs arising directly from these proposals to create sufficient space on the high school sites to accommodate Year 7 students. The local authority has undertaken a site review and completed a School Site Development Plan for each community high school to ensure that there is potential to provide sufficient accommodation for the proposed increase in pupil numbers without the need for a new school or to expand the school sites. The Development Plan identifies the quantity and possible location for the permanent accommodation and internal modifications that would be required for the proposed school size and age range.

The development plan also incorporates the additional temporary accommodation that would be required to accommodate all students in September 2010. The Council will fund the temporary accommodation on high school sites. This funding is available from DCSF Targeted Capital Grant, part of the Modernisation Funding, and was agreed by Cabinet in February 2009 as part of Children's Service's Capital Programme.

The Council has submitted an Expression of Interest (EoI) to the DCSF for funding through the Building Schools for the Future (BSF) initiative. Harrow's EoI places all the eligible high schools into two waves of BSF funding that will provide for permanent holistic site development and reprovisioning of the temporary accommodation. The long list of new authorities in the BSF programme has been published in rank order, and Harrow is ranked currently at 52 out of 70 authorities for initial projects. This is a provisional list and is based entirely on underperformance and deprivation, which as objective criteria on their own do not work in Harrow's favour. Harrow is working with its partners to demonstrate our readiness to deliver in order to move up the rankings.

Harrow is expecting to receive £47m over 14 years to improve its primary school building stock through the Primary Capital Programme. Harrow secured Category 1 approval which means it met all the requirements set out in the guidance, and Primary Capital Funding will be available for 2009-10 and 2010-11. Harrow was one of 41 successful authorities awarded this grade out of a total of 148 Local Authorities. This funding will be joined with other available funding streams to enable holistic site developments to improve learning and to maximise the opportunities presented to enhance the role of schools at the heart of their communities.

The local authority established a Stakeholder Reference Group to consider a range of workstreams related to the proposals for school reorganisation, including School Finance. This group has developed proposals to ensure that school budgets have the appropriate funding for students and, where necessary, transitional protection funding is provided.

There are no capital receipts, new sites or playing fields, or land tenure arrangements arising from these proposals.

### **Special educational needs provision**

*When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change local authorities should aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability.*

The statutory proposals do not involve a review of special educational needs provision. There are no proposals to change current levels of provision for pupils with special educational needs. Existing provision will be aligned with the National Curriculum Key Stages.

All schools in Harrow support pupils with special educational needs. Wherever possible children with special educational needs attend their local school, working alongside their friends and other children from the local area, with appropriate support. This support is provided by the school or specialist staff, on an individual or small group basis. Some schools have specialist provision for pupils with sensory impairment and autistic spectrum disorders. In accordance with these proposals this provision will be aligned with the National Curriculum and age range of the schools.

As part of the implementation of these proposals all statements of special educational needs for pupils transferring schools in September 2010 would be reviewed. Additional support for those pupils leaving schools a year earlier (e.g. at the end of Year 2 rather than at the end of Year 3) would continue as identified in their statement of special educational needs. If there are instances where pupils would benefit from an additional year at Alexandra School then this could be achieved on an individual basis.

The information about specialist provision added to the notes of the notices and included in the full proposals was to provide as full information as possible for all interested parties and particularly to inform and reassure parents about the nature of the proposals. The specialist provision to which reference is made is additionally resourced integral provision. It is not provided as unit provision. Pupils are on the school's roll, and the numbers of pupils provided for varies from year to year and within year groups.

The background to the specialist provision that will be provided is that Harrow has an increased demand for provision for pupils with autism in a mainstream setting. Accordingly, a range of schools has been identified in the Borough that are best equipped to provide for children and young people with autism. Parents will be encouraged to send their children with autism to these schools, but this will not be the only choice parents may exercise. Places are not reserved for admissions purposes. Schools will receive funding arranged on an annual basis for an anticipated number of pupils that may come to the school or are already at the school. Thus, the provision is not "reserved for children with SEN" such as that which would require statutory proposals to be published. The specialist provision that is referred to as continuing at a number of schools in the note of the notices is of the same nature. The arrangements have been in place at these schools for many years.

### **Other issues**

*The decision maker should consider the views of all those affected by the proposals or who have an interest in them. The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals.*

*Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.*

A statutory consultation was conducted from 8 September 2008 until 5 December 2008. The full analysis of the responses is presented in Annexe 1 of the report to Cabinet dated 15 January 2009. The headlines are as follows. Of the 686 individual responses received, 55% agreed with the proposals, 30% did not agree, and 15% were not sure. The majority of these respondents were parents of children in Harrow schools. Of the 50 responses received from governing bodies, 66% agreed with the proposals, 20% did not agree and 14% were not sure. The governing bodies that did not respond included some voluntary aided schools which are organised already as Reception to Year 6, with pupils transferring to high schools at the end of Year 6. The majority of the views expressed by young people were supportive of the proposals. The consultation outcomes indicate that there is support for the proposals to change school organisation in Harrow. Although the response rate was low, this could be for a range of reasons and is not believed to reflect on the consultation process.

Only one representation has been received in relation to the published statutory proposals. This representation is from the Weald First & Middle Schools' Federated Governing Body. The representation is a full and detailed letter addressed to the Director of Schools and Children's Development expressing increasing concern about the impact the proposals will have on the educational and financial health of both schools. The letter sets out the governing body's concerns about the financial, educational, staffing and governance implications of the proposals for the two schools. The governing body is particularly concerned about the reduction in the First School budget arising from the move of Year 3 to the Middle School, and the associated potential overspend and/or reduction in teaching and non-teaching staff. There is concern about the potential impact on educational standards and on the stability of the staff group as a result of workforce losses and restructuring. Potential implications for the retention and recruitment of governors are envisaged.

The areas of concern contained in this representation have already been identified as important and correlate with established workstreams of the Stakeholder Reference Group. The issues raised will be taken to the Stakeholder Reference Group for full consideration of the governing body's concerns, and to ensure that all necessary guidance and support is provided to all schools if Cabinet decides to approve the statutory proposals. Without prejudice or pre-determination of the school reorganisation proposals, implementation strategies have been developed to support schools with the key issues of staffing and school budgets.

Workforce strategy was the main focus of the first headteacher seminar in March. These seminars have been arranged to support the schools, and facilitate discussion about the issues and to consider and share possible strategies and solutions. Many issues were raised in school sector discussions about workforce planning, and about issues of finance, premises, and teaching and learning. Discussion in sector groups contributed to the process of sharing issues and concerns and exploring possible solutions and opportunities, and a number of creative ideas were discussed. For example, there are already instances of how schools are collaborating to create opportunities for staff through secondment and forward planning about recruitment. There are also areas of growth that could provide opportunities for staff in different settings. For example, opportunities in early years provision e.g. Children's Centres, or in a different phase. The next Headteachers Seminar in May will focus on workforce planning issues in more detail.

Guidance has been issued to headteachers as part of the development of implementation strategies. If Cabinet approve the proposals, further guidance will be issued addressing many

of the questions raised by headteachers, and outlining a range of options to support staff to consider the opportunities and avoid any need for concerns about possible redundancy. Further consideration is being given into ring fencing arrangements between September 2009 and September 2010 to provide some level of protection for staff.

Effective planning by schools, with the support of officers as appropriate, should minimise any potential impact on educational standards during the transition period in the manner that the representation is concerned may occur due to staffing changes. In the longer term, the expected reduction in pupil mobility at the end of Year 6 should serve to improve standards.

The majority of schools funding is allocated on the basis of pupil numbers. As a consequence of the change in the ages of transfer, the funding for Year 7 pupils would transfer to the secondary sector and funding for Year 3 pupils would transfer from First to Middle Schools.

To assist schools manage this change the Schools Forum set up a Finance Working Group, which was tasked to develop a model to calculate transitional protection for schools. The working group developed principles for a Transitional Protection Model that was distributed to schools for consultation in December 2008. No objections to the model were received and the Schools Forum agreed it in January 2009. The model states that First, Middle and combined First and Middle Schools whose budgets decrease by more than an agreed amount, as a result of changes to the ages of transfer, would receive transitional protection of 50% of the decrease in 2010/11 and 25% of the decrease in 2011/12.

Schools were notified of their 2010/11 indicative budgets in March 2009. As the change occurs part way through the financial year the 2010/11 budgets are calculated on 5/12<sup>ths</sup> pre-age of transfer pupil numbers (for the period April 2010 to August 2010) and 7/12<sup>ths</sup> post-age of transfer (for the period September 2010 to March 2011). The full year effect would not be until the 2011/12 budgets.

Where schools had balances at 31 March 2008 in excess of the Audit Commission guidelines (8% of base budget), the protection funding was reduced by the amount of balances in excess of this guideline. This not only made the model more affordable but also reflects national policy on schools balances. At 31 March 2008, primary schools had in total £2.3m of balances in excess of the recommended levels. Applying 31 March 2008 as the date for taking balances into account means that schools have the opportunity to save now. The indicative budgets for 2010/11 forecast £256k of protection funding to be distributed in 2010/11. This will be financed from Dedicated School Grant (DSG) through the schools specific contingency allocated by the Schools Forum.

The transitional protection model is designed to provide schools with a greater timescale in which to manage changes to their workforce. The full impact of the reduction in budget without protection funding will not be until September 2012.

#### **Letter received after the end of the Representation Period**

A letter from the London Borough of Hillingdon was received on Monday 6 April 2009. This is after the end of the representation period. For information, it confirmed that there were no objections to these proposals and wished both the schools and the local authority success in the implementation of the proposals.

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### **Statutory Proposals for Separate First Schools**

The statutory proposals are to lower the upper age limit for the first schools and establish infant schools. The individual school proposals are outlined as follows:

#### **Cannon Lane First School**

- Cannon Lane First School becomes Cannon Lane Infant School, a three-form entry school for children aged 4 – 7.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils.

#### **Elmgrove First School**

- Elmgrove First School becomes Elmgrove Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
  - The Infant School would have a planned admission number of 90 per year and a total of 270 pupils, plus nursery.
  - The School will continue to have specialist provision for children with physical impairment.
- Note: In March 2009, Cabinet decided the admission number for the school will increase from 82 to 90 per year in September 2010.*

#### **Grange First School**

- Grange First School becomes Grange Infant School, a two-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 60 per year and capacity for 180 pupils, plus nursery.

#### **Kenmore Park First School**

- Kenmore Park First School becomes Kenmore Park Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.

#### **Longfield First School**

- Longfield First School becomes Longfield Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.

#### **Pinner Park First School**

- Pinner Park First School becomes Pinner Park Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.

#### **Priestmead First School**

- Priestmead First School becomes Priestmead Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.
- The Infant School will have a shared Special Educational Needs base with Priestmead Junior School for children with autistic spectrum disorders.

**Roxbourne First School**

- Roxbourne First School becomes Roxbourne Infant School, a three-form entry school for children aged 4 – 7.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils.

**Stag Lane First School**

- Stag Lane First School becomes Stag Lane Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.

**Stanburn First School**

- Stanburn First School becomes Stanburn Infant School, a three-form entry school for children aged 4 – 7.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils.

**Weald First School**

- Weald First School becomes Weald Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.

**Welldon Park First School**

- Welldon Park First School becomes Welldon Park Infant School, a two-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 60 per year and capacity for 180 pupils, plus nursery.
- The School will continue to have specialist provision for children with specific language impairment.

**Whitchurch First School**

- Whitchurch First School becomes Whitchurch Infant School, a three-form entry school for children aged 4 – 7, plus nursery.
- The Infant School would have a planned admission number of 90 per year and capacity for 270 pupils, plus nursery.



**Statutory Proposals for Middle Schools**

The statutory proposals are to lower the lower age limit and lower the upper age limit for the middle schools. This will establish junior schools. The individual school proposals are outlined as follows:

**Cannon Lane Middle School**

- Cannon Lane Middle School becomes Cannon Lane Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Elmgrove Middle School**

- Elmgrove Middle School becomes Elmgrove Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.
- The Junior School will continue to have specialist provision for children with physical impairment.

*Note: In March 2009, Cabinet decided the admission number for the school will increase from 82 to 90 per year in September 2010.*

**Grange Middle School**

- Grange Middle School becomes Grange Junior School, a two-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 60 per year and capacity for 240 pupils.

**Kenmore Park Middle School**

- Kenmore Park Middle School becomes Kenmore Park Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Longfield Middle School**

- Longfield Middle School becomes Longfield Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Pinner Park Middle School**

- Pinner Park Middle School becomes Pinner Park Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Priestmead Middle School**

- Priestmead Middle School becomes Priestmead Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year (a reduction of three from the current 93) and capacity for 360 pupils.
- The School will have a shared Special Educational Needs base with Priestmead Infant School for children with autistic spectrum disorders.

**Roxbourne Middle School**

- Roxbourne Middle School becomes Roxbourne Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Stag Lane Middle School**

- Stag Lane Middle School becomes Stag Lane Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Stanburn Middle School**

- Stanburn Middle School becomes Stanburn Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Weald Middle School**

- Weald Middle School becomes Weald Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Welldon Park Middle School**

- Welldon Park Middle School becomes Welldon Park Junior School, a two-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 60 per year and capacity for 240 pupils.

**Whitchurch Middle School**

- Whitchurch Middle School becomes Whitchurch Junior School, a three-form entry school for children aged 7 – 11.
- The Junior School would have a planned admission number of 90 per year and capacity for 360 pupils.

**Statutory Proposals for Combined First and Middle Schools**

The statutory proposals are to lower the upper age limit for combined first and middle schools. This will establish primary schools. The individual school proposals are outlined as follows:

**Alexandra School**

- Alexandra School becomes a primary special school for children aged 3 – 11, plus nursery
- No change is proposed to the type of provision provided at Alexandra School

**Aylward First and Middle School**

- Aylward First and Middle School becomes Aylward Primary School, a two-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.
- The School will have a Special Educational Needs base for children with autistic spectrum disorders.

**Belmont First and Belmont Middle School**

- Belmont First and Middle School becomes Belmont Primary School, a two-form entry primary school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.

**Cedars Manor School**

- Cedars Manor School becomes a two-form entry primary school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.
- The School will continue to have specialist provision for children with hearing impairment.

**Earlsmead First and Middle School**

- Earlsmead First and Middle School becomes Earlsmead Primary School, a two-form entry school for children aged 4 – 11.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils.

**Glebe First and Middle School**

- Glebe First and Middle School becomes Glebe Primary School, a two-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year (an increase of eight from the current 52) and capacity for 420 pupils, plus nursery.

**Grimsdyke First and Middle School**

- Grimsdyke First and Middle School becomes Grimsdyke Primary School, a two-form entry school for children aged 4 – 11.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils.

**Little Stanmore First and Middle School**

- Little Stanmore First and Middle School becomes Little Stanmore Primary School, a one-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 30 per year and capacity for 210 pupils, plus nursery.

**Marlborough First and Middle School**

- Marlborough First and Middle School becomes Marlborough Primary School, a two-form entry school for children aged 4 – 11.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils.

**Newton Farm First and Middle School**

- Newton Farm First and Middle School becomes Newton Farm Primary School, a one-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 30 per year and capacity for 210 pupils, plus nursery.

**Norbury School**

- Norbury School becomes a two-form entry primary school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.

**Pinner Wood School**

- Pinner Wood School becomes Pinner Wood Primary School, a two-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.

**Roxeth First and Middle School**

- Roxeth First and Middle School becomes Roxeth Primary School, a two-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils plus nursery.

*Note: In March 2009, Cabinet decided the admission number for the school will increase from 56 to 60 per year in September 2010.*

**Roxeth Manor First and Middle School**

- Roxeth Manor First and Middle School becomes Roxeth Manor Primary School, a three-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 90 per year and capacity for 630 pupils, plus nursery.

*Note: Cabinet decided statutory proposals to combine Roxeth Manor First School and Roxeth Manor Middle School at their meeting on 15 January 2009 with effect from September 2009.*

**Vaughan First and Middle School**

- Vaughan First and Middle School becomes Vaughan Primary School, a two-form entry primary school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.
- The School will have a special educational needs base for children with autistic spectrum disorders.

**West Lodge First and Middle School**

- West Lodge First and Middle School becomes West Lodge Primary School, a three-form entry primary school for children aged 4 – 11.
- The primary school would have a planned admission number of 90 per year and capacity for 630 pupils.

**Whitefriars First and Middle School**

- Whitefriars First and Middle School becomes Whitefriars Primary School, a two-form entry school for children aged 4 – 11, plus nursery.
- The primary school would have a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.

**Woodlands School**

- Woodlands School becomes Woodlands Primary School for children aged 3-11.
- No change is proposed to the type of provision provided at Woodlands School, which is a primary special school for children with severe and complex learning difficulties and autism.

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**Statutory Proposals for High Schools**

The statutory proposals are to lower the lower age limit for high schools. This will establish secondary schools. There are also statutory proposals to expand the schools. Rooks Heath also has a statutory proposal to increase pupil numbers due to its increase in Planned Admission Number. The individual school proposals are outlined as follows:

**Bentley Wood High School**

- Bentley Wood High School becomes a secondary school with a planned admission number of 180 students per year.
- As a secondary school for girls, Bentley Wood would have capacity for 900 students aged 11 – 16, plus sixth form.

**Canons High School**

- Canons High School becomes a secondary school with a planned admission number of 180 students per year.
- As a secondary school, Canons would have capacity for 900 students aged 11 – 16, plus sixth form.

**Harrow High School**

- Harrow High School becomes a secondary school with a planned admission number of 180 students per year.
- As a secondary school, Harrow High would have capacity for 900 students aged 11 – 16, plus sixth form.

**Hatch End High School**

- Hatch End High School becomes a secondary school with a planned admission number of 300 students per year.
- As a secondary school, Hatch End would have capacity for 1,500 students aged 11 – 16, plus sixth form.
- The School will continue to have specialist provision for students with hearing impairment.

**Nower Hill High School**

- Nower Hill High School becomes a secondary school with a planned admission number of 300 students per year.
- As a secondary school, Nower Hill would have capacity for 1,500 students aged 11 – 16, plus sixth form.

**Park High School**

- Park High School becomes a secondary school with a planned admission number of 300 students per year (an increase of 20 per year from the current 280).
- As a secondary school, Park High would have capacity for 1,500 students aged 11 - 16, plus sixth form.

**Rooks Heath College for Business and Enterprise**

- Rooks Heath College for Business and Enterprise becomes a secondary school with a planned admission number of 270 students per year (an increase of 60 per year from the current 210).
- As a secondary school, Rooks Heath would have capacity for 1,350 students aged 11 – 16, plus sixth form.

**Whitmore High School**

- Whitmore High School becomes a secondary school with a planned admission number of 270 students per year (an increase of 10 from the current 260).
- As a secondary school, Whitmore would have capacity for 1,350 students aged 11 – 16, plus sixth form.
- The school will continue to have specialist provision for students with physical impairment and those with autistic spectrum disorders.



**Annexe B of EdCF report on School Reorganisation - 29 June 2009**

Meeting:	<b>Cabinet</b>
Date:	<b>23 April 2009</b>
Subject:	<b>Proposals to change the age range of four voluntary aided schools</b>
Key Decision:	<b>Yes</b>
Responsible Officer:	<b>Heather Clements, Director of Schools and Children's Development</b>
Portfolio Holder:	<b>Councillor Anjana Patel, Portfolio Holder, Schools and Children's Development</b>
Exempt:	<b>No</b>
Enclosures:	<p><b>Annexe 1 Decision Makers Guidance</b></p> <p><b>Annexe 2 Recommendation of the governing body of Krishna-Avanti Primary School</b></p> <p><b>Annexe 3 Recommendation of the governing body of St John Fisher Catholic First and Middle School</b></p> <p><b>Annexe 4 Recommendation of the governing body of St John's Church of England School</b></p> <p><b>Annexe 5 Recommendation of the governing body of St Teresa's First and Middle Catholic School</b></p>

## **Section 1 – Summary and Recommendations**

In February 2009 the governing bodies of four voluntary aided schools published statutory proposals to change the upper age limit of the schools. These statutory proposals are separate from the community school reorganisation statutory proposals published by Harrow Council that are the subject of a separate report to Cabinet. This report informs Cabinet about the recommendations of the governing bodies about their proposals, including any representations received, and comments on the proposals in relation to

the statutory guidance for decision makers.

**Recommendations:**

Cabinet is requested to:

1. Consider the statutory proposals for the four voluntary aided schools, and the recommendations from the four governing bodies, and to make decisions while having regard to the statutory and non-statutory decision makers guidance issued by the Secretary of State.
2. Approve the recommendations of the governing bodies for each of the separate statutory proposals as follows:
  - i) Krishna-Avanti Primary School to become a one-form entry school voluntary aided Hindu primary school for children aged 4 – 11 years, Reception to Year 6 classes, plus nursery, with a planned admission number of 30 per year and capacity for 210 pupils, plus nursery,
  - ii) St John Fisher Catholic First and Middle School to become a two-form entry voluntary aided Catholic primary school for children aged 4 – 11 years, Reception to Year 6 classes, with a planned admission number of 60 per year and capacity for 420 pupils,
  - iii) St John’s Church of England School to become a two-form entry voluntary aided Church of England primary school for children aged 4 – 11 years, Reception to Year 6 classes, with a planned admission number of 60 per year and capacity for 420 pupils,
  - iv) St Teresa’s First and Middle Catholic School to become a two-form entry voluntary aided Catholic primary school for children aged 4 – 11 years, Reception to Year 6 classes, plus nursery, with a planned admission number of 60 per year and capacity for 420 pupils, plus nursery.

**Reason: (For recommendation)**

For Cabinet to exercise:

- the local authority’s statutory responsibility in relation to school organisation.
- the decision maker’s responsibility to determine the statutory proposals within two months from the end of the representation period, and with regard to the statutory and non-statutory guidance provided by the Department for Children, Schools and Families (DCSF).

## **Section 2 – Report**

### **Introduction**

1. Delivering school reorganisation so that schools are in line with the national agenda is a major project of Harrow Council in 2009-10.
2. Cabinet’s commitment to changing school organisation in Harrow, and these voluntary school proposals, are consistent with a range of national and local policies impacting currently on Children’s Services and schools. These include:
  - the aspirations from the Department for Children, Schools and Families (DCSF) Children’s Plan.
  - outcomes of Every Child Matters.

- the local authority's role as champion for pupils and parents.
  - the council's aspirations to extend and localise services.
3. In January 2009, Harrow Cabinet considered the outcome of the statutory consultation on proposals for community school reorganisation in Harrow and decided to publish statutory proposals that, if approved, would have the effect of establishing infant, junior, primary and secondary community schools in Harrow in September 2010. In a separate report, Cabinet is recommended to approve the statutory proposals for community schools.
  4. January Cabinet noted the outcome of the consultation in respect of these four voluntary aided schools. The governing bodies of the four voluntary aided schools consulted their school stakeholders about their proposals to lower the age limits of their schools. At their request, Harrow Council conducted their consultation of interested parties on their behalf as part of the school reorganisation consultation it was undertaking. The diocesan bodies were consulted. The consultation outcomes indicated support for the proposals of the voluntary aided schools.
  5. Following the publication of statutory proposals by the governing bodies, Cabinet is recommended to approve the separate statutory proposals of each of the four voluntary aided schools.

## **Options considered**

### **Statutory proposals**

6. On 9 February 2009, the governing bodies of these four voluntary aided schools published separate proposals to change the upper age limits of their schools. These four proposals have the same closing date of 23 March 2009 for the representation periods.
7. These four proposals are separate from the statutory proposals published by Harrow Council in February 2009 that are the subject of a separate report to Cabinet.

### **Representations**

8. No representations about their statutory proposals were received by the governing body of Krishna-Avanti Primary School.
9. No representations about their statutory proposals were received by the governing body St John Fisher Catholic First and Middle School.
10. Three representations about their statutory proposals were received by the governing body of St John's Church of England School. These were observations: one commented that the children were still too young at Year 7 to move to High School; the other two were in support of the proposals.
11. No representations about their statutory proposals were received by the governing body of St Teresa's First and Middle Catholic School.

### **Recommendations of the governing bodies**

12. All four of the governing bodies recommend that Cabinet approve their statutory proposals as published. The letters from each governing body are attached to this report in Annexes 2 – 5. .

## **Implications of the Recommendations to Cabinet**

13. It is the Director of Schools and Children's Development's recommendation to Cabinet that the proposals for the four voluntary aided schools are approved. This is based on the following evidence:

#### **Decision Makers Guidance**

14. Annexe 1 of this report outlines the relevant criteria from the Decision Makers guidance, and contains officer commentary in relation to them. It is considered that the proposals for each of the voluntary aided schools meet the criteria and will serve to improve educational standards, and reflect the wishes of the majority of parents.
15. Overall, the proposals of these four voluntary aided schools are effectively to regularise the age range of the schools in accordance with existing practice. Only St John's Church of England School actually has Year 7 pupils, and the normal pattern is that less than 20 of a possible cohort of 60 Year 6 children stay on for Year 7 at the school. Because of this, the implications for the four schools are considered to be manageable by the schools. These proposals are not linked to the proposals for the community schools, and therefore Cabinet may make decisions about them irrespective of decisions made about the community school proposals.
16. The framework for taking forward the implementation work if Cabinet approves the community school proposals has been reported to Cabinet. The four schools will be considered as appropriate within the workstreams, and the voluntary aided sector is represented on the Stakeholder Reference Group. A protection factor has been agreed so that there is no reduction to the voluntary aided schools formula funding as a result of changes in the age of transfer that Cabinet may approve.
17. There is no identified detrimental impact on any of the equality groups. Overall the alignment of Harrow community schools with the voluntary aided sector and neighbouring boroughs will enhance the equality of opportunity and choice for young people.

#### **Legal comments**

18. The proposals must be determined by Cabinet within two months of the close of the representation period which ended on 23 March 2009. Cabinet must have regard to the Secretary of State's guidance when reaching its decision. In considering proposals, Cabinet can decide to: reject the proposals; approve the proposals; approve the proposals with a modification; or approve the proposals subject to them meeting one of several conditions specified in the legislation.

#### **Financial Implications**

19. There are no financial implications for the Council arising from these proposals.
20. The governing body of Krishna-Avanti Primary School does not identify any essential capital costs arising directly from their proposals, as there is sufficient accommodation. The school will transfer to a new school building in September 2009. Given that the School is opening incrementally the governing body does not anticipate there being any costs associated with the proposed changes. The school opened with its Reception class in September 2008, and will add its Year 1 class and Nursery in September 2009.

21. The governing body of St John Fisher Catholic First and Middle School does not anticipate any significant costs because the school is already running as an age 4 – 11 years school. Any minor costs would be funded from the school budget.
22. The governing body of St John's Church of England School anticipates that there are minimal cost implications to these proposals as historically they have a small number of year 7 pupils. The school is proactively managing historic budget pressures resulting from the school amalgamation and aims to manage this change through natural wastage. There are no essential capital costs arising directly from these proposals, as there is sufficient accommodation.
23. The governing body of St Teresa's First and Middle Catholic School considers there are no essential capital costs arising directly from these proposals, as there is sufficient accommodation. The Governing Body considered the issue of costs and decided that the cost of change will be minimal and will be absorbed within the school budget.

### **Performance Issues**

24. Delivering school reorganisation so that Harrow's schools are in line with the national agenda is Council Improvement Plan project IP7D and contributes to a range of performance indicators, in particular the following from the new National Indicator Set. NI 72 – 109 'Enjoy and Achieve' indicators covering Key Stage achievement and progression, narrowing the gap for lower performing and vulnerable groups, attendance, behaviour, special educational needs.
25. Whilst Harrow's performance is currently above national and statistical neighbours' averages at all Key Stages, Harrow's targets, which are set annually for the DCSF, are highly challenging. The table below presents Harrow's performance against its targets and the national averages.

#### **Harrow's 2007 - 08 Results**

<b>KS1</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
Reading L2+	87.0%	Not Set	84.0%
Writing L2+	83.0%	Not Set	80.0%
Maths L2+	91.0%	Not Set	90.0%
Science L2+	88.0%	Not Set	89.0%
<b>KS2</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L4+	82.0%	85.0%	81.0%
Maths L4+	79.0%	85.0%	78.0%
Science L4+	87.0%	Not Set	88.0%
<b>KS3 (Provisional)</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L5+	77.6%	82.0%	73.0%
Maths L5+	79.5%	82.0%	77.0%
Science L5+	74.2%	78.0%	71.0%
<b>GCSE</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% 5+A*-C	69.5%	68.2%	65.3%
% 5+A*-C inc E & M	57.7%	58.0%	47.6%

### **Environmental Impact**

26. There is no significant environmental impact associated with this decision, which is essentially to regularise the situation that already exists at the schools.

### **Risk Management Implications**

27. There is no significant risk to the Council associated with this decision. If Cabinet does not decide these proposals within two months of the end of the representation period, the proposals must be referred to the Office of the Schools Adjudicator for decision.

### **Section 3 - Statutory Officer Clearance**

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	26 March 2009		
Name:	Helen White	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	7 April 2009		

### **Section 4 – Performance Officer Clearance**

Name:	David Harrington	<input checked="" type="checkbox"/>	on behalf of the Divisional Director (Strategy and Improvement)
Date:	24 March 2009		

### **Section 5 – Environmental Impact Officer Clearance**

Name:	Andrew Baker	<input checked="" type="checkbox"/>	on behalf of the Divisional Director (Environmental Services)
Date:	23 March 2009		

### **Section 6 - Contact Details and Background Papers**

#### **Contact:**

Johanna Morgan, Head of School Organisation Strategy  
020 8736 6841

## **Background Papers:**

- Paper 1 DCSF School Organisation Unit guidance for decision makers  
[www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)
- Paper 2 Cabinet Report on the Proposals for School Reorganisation in Harrow 15 January 2009
- Paper 3 Consultation document Proposals for Harrow Schools
- Paper 4 Cabinet Report on the Strategic Approach to School Organisation 19 June 2008
- Paper 5 Complete statutory proposals for each school (to make an arrangement to view the complete proposals contact Harrow Council on 020 8416 8733)

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## Decision Makers Guidance

The decision maker for these statutory proposals is the local authority, and this report presents the proposals of the governing bodies of four voluntary aided schools to Cabinet for determination. If the local authority fails to decide proposals within two months of the end of the representation period the local authority must forward proposals, and any received representations, to the Office of the Schools Adjudicator for decision. This two month period will end on 23 May 2009.

Decision Makers are required to have regard to guidance issued by the Secretary of State when they take a decision on proposals. The guidance documents are available on the School Organisation Unit website at <http://www.dcsf.gov.uk/schoolorg/> and in Background Papers.

The format of this Annexe follows the framework of the guidance. The text in italics at the start of each section contains extracts from the guidance to assist members to understand the context.

## Checks on Receipt of Statutory Proposals

*There are 4 key issues which the Decision Maker should consider before judging the respective factors and merits of the statutory proposals:*

### 1. Is any information missing?

*If so, the Decision Maker should write immediately to the proposer/promoter specifying a date by which the information must be provided.*

In order to make the nature of the proposals explicit and clear for all stakeholders, the notices and the complete proposals stated as full information as possible. For example, some of the schools for which proposals were published to change the upper age limit have an attached nursery. Where schools have an existing attached nursery, the wording used in the statutory notice and proposals stated the current Year Groups and their age range, and stated that the school has an attached nursery. The proposed Year Groups and their age range were also stated, again with reference to an attached nursery where this is the case. It is a requirement to include the current, and proposed age range of the school in the statutory proposals and notices, but by giving the information in this way it is believed that the position is actually clearer for consultees.

### 2. Does the published notice comply with statutory requirements?

*The Decision Maker should consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.*

The statutory notices were developed using the School Organisation Unit 'Build a Statutory Notice' facility. This facility is designed to help local authorities, governing bodies and other proposers publishing statutory proposals, to construct a statutory notice which contains all the information required by law.

The statutory notices published by the Governing Bodies of the four voluntary aided schools state they are published under section 19(1) of the Education and Inspections Act 2006. The correct sub-section is in fact section 19(3) of the Education and Inspections Act 2006. Legal advice is that reference to the incorrect sub-section is not material for the following reasons:

- the requirements in the Regulations as to the information to be contained in the notices does not require that it is stated which sub-section of the Act the proposer is acting under;
- both sub-sections 19(1) and (3) require that notices are published "under this section", which may be taken as a reference to section 19 rather than the specific sub-sections;
- the statutory proposals themselves do not specify which sub-section of the Act the voluntary aided schools are operating under, nor are they required to do so;
- the notice is not deficient in that it includes all of the information it is required to include, and clearly states it is the Governing Body that is the proposer.

On the basis of this legal advice, the notices are considered to be valid and that Cabinet can decide the proposals.

It is considered that the published notices and complete proposals comply with the statutory requirements.

**3. Has the statutory consultation been carried out prior to the publication of the notice?**

*Details of the consultation should be included in the proposals. The Decision Maker should be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not yet been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.*

The governing bodies of the four voluntary aided schools consulted their school stakeholders about their proposals to lower the age limits of their schools. At their request, Harrow Council conducted their consultation of interested parties on their behalf as part of the school reorganisation consultation it was undertaking. The diocesan bodies were consulted.

A statutory consultation was conducted from 8 September 2008 until 5 December 2008. All applicable statutory requirements have been complied with in relation to the consultation on the proposals. The local authority has had regard to the Department for Children, Schools and Families (DCSF) School Organisation Unit guidance on making prescribed changes to schools. The consultation document was sent to all interested parties in accordance with the DCSF School Organisation Unit guidance.

The governing bodies of the four voluntary aided schools considered the consultation responses and outcomes for their schools (see 'A system shaped by parents' below), and each governing body decided to publish statutory proposals.

**4. Are the proposals linked or "related" to other published proposals?**

*Any proposals that are "related" to particular proposals must be considered together. Generally, proposals should be regarded as "related" if they are included on the same notice (unless the notice makes it clear that the proposals are not "related"). Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals. If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals should be regarded as "related". Where proposals are "related", the decisions should be compatible e.g. if one set of proposals is for the removal of provision, and another is for the*

*establishment or enlargement of provision for displaced pupils, both should be approved or rejected.*

The Governing Bodies of Krishna-Avanti Primary School, St John Fisher Catholic First and Middle School, St John's Church of England School, and St Teresa's First and Middle Catholic School, published statutory proposals on 9 February 2009 with a statutory representation period of 6 weeks. The statutory proposals were prescribed alterations to change the upper age limit of each school from 1 September 2010. The notices were published in local newspapers alongside the community school proposals. These four proposals have the same closing date of 23 March 2009 for the representation periods.

These four proposals are separate from each other and from the statutory proposals published by Harrow Council in February 2009 that are the subject of a separate report to Cabinet. Although these proposals are not regarded as "related" to the proposals in relation to community schools (as they could be implemented regardless of Cabinet's decision on the community school proposals), it is the case that the voluntary aided schools wish to have the same age ranges as Harrow's community schools.

### **Factors to be considered by decision makers**

*The factors contained in the Secretary of State's guidance should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals should be considered on their individual merits.*

The sections that follow contain information to assist Cabinet to determine how the proposals meet the factors the decision maker must have regard to in reaching a decision. Not all of the factors contained in the decision makers guidance are relevant to these proposals. For example: the proposals do not make changes to early years provision or nursery schools; there are no issues of poor performance; there are no post-16 implications; there is no change to school category; and there is no special educational needs reorganisation. Because the timing of the proposals of the governing bodies of these four voluntary aided schools has been prompted by the community school proposals, the commentary that follows focuses on the school reorganisation proposals in relation to the relevant factors of the guidance.

### **A system shaped by parents**

*The Government's aim is to create a schools system shaped by parents which delivers excellence and equity. The Education and Inspections Act 2006 amends the Education Act 1996 to place new duties on local authorities to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, local authorities are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on local authorities.*

In 2002, the council undertook a debate on School Organisation in Harrow, the outcome of which was a consensus from stakeholders on three issues: to increase opportunities for early years; to increase choices and opportunities at post-16 including provision on school sites; and to change the age of transfer. The council has secured the provision for early years and post-16 and now is seeking to make progress to change the ages of transfer. The voluntary aided schools in Harrow that did not publish proposals in February 2009 have already acted to change their ages of transfer and operate transfer to secondary education at age 11 years.

The governing bodies of the four voluntary aided schools carried out the statutory consultation of their school communities. At the request of the governing bodies, Harrow Council carried out the consultation of interested parties on behalf of the governing bodies as part of the wider consultation it was undertaking in relation to all community schools in the local area from 8 September to 5 December 2008.

The governing body of Krishna-Avanti Primary School reported that responses from parents of children at the school were supportive of the proposals, as were responses from the faith advisor.

The governing body of St John Fisher Catholic First and Middle School consulted with parents, staff and pupils. The overriding majority of responses were in favour of regularising a situation that already exists, i.e. 4 - 11 years primary school of Reception to Year 6 classes.

The governing body of St John's Church of England School reported that three responses were received to their consultation of which two were in favour and one against.

The governing body of St Teresa's First and Middle Catholic School reported that all stakeholders were consulted and invited to comment, and no responses were received.

### **Standards**

*The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes. Decision Makers should be satisfied that proposals for changes to a school's provision will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.*

The benefits to standards that are expected to result from the proposals for the voluntary aided schools are the same as the benefits that are expected to result from the equivalent proposals for community schools.

Whilst Harrow's performance is currently above national and statistical neighbours at all Key Stages, Harrow's targets, which are set annually for the DCSF, are highly challenging. Harrow has not made as much improvement in these KPIs over recent years as statistical neighbours. This is an indication of the pressures on these targets due to a changing demography. Harrow needs to be proactive to maintain performance, meet the challenging targets it has been set and achieve the most positive outcomes for every Harrow child.

The objectives for the school reorganisation in Harrow are to establish schools that are aligned with the National Curriculum Key Stages and schools across London. Harrow schools are high performing and popular. Whilst this level of achievement has been maintained, there is a range of reasons for school reorganisation to be proposed:

- The local authority, as the champion of pupils and parents, has the duty to promote high standards, fair access to educational opportunity and the fulfilment of every child's potential. The School Organisation Debate in 2002, undertaken in response to the Ofsted Inspection Report, demonstrated that there was a strong consensus that stakeholders wanted to change the ages of transfer so that all schools in Harrow

reorganise to establish infant, junior, primary and secondary schools. Harrow, as the local authority needs to provide leadership in responding to parental views.

- In principle, Harrow and the voluntary aided schools consider that by changing school organisation in line with the National Curriculum Key Stages there would be improved learning and teaching for pupils and staff. The proposed organisation would mean that pupils would complete their Key Stages in one school.
  - Infant schools would have Foundation Stage and Key Stage 1.
  - Junior schools Key Stage 2.
  - Primary schools Foundation Stage and Key Stages 1 and 2.
  - Secondary schools Key Stages 3, 4 and 5.
- Schools would be able to focus on specific Key Stages. In addition, there would no longer be a need for schools to cover part of a Key Stage and as a result there would be greater continuity.
- There is a loss of approximately 26% of pupils at the end of Year 6 to neighbouring boroughs. Although out-borough pupils fill some of these places it has several impacts. There are smaller Year 7 classes, which can create financial uncertainties, new pupils stay for one year and require support during an induction period, this in some instances can be challenging and affect progress. In addition, it can be challenging for schools to provide a broad and balanced Key Stage 3 curriculum with specialist teaching for one year.
- Harrow is experiencing a changing demographic profile and needs to ensure that it responds to this change to maintain and improve on its high education achievement.

### **Diversity**

*The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision. Decision Makers should consider how proposals will contribute to local diversity. They should consider the range of schools in the relevant area of the local authority and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.*

As stated above, it is considered that the changes proposed to the voluntary aided schools will meet the aspirations of parents, help raise standards and narrow attainment gaps. As outlined below, Harrow offers diversity to parents in terms of school choice. The voluntary aided schools are a crucial part of that diverse offering, and ensuring that they have the same age ranges as community schools will mean that children attending the voluntary aided schools benefit from the same anticipated improvements in standards as the community schools.

There is a range of schools in Harrow offering diversity to parents both in terms of ethos and size. Harrow has a Church of England primary school, a Hindu primary school and a Jewish primary school, six Roman Catholic primary schools and two Roman Catholic high schools. Schools are organised as separate and combined first and middle schools and have a range of planned admission numbers.

Harrow is committed to securing greater autonomy, flexibility and scope for schools to drive their own agendas within a collaborative whole-borough framework. Harrow's success in this approach is demonstrated through the strategic approach to specialist schools and the Harrow Collegiate.

The community of Harrow schools has a tradition of collaboration and cooperation and is confident to develop and embrace innovative solutions. Within this context the local authority, in partnership with schools, will continue to explore routes that provide creative and innovative solutions for challenges faced by individual schools and groups of schools, and provide a means to secure school improvement which might include academies or trust schools.

For example, four community schools have established soft federations which has enabled the schools to forge stronger working relationships to support school improvement and to consider the holistic development of the site for school and community use.

### **Every Child Matters**

*The Decision Maker should consider how proposals will help every child and young person achieve their potential in accordance with Every Child Matters' principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This should include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and vocational training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.*

The five outcomes for Every Child Matters are central to all Harrow plans for schools so that wrap around care, support for families and a wide range of opportunities are developed in all schools.

The four voluntary aided schools are part of the extended services school clusters that cover all schools in Harrow. The proposals will not adversely affect the current range of extended services provided by schools. There would be a review of each school site to make sure there are appropriate spaces and facilities for teaching and learning. Should some accommodation no longer be required for teaching and learning by any of the schools, there may be opportunities to increase the facilities available to the community or the co-location of services on school sites for the local community.

Harrow is committed to tackle the barriers to success and to provide a range of activities to support the Narrowing the Gap agenda including Family Learning and parenting workshops. Currently 56% of Harrow schools are providing the full core offer of extended services. The majority of schools in Harrow are well placed to meet the Government target of providing the full core offer of extended activities by 2010. Together with the Children's Centres, the Extended School Clusters provide a range of provision that supports children's attainment and achievement and builds parent and community capacity and confidence.

### **School characteristics**

No changes to the overall characteristics of the schools in relation to boarding provision arise from the proposals.

### **Equal opportunity issues**

*The Decision Maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.*

The school reorganisation proposals do not make changes to equal access to school provision. The Equalities Impact Assessment for the project was included in the January Cabinet report, and will be reviewed throughout the project. There is no identified detrimental impact on any of the equality groups. Overall the alignment of Harrow community schools with the voluntary aided sector and neighbouring boroughs is likely to enhance the equality of opportunity and choice for young people.

### **Need for places**

*Where proposals will increase provision, the Decision Maker should consider the supporting evidence presented for the increase. The Decision Maker should take into account the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in particular schools. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places.*

The proposals published by the governing bodies of the four voluntary aided schools do not propose changes to the provision of places in the schools.

### **Travel and Accessibility for All**

*In considering proposals for the reorganisation of schools, Decision Makers should satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes should not adversely impact on disadvantaged groups. In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. Proposals should also be considered on the basis of how they will support and contribute to the local authority's duty to promote the use of sustainable travel and transport to school.*

Within these proposals no schools will be changing their site, and the distribution of school sites across Harrow would also remain as it currently is. There are not the same potential implications as may apply for the community school proposals of a significant Year 7 cohort of students moving into high schools, because only St John's Church of England School has Year 7 pupils currently.

Travel planning by the schools would need to consider any potential impacts of the changes of Year Groups. Transport for London representatives are kept informed through liaison meetings. No advance planning is expected to be needed, and any impact on bus routes would be assessed at the time and adjustments made as necessary.

### **16-19 Provision**

No changes to post-16 provision arise from the proposals.

### **School category changes**

No changes to school categories (e.g. no changes to become voluntary aided, foundation body, trust or academy) arise from these proposals.

### **Funding and land**

*The Decision Maker should be satisfied that any capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the local authority, DCSF, or Learning and Skills Council). In the case of a local authority, this should be from an authorised person within the local authority, and provide detailed information on the funding, provision of land and premises etc. Proposals should not be approved conditionally upon funding being made available, except for proposals being funded under the Private Finance Initiative or through the Building Schools for the Future programme.*

The governing body of Krishna-Avanti Primary School does not identify any essential capital costs arising directly from their proposals, as there is sufficient accommodation. The school will transfer to a new school building in September 2009. Given that the School is opening incrementally the governing body does not anticipate there being any costs associated with the proposed changes.

The governing body of St John Fisher Catholic First and Middle School does not anticipate any significant costs because the school is already running as an age 4 – 11 years school. Any minor costs would be funded from the school budget.

The governing body of St John's Church of England School anticipates that there are minimal cost implications to these proposals as historically they have a small number of year 7 pupils - there are 17 Year 7 pupils this year. Many pupils leave the school at the end of year 6, for example to go to Bishop Ramsey Church of England School in Hillingdon. The school is proactively managing historic budget pressures resulting from the school amalgamation and aims to manage this change through natural wastage. There are no essential capital costs arising directly from these proposals, as there is sufficient accommodation.

The governing body of St Teresa's First and Middle Catholic School considers there are no essential capital costs arising directly from these proposals, as there is sufficient accommodation. The Governing Body considered the issue of costs and decided that the cost of change will be minimal and will be absorbed within the school budget.

Harrow is expecting to receive £47m over 14 years to improve its primary school building stock through the Primary Capital Programme. Harrow secured Category 1 approval which means it met all the requirements set out in the guidance, and Primary Capital Funding will be available for 2009-10 and 2010-11. Harrow was one of 41 successful authorities awarded this grade out of a total of 148 Local Authorities. This funding will be joined with other available funding streams to enable holistic site developments to improve learning and to maximise the opportunities presented to enhance the role of schools at the heart of their communities.

The local authority established a Stakeholder Reference Group to consider a range of workstreams related to the proposals for school reorganisation, including School Finance. This group has developed proposals to ensure that school budgets have the appropriate funding for students and, where necessary, transitional protection funding is provided.



There are no capital receipts, new sites or playing fields, or land tenure arrangements arising from these proposals.

### **Special educational needs provision**

*When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change local authorities should aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability.*

The statutory proposals do not involve a review of special educational needs provision. There are no proposals to change current levels of provision for pupils with special educational needs. Existing provision will be aligned with the National Curriculum Key Stages.

All schools in Harrow support pupils with special educational needs. Wherever possible children with special educational needs attend their local school, working along side their friends and other children from the local area, with appropriate support. This support is provided by the school or specialist staff, on an individual or small group basis. Some schools have specialist provision for pupils with sensory impairment and autistic spectrum disorders. In accordance with these proposals this provision will be aligned with the National Curriculum and age range of the schools.

### **Other issues**

*The decision maker should consider the views of all those affected by the proposals or who have an interest in them. The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.*

The governing bodies of the four voluntary aided schools consulted their school stakeholders about their proposals to lower the age limits of their schools. A statutory consultation was conducted by Harrow Council from 8 September 2008 until 5 December 2008 and, as stated above, the voluntary aided school proposals were included as part of this consultation. On 9 February 2009, all four governing bodies published statutory proposals to lower the upper age limit of their schools, with a 6 week representation period until 23 March 2009.

### **Krishna-Avanti Primary School**

#### **Consultation outcomes and representations about the statutory proposals**

Responses to the consultation from parents of children at the Krishna-Avanti Primary School were supportive of the proposals, as were responses from the faith advisor. No representations about its statutory proposals were received by the governing body of Krishna-Avanti Primary School, and the governing body believes this is at least in part due to the parent body being supportive of the proposals.

### **St John Fisher Catholic First and Middle School**

#### **Consultation outcomes and representations about the statutory proposals**

The overriding majority of responses to the consultation about the proposals for St John Fisher Catholic First and Middle School were in favour of regularising a situation that already exists, i.e. 4-11 years primary school. No representations about its statutory proposals were received by the governing body of St John Fisher Catholic First and Middle School.

**St John's Church of England School**

**Consultation outcomes and representations about the statutory proposals**

Three responses were received to the consultation about the proposals for St John's Church of England School of which two were in favour and one against. Three representations about its statutory proposals were received by the governing body of St John's Church of England School. These were observations: one commented that the children were still too young at Year 7 to move to High School; the other two were in support of the proposals. The governing body consider the silent assent of the majority reflects agreement within the school community with the proposals.

**St Teresa's First and Middle Catholic School**

**Consultation outcomes and representations about the statutory proposals**

No responses were received to the consultation about the proposals for St Teresa's First and Middle Catholic School, and the governing body received no representations about its statutory proposals. The governing body firmly believe that this reflects the school community's agreement with the proposals.



**KRISHNA-AVANTI**  
PRIMARY SCHOOL

**2<sup>nd</sup> April 2009**

Dear Heather Clements,

I am writing to confirm the decision made by the Governing Body of Krishna-Avanti Primary School at our last meeting on 1<sup>st</sup> April 2009 regarding the school reorganisation proposals outlined for Harrow.

Our Governing Body unanimously supported the transition of pupils from the end of Year 6.

Our decision was based upon the following factors:

1. Our school does not currently have Year 6 or 7 in place and thus any change would best be made now when the impact on parents and pupils is minimal and such that parents can plan well in advance for secondary education.
2. We would like to be in keeping with the rest of Harrow schools so that our pupils can feed into secondary schools along with other Harrow pupils.
3. We would like to be in keeping with surrounding boroughs since our pupils do include non-Harrow residents and thus this would ease their transition into non-Harrow secondary schools.

The Governing Body would also like to point out that during the statutory notice period there were no representations made. We believe this is at least in part due to the parent body being supportive of the proposals.

Thank you.

Yours sincerely,



Nitesh Gor

Chairman, Board of Governors of Krishna-Avanti Primary School

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**St. John Fisher Roman Catholic  
First and Middle School  
Governing Body**

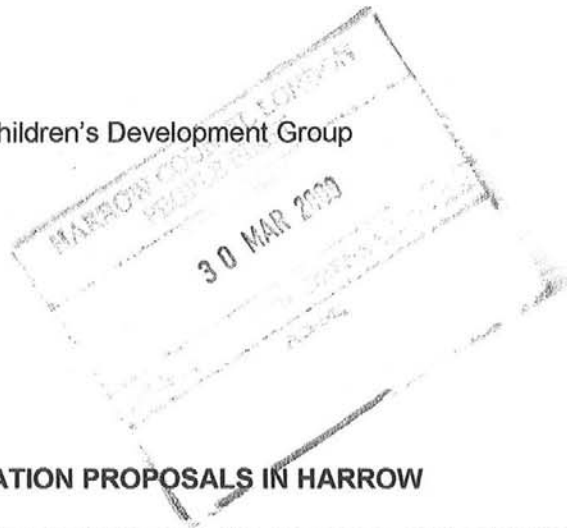
Melrose Road, Pinner, Middlesex HA5 5RA  
Telephone: 020-8868 2961 Fax: 020-8866 5882  
e-mail: office@st-johnfisher.harrow.sch.uk  
Chairman of Governors Bogdan Kowalewicz  
Clerk to Governing Body: Gail Hovey



*Growing and Learning Together with Christ*

24 March 2009

Heather Clements  
Director – Schools and children's Development Group  
Harrow Council  
Civic Centre  
PO Box 22  
Station road  
Harrow  
HA1 2UW



Dear Heather

**SCHOOL REORGANISATION PROPOSALS IN HARROW**

Now that the representation period is over, the governors of St John Fisher First and Middle School would like to confirm that they have not received any representations to their proposals for the reorganisation of the School published under section 19 of the Education and Inspections Act 2006.

The Governors of the School would like to proceed with the reorganisation as put forward in those proposals.

Yours sincerely

Neville Ransley  
Chair of Governors



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From

**THE CHAIR OF GOVERNORS,  
ST JOHN'S C of E SCHOOL STANMORE**

The Reverend Paul M Reece BA, Dip. Adv. Psych.  
Whitchurch Rectory, St Lawrence Close, Edgware, HA8 6RB  
Telephone: 020 8952 0019 Fax: 020 8537 0547  
E-mail: paul.reece@london.anglican.org

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31 March 2009

Heather Clements  
Director of Schools and Children's Development  
Harrow Council  
Civic Centre  
PO Box 22  
Station Road  
Harrow  
HA1 2UW

Dear Heather Clements,

Statutory proposals published by St John's Church of England School Stanmore

I write formally on behalf of the Governing Body of St John's Church of England School Stanmore to confirm that we wish to proceed to lower the upper age limit of the school from September 2010 as published in our statutory proposals.

Three observations were received, one commented that "the children were still too young at Yr 7 to move to High School", the other two were in support of the proposals with one saying "about time too!"

We consider the silent assent of the majority reflects agreement within the school community with the proposals. We back this up by the evidence that out of a possible 60 Yr 6 children staying on for Yr 7 the normal pattern is that less than 20 of the original cohort do.

With every good wish,

Yours sincerely,

The Reverend Paul M Reece

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**ST TERESA'S RC FIRST & MIDDLE SCHOOL  
& NURSERY**

**Headteacher:**  
**Mrs J. Faint**  
**Tel: 020 8428 8640**

**Long Elmes**  
**Harrow Weald**  
**Middlesex**  
**HA3 6LE**

Heather Clements  
Director of Schools & Children's Developments  
Harrow Council  
Civici Centre  
PO Box 22  
Station Road  
Harrow HA1 2UW

27<sup>th</sup> March 2009

Dear Ms Clements

I write formally on behalf of the Governing Body of St. Teresa's RC First & Middle School & Nursery to confirm that we wish to proceed in relation to the lowering of the upper age limit of the school as stated in the published statutory proposals.

The Governing Body has made an informed decision and wishes to formalise an existing arrangement which, in practice, has been in place for several years.

We recognise the benefits to educational standards for Year 7 pupils to begin the Key Stage 3 curriculum in high school. We have also considered the importance of being in line with the rest of the local authority schools in order to maximise choice for pupils and their parents.

The Governing Body did not receive any representations during the consultation period and firmly believe that this reflects the school community's agreement with the proposals. It is the right decision for St. Teresa's RC First & Middle School & Nursery to lower the upper age limit and become a voluntary aided Catholic primary school with an attached nursery.

Yours sincerely,

**M.Watson**  
**Chair of Governors**



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<b>Committee:</b>	Education Consultative Forum
<b>Date:</b>	29 June 2009
<b>Subject:</b>	INFORMATION REPORT – Building Schools for the Future
<b>Responsible Officer:</b>	Director of Schools and Children’s Development, Heather Clements.
<b>Portfolio Holder:</b>	Portfolio Holder Schools and Children’s Development, Councillor Anjana Patel.
<b>Exempt:</b>	No
<b>Enclosures:</b>	<b>Annexe A:</b> Cabinet Reports on Building Schools for the Future 23 April 2009 and 18 June 2009. <b>Annexe B:</b> Letter to Headteachers and Chairs of Governors 27 May 2009. <b>Annexe C:</b> High School Reserves

## Section 1 – Summary

A request has been received for an up-date report on Building Schools for the Future. This Report summarises the process to date and outlines the content of two Cabinet reports on Building Schools for the Future.

**FOR INFORMATION**

## **Section 2 – Report**

1. Building Schools for the Future (BSF) is the Government's school investment programme that aims to transform secondary education by investing in all secondary schools. The programme has commenced with Waves 1 – 6a. Harrow has yet to enter the BSF programme.
2. In 2008, the Department for Children, Schools and Families (DCSF) invited local authorities to submit an Expression of Interest for BSF funding. These were assessed and in March 2009 Harrow was placed 52 out of 70 local authorities yet to enter the programme.
3. It is understood that approximately 40 local authorities from this list were invited to submit a Readiness to Deliver document. These are being assessed and successful local authorities will be invited to enter the BSF programme. There is no specified timescale for this process. Harrow was not invited to submit a Readiness to Deliver document but is working on its submission to ensure that the local authority and schools are in the most advantageous position when invited to submit.

## **Section 3 – Further Information**

4. As part of the preparation process Cabinet considered a report at their meeting on 23 April 2009 and will consider a further report on 18 June 2009. Copies of the reports are at Annexe A for information.

### Cabinet Report 23 April 2009

5. Cabinet agreed the April 2009 recommendations that confirmed their commitment to BSF for Harrow and the proposals to meet the Readiness to Deliver criteria. The criteria and Harrow's proposal to meet the criteria are in Section 2 of the report.
6. At the April 2009 meeting Cabinet also agreed to receive a further report with proposals to secure the funding to support the BSF programme.

### Cabinet Report 18 June 2009

7. At their meeting on 18 June 2009, Cabinet will consider a report on proposals to secure funding to support BSF in Harrow and an outline governance structure.
8. The report also summarises the contribution that BSF would make in Harrow to transforming learning but also to the Corporate Priority to Build Stronger Communities through schools at the heart of the community.
9. The report identifies the resource requirements under the following headings:
  - i) Affordability  
This section proposes how the Council will maximise BSF investment and impact by joining funding streams together wherever possible including DCSF Modernisation grant. In addition, contributions from schools would be expected from their DCSF funding for School's Devolved Formula Capital.

ii) Resources to implement the programme.

There are associated costs with the delivery of BSF including the procurement of the LEP. Information from boroughs already in the BSF programme has been used to develop a model for Harrow and an indicative funding forecast.

10. The report also proposes that contributions from schools when they enter the BSF programme will be requested to support the process. On the basis of this assumption, there is a shortfall in the funding and the report indicates that this would fall to the Council.

11. The High School reserves are approximately £2.4m, excluding capital, in March 2009. Information for each High School is at Annexe C.

#### Addressing the Funding Gap

12. At the Cabinet meeting on 18 June 2009. Cabinet are also considering a report on Revenue and Capital Outturn 2008-09. Within this report, an underspend is reported. It is proposed that £400k is identified from this underspend to support BSF in Harrow if required during 2009-2010.

13. Feedback from the Cabinet meeting on 18 June 2009 will be provided to EdCF at their meeting.

14. The Director of Schools and Children's Development has met with the Governing Bodies of Wave 1 schools regarding BSF. A letter dated 27 May 2009 was sent to all High School Headteachers and Chairs of Governors about the BSF resource requirements and school contributions. A copy of this letter is at Annexe B. Further meetings with the headteachers of Wave 1 schools are planned for the Summer Term.

### **Section 4 – Financial Implications**

15. The financial implications of BSF are detailed in the 18 June 2009 Cabinet report.

16. A verbal up-date will be given to EdCF about the outcomes of Cabinet's consideration of the BSF Report and the Revenue and Capital Outturn Report.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	17 June 2009		

### **Section 5 - Contact Details and Background Papers**

Contact:

Johanna Morgan, Head of School Organisation Strategy, Transforming Learning Team 020 8739 6841 email: [johanna.morgan@harrow.gov.uk](mailto:johanna.morgan@harrow.gov.uk)

Background Papers: None

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**Annexe A of EdCF report on Building Schools for the Future - 29 June 2009**

Meeting:	Cabinet
Date:	23 April 2009
Subject:	Building Schools for the Future
Key Decision:	Yes
Responsible Officer:	Heather Clements, Director Schools and Children's Development
Portfolio Holder:	Cllr Anjana Patel, Portfolio Holder, Schools and Children's Development
Exempt:	No
Enclosures:	None

## **Section 1 – Summary and Recommendations**

This report informs Cabinet of the outcome of the Building Schools for the Future (BSF) Expression of Interest Submission and the next stages in the process to demonstrate Readiness to Deliver.

### **Recommendations:**

Cabinet is requested to:

1. Confirm the Council's commitment to BSF for Harrow and Harrow's proposals to meet the Readiness to Deliver criteria in section 2.3.
2. Delegate responsibility to the Leader of the Council and the Portfolio Holder for Schools and Children's Development, in consultation with the Director of Schools and Children's Development, to agree the final Readiness to Deliver submission to the Department for Children, Schools and Families if we are required to submit before June Cabinet
3. Receive a report in June 2009 outlining our Readiness to Deliver together with proposals to secure the funding to support the BSF process for Harrow.

**Reason: (For recommendation)**

For Cabinet to confirm its commitment to BSF in Harrow and to enable the completion of the Readiness to Deliver submission in line with the Partnerships for Schools and Department for Children, Schools and Families (DCSF) Guidance.

**Section 2 – Report****2.1 Introduction**

- 2.1.1 BSF is the Government's secondary school investment programme that aims to transform secondary education by the rebuild or refurbishment of every secondary school. Local Authorities enter the BSF programme in Waves and Waves 1 – 6a have started.
- 2.1.2 Local Authorities in Waves 7-15, which includes Harrow, were invited to submit revised Expressions of Interest (Eol) outlining their proposals for education transformation through BSF in December 2008.
- 2.1.3 In March 2009, the DCSF published an indicative prioritisation list for the revised national programme. The list is provisional and is based entirely on underperformance and deprivation. Local authorities will be assessed further on their Readiness to Deliver to finalise the order.
- 2.1.4 Using this criteria Harrow was placed 52 out of 70 local authorities who have yet to enter the BSF programme. It is expected that entry to the BSF programme will be very competitive and Harrow will need to improve its ranking by the assessment of the readiness to deliver submission. The timescale for the submission of the Readiness to Deliver document is not yet known. However, an early and positive submission with Cabinet support is likely to be well received.
- 2.1.5 This report is seeking Cabinet's 'in principle' commitment to Harrow entering the BSF programme to achieve educational and community transformation. A further report will be presented to Cabinet in June 2009 detailing the financial implications.

**2.2 Background**

- 2.2.1. The Harrow Expression of Interest (Eol) outlined Educational Transformation, based on the vision agreed by Cabinet in May 2008. It also included an outline of the Building Transformation required to secure fit for purpose accommodation to contribute to our aspirations to Narrowing the Gap between groups of pupils and communities.
- 2.2.2. As part of the process to develop the Eol, criteria were developed to identify the priority schools to receive funding. On the basis of the application of these criteria, the schools in Harrow are allocated to two groups:

Wave 1 Priority Project;  
Wave 2 Follow-on Project.

**Wave 1:**  
Canons High School  
Harrow High School

**Wave 2:**  
Bentley Wood High School  
Hatch End High School



Rooks Heath College for Business  
and Enterprise  
Salvatorian College

Nower Hill High School  
Park High School  
Sacred Heart Language College  
Shaftesbury High School

2.2.3. This priority order has been discussed and agreed with schools. The DCSF cost calculator generated a provisional total of approximately £84m for Wave 1 and approximately £126m for Wave 2.

2.2.4. Initial site development plans for each school were completed as part of the EoI. These plans included potential for community facilities and co-location of services that will contribute to the development of schools at the heart of communities.

### **2.3 Readiness to Deliver Requirements**

2.3.1. Partnerships for Schools (PfS), the organisation established by DCSF to deliver BSF, have a suite of guidance and template documents to support the BSF process. The Readiness to Deliver Guidance focuses on three factors that will form the judgement of readiness:

- The local authority capacity, project governance and management arrangements, experience and readiness to lead and manage a programme of considerable scale and value
- The clarity ambition and connectedness of the local authority's transformational educational and children's service's vision
- The integration of BSF with broader corporate, regeneration and multi service priorities and strategies.

2.3.2. Readiness will be assessed against a range of core criteria and local authority projects will be positioned in a rolling programme to enter BSF.

### **2.4 Harrow's Readiness to Deliver the BSF Core Criteria**

2.4.1. A summary of the key Readiness to Deliver criteria and a commentary of Harrow's position is outlined below:

#### **A Transformational Overview**

2.4.2. The overview will demonstrate how the local authority will use BSF to support transformation in educational provision. It includes details on: the vision and context; the strategy to increase choice and diversity of schools; measures to address underperformance; learning and the curriculum; inclusion and SEN; Every Child Matters and extended schools; ICT and, leadership and change management.

2.4.3. At its meeting in May 2008, Cabinet agreed the Education Vision for Harrow. This Vision will form the basis of this section, supplemented with evidence from related services including the Achievement and Inclusion Service's robust approach to support school improvement.

#### **Deliverability**

2.4.4. Deliverability is about the local authority's understanding of the task to deliver transformation and covers areas such as pupil place planning, estate planning and sustainability, communication and consultation and project management and planning.

- 2.4.5. Harrow has consulted widely on proposals for school reorganisation. Statutory Notices have been published and will be determined by Cabinet at their meeting in April 2009. The Council has a systematic approach to school place planning and has brought forward proposals to increase the supply of places as part of the Consultation on School Reorganisation Proposals and Admission Arrangements.
- 2.4.6. As part of the preparation for the EoI, a site development plan for all high schools was completed and proposals address requirements for additional Year 7 pupils, but also condition, suitability and sufficiency of accommodation and sustainability.
- 2.4.7. Harrow has an established project group for school organisation and these structures will be reviewed to comply with recommendations for BSF.

#### Investment Strategy

- 2.4.8. The investment strategy will focus on the Council's commitment to the Government's preferred investment strategy for BSF which is a Local Education Partnership (LEP). The Government's preferred LEP model would provide a range of services including construction (to deliver through design and build, and possibly PFI), an ICT managed service and facilities management.
- 2.4.9. Officers are investigating how a LEP could operate in Harrow. This includes the range of services provided by the LEP, a joint LEP with another local authority and the interface of a LEP with the Council, schools and existing contracts and services.
- 2.4.10. Further work will continue in line with emerging guidance from the DCSF and the economic and financial context. The Readiness to Deliver guidance indicates that if an alternative model is to be adopted, then it will need to be agreed before entry to the programme. Any alternative will need to deliver all aspects of the LEP and maintain robust and effective interfaces between the elements.

#### Affordability

- 2.4.11. Local authorities will need to demonstrate that there has been consideration of the affordability of BSF using the DCSF funding model and opportunities to contribute other streams to the projects.
- 2.4.12. To develop the Expression of Interest the DCSF funding model generated funding of approximately £84m for Wave 1 and approximately £126m for Wave 2. In addition, an independent cost consultant reviewed the proposed costs.
- 2.4.13. Officers are identifying additional funding streams that could be used to increase the investment.

#### Resources and Capability

- 2.4.14. Resources and capability covers the governance arrangements for the project, the project team, corporate strategy and the confirmation of resources to support the process.

- 2.4.15. Harrow has established governance and management arrangements for the school reorganisation project. This includes a Stakeholder Reference Group, chaired by the Portfolio holder for Children's Services, the School Organisation Officer Group (SOOG), a cross council officer group, chaired by the Director of Schools and Children's Development, and the project team Harrow Transforming Learning Team (HTLT).
- 2.4.16. It is proposed that these structures are revised to align with the BSF requirements. For example, the DCSF guidance indicates that the Project Board Chair should be the Chief Executive to reinforce the high profile and strategic potential of BSF. Models will be developed to ensure management arrangements are streamlined and effective, linking wherever possible to other established structures. Part of this will be the reviewing of the terms of reference for the Stakeholder Reference Group. The SRG has to date focussed on the development of the proposals for school reorganisation. If the proposals to reorganise schools are approved, then it is proposed that the remit is broadened to oversee the implementation of school reorganisation and BSF.
- 2.4.17. The procurement costs for BSF are estimated currently as £3.5m and Harrow will need to ensure that there is funding available to support this. Detailed work is in progress to set out the most cost effective way of securing this funding and a detailed report will be submitted in May 2009.

#### Benefit Realisation

- 2.4.18. The Government's aspiration for BSF is to contribute to a wide range of area improvements for school and local communities.
- 2.4.19. This complements Harrow Council's corporate priority to build stronger communities and the Place Shaping agenda. By working closely with the Place Shaping Directorate and across the council, BSF will secure the potential for schools to offer community facilities and provide access to services placing schools at the heart of the local community.
- 2.4.20. A geo-mapping exercise has been completed to identify the provision of council services and their proximity to schools. This has highlighted areas of over and under provision as well as provision close to a school that could be relocated onto the school site. Discussions with schools and their clusters will be undertaken as part of a strategy to take this forward.

#### Additional Criteria for joint authority projects

- 2.4.21. Harrow is investigating opportunities to secure benefits by working in partnership with other local authorities. This section would need to be completed in accordance with a preferred option for Harrow.

## **2.5 Implications of the Recommendations**

### Equalities Impact

- 2.5.1. An Equalities Impact Assessment will be undertaken as part of the development of Harrow's BSF programme.

### Legal Comments

2.5.2. External legal advisers will be appointed to provide expertise in the procurement of the BSF procurement including a possible Local Education Partnership and other areas as required.

### Financial Implications

2.5.3. For Harrow to be part of the BSF programme there will need to be sufficient funding to support the process and satisfy the DCSF that this will be available. The process includes the development of Strategies for Change for School, Outline and Final Business Cases and the procurement of a LEP.

2.5.4. The indicative procurement costs are estimated at £3.5m. The final figure will be dependent on the procurement arrangements and these costs will be phased over a number of years commencing on entry into the BSF programme.

2.5.5. Officers are working towards a solution to the complex resource issues to finance BSF. An exercise to identify the expected cost and sources of funding is being completed. Some of these resources are already included in budgets, for example, the Harrow Transforming Learning Team. Additional funding will need to be identified from the Council. Officers will also work in partnership with schools to meet the affordability of BSF.

2.5.6. A report will be presented to Cabinet at their meeting in May 2009 addressing the financial implications of BSF.

### Performance Issues

2.5.7. BSF will have Key Performance Indicators that are linked to national and local priorities, and BSF school specific targets. These will be developed through the process to gain entry into the programme.

2.5.8. BSF will contribute to a range of performance indicators, in particular the following from the new National Indicator Set. NI 72 – 109 'Enjoy and Achieve' indicators covering Key Stage achievement and progression, narrowing the gap for lower performing and vulnerable groups, attendance, behaviour, special educational needs.

2.5.9. Whilst Harrow's performance is currently above national and statistical neighbours averages at all Key Stages, Harrow's targets, which are set annually for the DCSF, are highly challenging. The table below presents Harrow's performance against its targets and the national averages.

#### **Harrow's 2007-08 Results**

<b>KS1</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
Reading L2+	87.0%	Not Set	84.0%
Writing L2+	83.0%	Not Set	80.0%
Maths L2+	91.0%	Not Set	90.0%
Science L2+	88.0%	Not Set	89.0%
<b>KS2</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L4+	82.0%	85.0%	81.0%

Maths L4+	79.0%	85.0%	78.0%
Science L4+	87.0%	Not Set	88.0%
<b>KS3 (Provisional)</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L5+	77.6%	82.0%	73.0%
Maths L5+	79.5%	82.0%	77.0%
Science L5+	74.2%	78.0%	71.0%
<b>GCSE</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% 5+A*-C	69.5%	68.2%	65.3%
% 5+A*-C inc E & M	57.7%	58.0%	47.6%

### Environmental Impact

2.5.10. As part of the Readiness to Deliver submission, the local authority is required to explain how a 60% reduction in carbon across its school estate will be achieved and how the project meets the DCSF's Sustainable Schools Strategy.

### Risk Management Implications

2.5.11. A risk register for BSF will be developed through the Project Management and Project Initiation Documentation required by Partnerships for Schools. The register will link to the Children's Services Risk Register.

### Section 3 - Statutory Officer Clearance

Name: Myfanwy Barrett	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 14 April 2009		
Name: Helen White	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 26 March 2009		

### Section 4 – Performance Officer Clearance

Name: David Harrington	<input checked="" type="checkbox"/>	on behalf of the Divisional Director (Strategy and Improvement)
Date: 24 March 2009		

### Section 5 – Environmental Impact Officer Clearance

Name: Andrew Baker	<input checked="" type="checkbox"/>	on behalf of the* Divisional Director (Environmental Services)
Date: 20 March 2009		

\*Delete the words "on behalf of the" if the report is cleared directly by John Edwards

## **Section 6 - Contact Details and Background Papers**

Contact: Johanna Morgan, Head of School Organisation Strategy,  
020 8736 6841

Background Papers:  
DCSF Readiness to Deliver Guidance

**Annexe A of EdCF report on Building Schools for the Future - 29 June 2009**

Meeting:	Cabinet
Date:	18 June 2009
Subject:	Building Schools for the Future
Key Decision:	Yes
Responsible Officer:	Heather Clements, Director Schools and Children's Development
Portfolio Holder:	Cllr Anjana Patel, Portfolio Holder, Schools and Children's Development
Exempt:	No
Enclosures:	Annexe A: BSF Delivery and Procurement Costs and Funding Annexe B: Proposed Governance Arrangements

**Section 1 – Summary and Recommendations**

This report provides Cabinet with proposals to secure the funding to support Building Schools for the Future (BSF) in Harrow and an outline governance structure.

**Recommendations:**

Cabinet is requested to:

1. Agree the indicative funding for the BSF Programme in Harrow which will only be required once formal entry into the programme is confirmed.
2. Agree 'in principle' the proposed governance structure for the BSF programme.
3. Delegate responsibility to the Leader of the Council and the Portfolio Holder for Schools and Children's Development, in consultation with the Director of Schools and Children's Development, to agree the final Readiness to Deliver submission to the Department for Children, Schools

and Families in accordance with timescales to be confirmed by the Department for Children, Schools and Families.

**Reason: (For recommendation)**

For Cabinet to confirm its commitment to BSF in Harrow and to enable the completion of the Readiness to Deliver submission in line with the Partnerships for Schools and Department for Children, Schools and Families (DCSF) Guidance.

## **Section 2 – Report**

### **2.1 Introduction**

2.1.1 BSF is the Government’s secondary school investment programme that aims to transform secondary education by the rebuild or refurbishment of every secondary school. Partnerships for Schools (PfS) is the Government’s BSF delivery organisation.

2.1.2 BSF could bring considerable investment to Harrow (indicative funding of £84m in Wave 1 and £126m in Wave 2), but the council will incur costs to deliver the BSF programme.

2.1.3 At their meeting in April 2009, Cabinet considered a report on Harrow’s approach to BSF. Cabinet confirmed their ‘in principle’ commitment to BSF for Harrow and Harrow’s proposals to meet PfS Readiness to Deliver criteria set out in the report. Cabinet agreed that a further report be received in June 2009 outlining the Council’s Readiness to Deliver together with proposals to secure the funding to support the BSF process for Harrow. This report presents the resource requirements once Harrow has entered the BSF programme.

2.1.4 Harrow Council needs to demonstrate complete commitment and support for its entry to BSF. This includes evidence that the costs and affordability have been considered and there is a clear strategy for the governance of the programme.

2.1.5 This report presents the financial implications for Harrow Council once it has entered the BSF programme, and the proposed governance model. It should be noted that until Harrow Council enters the BSF programme that there will be minimal expenditure.

### **2.2 Background**

2.2.1 Waves 1-6a of the BSF programme have commenced. Harrow is ranked currently 52 out of 70 local authorities who have yet to enter the BSF programme. A Readiness to Deliver document is being completed. This is assessed by PfS and is a gateway into the BSF programme. The timescale for the submission of the Readiness to Deliver document is not yet known. PfS will assess the level of resources committed by the local authority to deliver the BSF programme.

#### **BSF in Harrow**

2.2.2 Although BSF is focussed on transforming schools and the learning experience for students, the government also expects it to contribute to



local community transformation. BSF has potential to increase facilities and local services for communities on school sites. These facilities will be shaped to the needs of local communities. In Harrow's context it would contribute to the Corporate Priority to Build Stronger Communities and complement and support the Council's own Transformation Programme.

2.2.3 Harrow schools already provide extended services and have some community facilities and local services. Through BSF there is potential for a step change in the level of community provision that will contribute positively to Comprehensive Area Assessment (CAA) ratings. An initial list would include:

- State of the art facilities for local communities for sport, leisure and the arts
- Improved access to services at a local level to meet a range of health and social needs including those for adults
- Targeted services to meet specific local needs
- Improved partnership working within the council, with public sector partners and the private and voluntary sector to meet the needs of children and families
- Reduced carbon footprint by providing services closer to people's homes and reducing distances travelled to existing centres
- Increased use of new technology to meet the needs of residents, for example remote access to services through ICT hubs providing video conferencing facilities (Tellytalk).

2.2.4 Through the co-location of services and the development of multi-use spaces on school sites there are potential resource efficiencies. Details are outlined in paragraph 2.3.12.

2.2.5 Detailed options for each school would need to be developed through consultation with local communities and needs analysis across the council and with partners. Place Shaping Directorate's digital mapping and analysis of the Experian data would underpin the development of proposals and this would ensure that each school would have an individual profile of facilities and services.

2.2.6 Schools are committed to this approach, and there are many examples of local services on school sites that bring clear benefits for the school and the local community. For example, there can be a positive impact on the challenges of engaging with hard to reach families, barriers between home and school can be reduced, and the community has more ownership of the school. The Children's Trust for Harrow will facilitate further joint planning. The recently agreed changes to the admission arrangements, that give a priority to families living close to schools, will also help to embed schools as being at the heart of their community.

2.2.7 To achieve enhanced community facilities, inward investment will be required from the council, national bodies such as Sport England and public and private partners. These will determine the business case to support inclusion of those facilities in the project.

## **2.3 Harrow's Readiness to Deliver**

2.3.1. The Readiness to Deliver submission is the gateway into the BSF programme. The completion of this document is being undertaken within existing resources. However, once entry into the programme is secured, resources will be required to deliver the BSF programme. The details for the submission are outlined in the following section. The implications to the Council are presented in section 2.4 of this report.

2.3.2. The Readiness to Deliver requires the following information in respect of finance:

- i) The authority has considered the affordability of its BSF estate
- ii) The authority has identified adequate resources to implement the programme

### **i) Affordability of Harrow's BSF Estate**

2.3.3. The Readiness to Deliver requires the authority to consider the relationship between the indicative funding provided by the DCSF cost calculator and the BSF investment proposals. Based on experience, it is inevitable that the capital cost of the BSF programme aspirations and any community facilities will be greater than the DCSF funding available. The level of this shortfall will depend on the final scheme details, the financing of the schemes through design and build or PFI, the extent of the community facilities incorporated into the schools and the ability of the local authority to join funding streams to address funding gaps.

2.3.4. The Council will work within the available capital funding sources. This will be predominantly the BSF funding. In addition, it is proposed to utilise a proportion of the other DCSF education grant capital funding streams. These are; the indicative DCSF annual grant for School Modernisation, totalling £6.3m per year; and the Schools' Devolved Formula capital, which is approximately £100k per school per annum.

2.3.5. Schools DCSF devolved formula capital and modernisation grants would be expected to contribute to any funding shortfalls on the school site proposals. We have adopted a holistic site approach to BSF to ensure that all building and site needs are addressed. This includes building condition, facilities etc. In non-BSF schools, building issues would be addressed through the use of DCSF grants. Therefore it is justified that any such funding would contribute to increasing the potential for the BSF investment. Joining up funding streams is also an expectation of the DCSF.

2.3.6. This dialogue with schools will be part of the planning for BSF.

### **ii) Resources to Implement the Programme**

2.3.7. As the default model for the delivery of BSF is a Local Education Partnership (LEP), a budget forecast has been prepared on this model, and assumes:

- There will be limited expenditure beyond some legal and possibly financial advice required prior to entry to the programme
- Entry to the programme would be November 2009 at the earliest and could be as late April 2010
- From BSF programme entry to LEP operation is estimated to be across 4 financial years.

2.3.8. Officers have collected information from local authorities in BSF on their resource forecasts and sources, and from consultants advising BSF authorities. The table in Annexe A presents the indicative costs from entry to BSF, through procurement and to operational LEP. These are indicative costs and suggest a total of £3.6m revenue and a further £400k from capital. It is proposed to redeploy current resources where possible, including the Harrow Transforming Learning Team (HTLT) and staff from each of the schools. This would cover £1.2m of costs.

### **School Contributions**

2.3.9. The majority of BSF programmes have received a contribution from schools. Usually this is a top slice from the Dedicated Schools Grant (DSG) agreed by Schools Forum. Given the impact of the change in the age of transfer and the small number of high schools in Wave 1, a top-slice from DSG is not considered appropriate. These proposals include indicative amounts that will need to be secured from the community schools and voluntary aided schools. The following options will be investigated:

- The four schools in Wave 1 will be expected to contribute from the entry into the BSF programme. Annexe A assumes funding totalling £800k over 4 years. This equates to an average of £50k per school per year.
- Wave 2 schools will be expected to commit to this same level of contribution when they enter the programme. This funding would become available when the schools entered the programme and would provide a contribution to any ongoing costs of BSF.
- All schools in the BSF programme will be required to make an 'in-kind' contribution to the process. This might include releasing members of the senior leadership team to input into delivery of BSF. This approach has been established through the Whitmore School project whereby the school agreed to the part time release of a deputy headteacher as school based project manager. This role included design development, engagement with staff, implementation etc and was managed through a reduced teaching timetable commitment. Annexe A assumes funding totalling £408k over 4 years. This equates to an average of £25.5k per school per year.

2.3.10. Assuming the schools agree to the proposed contribution the current estimated funding gap is £2,900k revenue and £400k capital over 4 years and this would be a cost to the Council.

### **On going Costs and Benefits**

2.3.11. There will also be on going costs associated with the BSF programme. These are listed below although currently it is too early to quantify exact costs:

- *PFI* – If there is a PFI scheme within the programme there is likely to be a funding gap. The experience of the current schools PFI is that the school will partly fund the shortfall but the remaining element will be a call on the council's revenue budget.
- *LEP* – The majority of the costs of the LEP will be financed by the private sector partner through the capital payments and any on going facilities management arrangements. There will be client management of the LEP, the cost of which was estimated at £100k pa by the local government organisation 4ps (Public Private Partnerships Programme).
- *ICT* – ICT is an integral part of the BSF programme. Experience of early BSF schemes has highlighted the on going costs of ICT refresh. Schools will be expected to contribute, however there is potentially a funding gap that would have to be met. As part of the preparation for readiness to delivery we are working on the proposals for ICT and part of this work is identifying the expected costs and funding.

2.3.12. These need to be considered in the context of the wider savings that could be achieved across the council and by our partners by joining up the BSF programme with other initiatives to provide local services and co-location. Although these are at early stages of development, some potential benefits are listed as follows:

- Reduced need for stand alone facilities for sport, leisure and the arts saving on revenue costs and allowing for disposal of capital assets
- Savings across the Harrow Strategic Partnership (HSP) through the co-location of services and multi use spaces allowing improved value for money
- Savings achieved through more localised targeted delivery of services for example, weekly housing surgeries to deal with issues in a specific area rather than several separate visits
- Distributive services model would reduce the need for centralised services
- By exploiting co-location and new technology, savings could be achieved in revenue costs and disposal of capital assets

### **Governance**

2.3.13. PfS expect that BSF has a high profile in the Council and propose a governance structure that includes the Chief Executive. A proposed governance structure is at Annexe B, indicating membership and meeting frequency with direct workstreams and associated workstreams.

2.3.14. The proposal aligns with the PfS guidance and is developed from the successful model for school reorganisation which includes: a

Stakeholder Reference Group (SRG), chaired by the Portfolio Holder for Children's Services with members including the Portfolio Holder for Schools and Children's Development, school representatives and unions: the School Organisation Officer Group (SOOG), a cross council officer group, chaired by the Director of Schools and Children's Development: and the project team Harrow Transforming Learning Team (HTLT).

- 2.3.15. Terms of Reference for the proposals will need to be drafted. The remit of the SRG, as agreed by Cabinet in October 2007, will need to be reviewed so the membership is increased and the remit broadened to oversee the implementation of school reorganisation and BSF.
- 2.3.16. The Council is considering how it will organise its Transformation Programme over the coming 3-5 years. It is anticipated that a Council-wide Programme Office, comprised of existing staff, will support and integrate the whole Council Programme. BSF will be part of this programme, located within the Place Shaping stream of activity. This structure will be further refined when BSF is integrated into the Council's wider Transformation Programme.
- 2.3.17. An 'in principle' agreement is requested to allow for any revisions that may be required for entry to BSF.

## **2.4 Implications of the Recommendations**

### **Equalities Impact**

- 2.4.1. An Equalities Impact Assessment will be undertaken as part of the development of Harrow's BSF programme.

### **Legal Comments**

- 2.4.2. External legal advisers will be appointed to provide expertise in the procurement of the BSF procurement including a possible Local Education Partnership and other areas as required.

### **Financial Implications**

- 2.4.3. The BSF programme is expected to bring in £210m of capital resources to the Council. However, as detailed in the report, it also requires a substantial financial commitment from both schools and the Council. The current estimated procurement cost is £4.9m, currently split between revenue of £4,413k and capital of £480k. This includes a substantial contingency of 20% (£815k). The profiling of expenditure across financial years is an estimate based on entry into the BSF programme in November 2009. Full details of the projected costs and income, separated between capital and revenue, are shown in Annexe A and summarised in Table 1 below.

**Table 1 : Summary of projected procurement costs and potential funding**  
**NB. None of this funding will be required or committed until entry to the programme is confirmed**

	2009/10 £,000	2010/11 £,000	2011/12 £,000	2012/13 £,000	Total £,000
Project Team Costs	279	384	402	369	1,434
External Advisors	393	824	969	458	2,644
Contingency	125	250	275	165	815
<b>Total Estimated Expenditure</b>	<b>797</b>	<b>1458</b>	<b>1,646</b>	<b>992</b>	<b>4,893</b>
Current resources	157	212	230	207	806
Contribution from schools					
- Cash	100	220	240	240	800
- In kind	102	102	102	102	408
<b>Total Estimated Funding</b>	<b>359</b>	<b>534</b>	<b>572</b>	<b>549</b>	<b>2,014</b>
<b>Current Funding Gap</b>	<b>438</b>	<b>924</b>	<b>1,074</b>	<b>443</b>	<b>2,879</b>

2.4.4. The majority of BSF programmes to date have had a contribution from schools. The forecast detailed in Table 1 assumes a funding contribution from the schools totalling £800k over the 4 years. Schools have not yet formally agreed to this contribution however it is anticipated they will support the scheme, especially as their financial contribution is required for the scheme to progress.

2.4.5. Assuming the schools do contribute there is estimated funding gap of £2.9m spread over the 4 years. If the council wishes to enter into the BSF programme then funding for the shortfall would have to be identified as part of the Medium Term Financial Strategy.

2.4.6. Although the BSF programme attracts a total of £210m capital funding across Wave 1 and Wave 2 the experience of authorities already in the BSF programme has been that this is not enough to fully fund the building costs. Again schools will be expected to contribute their capital resources. Building plans will be developed to be affordable within the funding available however until the details have been finalised the projected shortfall is not quantifiable.

2.4.7. Costs prior to formal entry to the programme will be met from existing resources, and largely consist of officer time in preparing for our Readiness to Deliver and for subsequent preparation for the Remit Meeting. Some minor costs may be incurred in seeking external legal or contractual advice about the best procurement option for Harrow Council, but these would be contained within existing budgets. It is our understanding that once we are invited to attend a Remit Meeting we are in the programme and the funding is secure. We will ensure this is the case, at that time. The risks therefore in terms of investment are small for a potential significant gain to benefit schools and the wider community.

#### **Performance Issues**

2.4.8. BSF will have Key Performance Indicators that are linked to national and local priorities, and BSF school specific targets. These will be developed through the process to gain entry into the programme.

- 2.4.9. BSF will contribute to a range of performance indicators, in particular the following from the new National Indicator Set. NI 72 – 109 ‘Enjoy and Achieve’ indicators covering Key Stage achievement and progression, narrowing the gap for lower performing and vulnerable groups, attendance, behaviour, special educational needs.
- 2.4.10. Whilst Harrow’s performance is currently above national and statistical neighbours averages at all Key Stages, Harrow’s targets, which are set annually for the DCSF, are highly challenging. The table below presents Harrow’s performance against its targets and the national averages.

**Harrow's 2007-08 Results**

<b>KS1</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
Reading L2+	87.0%	Not Set	84.0%
Writing L2+	83.0%	Not Set	80.0%
Maths L2+	91.0%	Not Set	90.0%
Science L2+	88.0%	Not Set	89.0%
<b>KS2</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L4+	82.0%	85.0%	81.0%
Maths L4+	79.0%	85.0%	78.0%
Science L4+	87.0%	Not Set	88.0%
<b>KS3 (Provisional)</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L5+	77.6%	82.0%	73.0%
Maths L5+	79.5%	82.0%	77.0%
Science L5+	74.2%	78.0%	71.0%
<b>GCSE</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% 5+A*-C	69.5%	68.2%	65.3%
% 5+A*-C inc E & M	57.7%	58.0%	47.6%

**Environmental Impact**

- 2.4.11. As part of the Readiness to Deliver submission, the local authority is required to explain how a 60% reduction in carbon footprint across its school estate will be achieved and how the project meets the DCSF’s Sustainable Schools Strategy.
- 2.4.12. The BSF programme offers a major opportunity to make a significant reduction in the council’s carbon footprint (NI 185) and help to deliver improvements to NI 186 (per capita CO2 emissions in the local authority area) – an LAA target.
- 2.4.13. The programme will also help to deliver the council’s Carbon Reduction Commitment, which starts in April 2010.

**Risk Management Implications**

- 2.4.14. A risk register for BSF will be developed through the Project Management and Project Initiation Documentation required by Partnerships for Schools. The register will link to the Children’s Services Risk Register.

### Section 3 - Statutory Officer Clearance

Name: Myfanwy Barrett



on behalf of the  
Chief Financial Officer

Date: 26 May 2009

Name: Jessica Farmer



on behalf of the  
Monitoring Officer

Date: 8 June 2009

### Section 4 – Performance Officer Clearance

Name: David Harrington



on behalf of the  
Divisional Director  
(Strategy and Improvement)

Date: 22 May 2009

### Section 5 – Environmental Impact Officer Clearance

Name: Andrew Baker



on behalf of the  
Divisional Director  
(Environmental Services)

Date: 18 May 2009

### Section 6 - Contact Details and Background Papers

Contact: Johanna Morgan, Head of School Organisation Strategy,  
020 8736 6841

#### Background Papers:

DCSF Readiness to Deliver Guidance

Cabinet Report 23 April 2009 Building Schools for the Future



**BSF Delivery and Procurement - Breakdown of Costs and Indicative Funding required when Harrow enters the BSF programme**

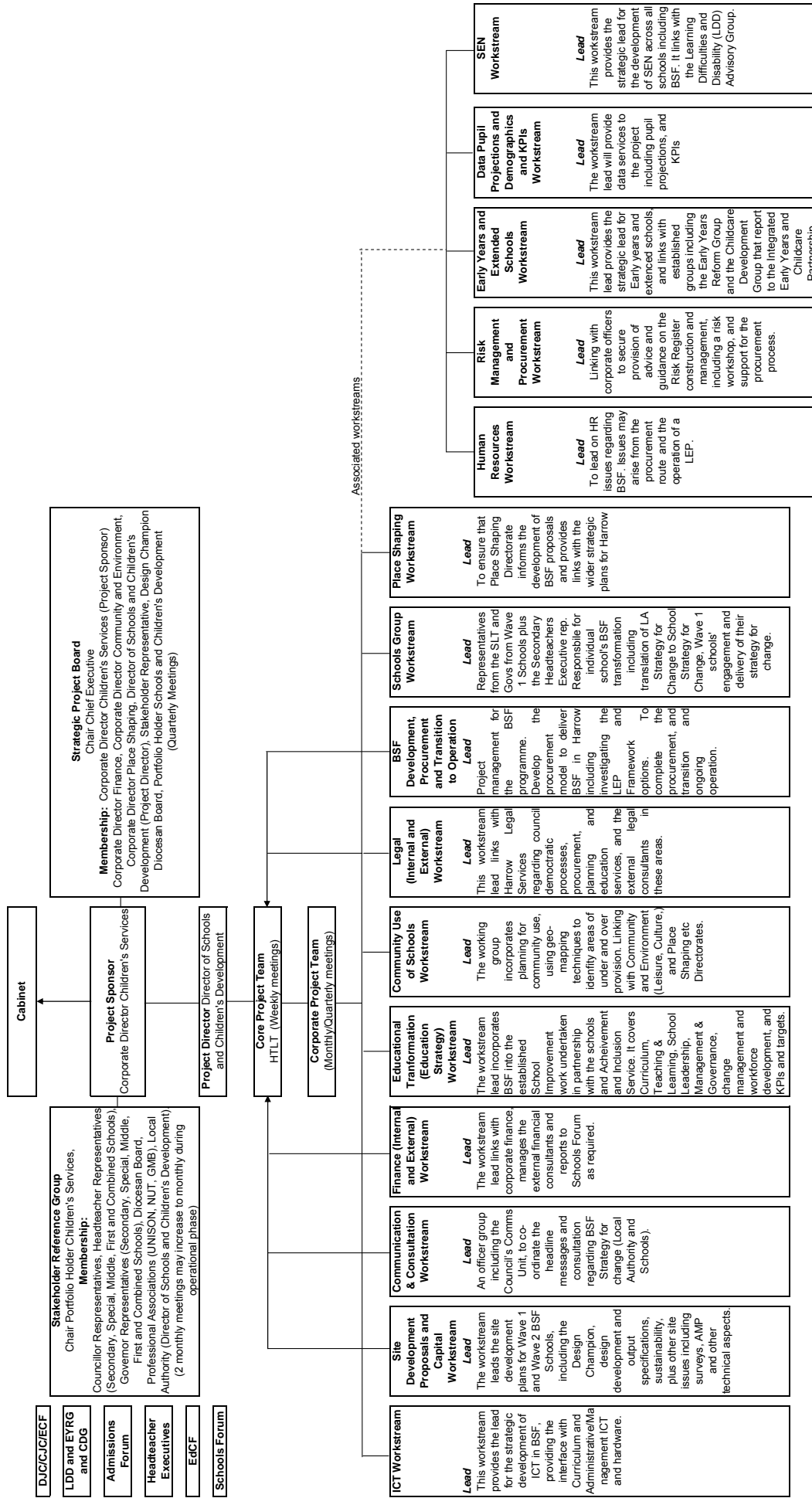
Appendix A BSF Support Cabinet 18.6.2009

BSF Key Activities	Strategy for Change and OBC				Procurement and FBC		Transition		Operational		Total		Comment/Source
	2009-2010		2010-2011		2011-2012		2012-2013 onwards		2012-2013 onwards		Total		
	Revenue £000's	Capital £000's	Revenue £000's	Capital £000's	Revenue £000's	Capital £000's	Revenue £000's	Capital £000's	Revenue £000's	Capital £000's	Revenue £000's	Capital £000's	
<b>Expenditure</b>													
<b>Project Team Costs</b>													
HLLT			168				188					640	0
Office Expenses	10		40				40					130	0
Consultation & Communication	10		30				30					90	0
Internal Advisors (Legal & Finance)	5		7				5					18	0
Education - Achievement & Inclusion	37		37				37					148	0
Education - Schools	102		102				102					408	0
<b>External Advisers</b>													
Legal	145		350				400					1100	0
Finance	83		204				204					544	0
ICT	65		70				65					200	0
Technical e.g. QS, Architects & FM	100		200				100	200				400	400
<b>Agency #</b>	125		250				235	40				735	80
<b>Expenditure</b>	<b>797</b>	<b>0</b>	<b>1458</b>	<b>0</b>	<b>1406</b>	<b>240</b>	<b>752</b>	<b>240</b>	<b>240</b>	<b>4413</b>	<b>480</b>		
<b>Funding</b>													
Current Staffing - Children's Services	152		205				225					788	0
Current Staffing - Other Council	5		7				5					18	0
<b>Proposed Contribution Schools</b>													
Cash Contribution from Schools	100		220				240					800	0
In Kind Contribution from Schools	102		102				102					408	0
<b>Total - Funding</b>	<b>359</b>	<b>0</b>	<b>534</b>	<b>0</b>	<b>572</b>	<b>0</b>	<b>549</b>	<b>0</b>	<b>2014</b>	<b>0</b>	<b>480</b>		
<b>FUNDING GAP</b>	<b>438</b>	<b>0</b>	<b>924</b>	<b>0</b>	<b>834</b>	<b>240</b>	<b>203</b>	<b>240</b>	<b>2399</b>	<b>480</b>			

\* Any contribution from the schools is subject to the school's agreement  
# A contingency of 20% has been included given the indicative nature of the figures.

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Diagram to Illustrate Possible BSF Project Structure



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27<sup>th</sup> May 2009

To Headteachers & Chairs of Governors of Harrow High Schools

Dear Colleagues,

### **Building Schools for the Future in Harrow**

As you know we are in the process of meeting with the Governing Bodies of the BSF Wave 1 Schools. To follow up these meetings we will be arranging to meet with you after half term to outline in more detail our proposed approach to BSF. This will include the proposed learning focussed workshop with an outline programme and who you think might be involved from your schools, BSF requirements in relation to ICT and schools contributions to the delivery of the BSF programme. This will also give us the opportunity to hear your ideas and suggestions.

As you know at its meeting in April 2009, Cabinet gave its 'in principle' agreement for Harrow to enter the Building Schools for the Future programme subject to further work on the financial implications to the Council. Cabinet need to be satisfied that this is affordable to the Council and hence their request for a further report. This report is being presented in June and includes references to contributions from schools.

The resource requirements were covered in the presentation by the 4ps and reference was made to an indicative minimum figure of £3.5m over 3 years. In their assessment of local authority submissions Partnerships for Schools (PFS) will expect local authorities to commit to this level of funding to support their entry into BSF.

We are working to identify the cost of entry and potential funding sources. Local authorities already in BSF have included contributions from schools and we are working along these lines. We expect that there will be revenue and capital contributions as well as an 'in kind' contribution. The revenue contributions have been either directly from individual schools or a top slice from the Direct Schools Grant (DSG) agreed by the Schools Forum. Given the impact of the change in the age of transfer and the small number of high schools in Wave 1, we do not consider that a top-slice from DSG is appropriate. We will therefore be seeking contributions from the schools. These will be required initially from the Wave 1 Schools but there will also be an expectation that Wave 2 schools will contribute on entry.

Our funding proposals presented to Cabinet will include existing Council resources and indicative amounts that will need to be secured from schools. There is a shortfall in these amounts and we will be requesting that the Council meets this. As we have no confirmation on the timescale for entry to BSF, we are making the assumption that at the earliest it will be November 2009, but could be April 2010. The contributions will need to align with our entry and therefore, an early entry could require an in year contribution.

I appreciate that at this time I am unable to provide any indicative figures however, I would hope that we could reach an acceptable position. I know you are aware that the financial position of the Council is not strong and therefore identifying funding for the shortfall will be challenging for members against competing council wide priorities.

If you have any queries please do not hesitate to contact me.

Yours sincerely,

*Heather Clements*

**Heather Clements**

Director - Schools and Children's Development

## Information Report to Education Consultative Forum 29 June 2009

### Annexe C

#### **SECONDARY SCHOOL BALANCES – 31 MARCH 2009**

<b>School</b>	<b>Balances at 31 March 2009</b>
Bentley Wood	169,473
Canons	377,123
Harrow High	270,692
Hatch End	309,899
Nower Hill	310,881
Park	158,727
Rooks Heath	173,054
Sacred Heart	106,432
Salvatorian	198,183
Whitmore	349,477
<b>Total</b>	<b>2,423,941</b>

Please note the above balances exclude devolved formula capital.

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<b>Committee:</b>	Education Consultative Forum
<b>Date:</b>	29 June 2009
<b>Subject:</b>	INFORMATION REPORT – School exclusions data 2007/08 academic year
<b>Responsible Officer:</b>	Director of Schools and Children’s Development, Heather Clements.
<b>Portfolio Holder:</b>	Portfolio Holder for Schools and Children’s Development, Cllr Anjana Patel.
<b>Exempt:</b>	No
<b>Enclosures:</b>	None

## Section 1 – Summary

This report sets out the number of permanent and fixed term school exclusions for the academic year 2007/08.

**FOR INFORMATION**

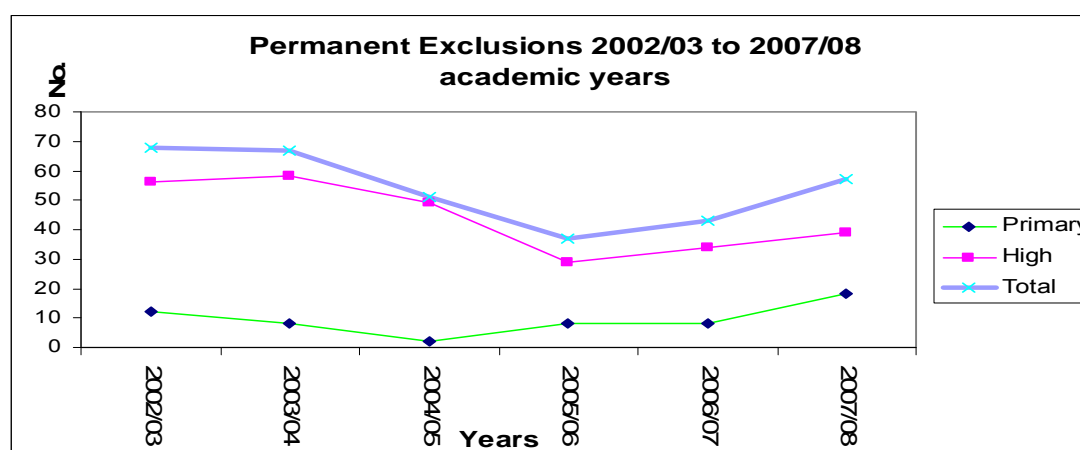
## Section 2 – Report

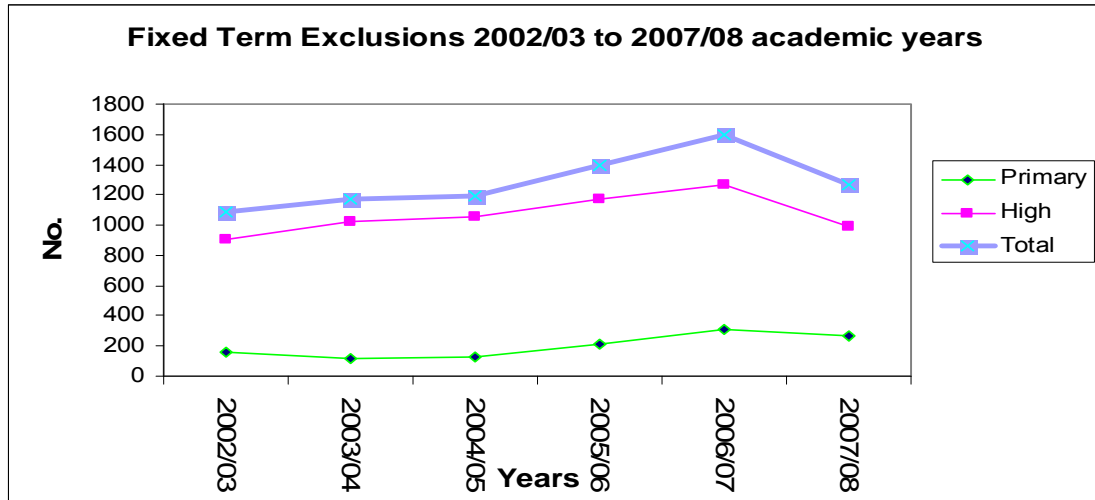
**Key Messages:** The latest exclusion data for the academic year 2007/08 is now available from the School Census January 2009 data. Final published data and statistical neighbours' positions will not be available until July 2009. Permanent exclusions have increased from the 2006/07 figure but remain below the high levels from 2002/03 and 2003/4. An increase in primary school permanent exclusions has been a significant factor in the annual increase. Fixed Term exclusions have dropped significantly by 21% to 1267 in 2007/08 from 1601 in 2006/07 and now are showing a downward trend.

### Exclusion Trend data 2002/03 to 2007/08

Exclusions 2002/03 to 2007/08						
Academic year	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
<b>Permanent</b>						
Primary schools	12	8	2	8	8	18
High schools	56	58	49	29	34	39
Special schools	0	1	0	0	1	0
<b>Total</b>	<b>68</b>	<b>67</b>	<b>51</b>	<b>37</b>	<b>43</b>	<b>57</b>
<b>Fixed Term</b>						
Primary schools	158	119	131	216	310	268
High schools	908	1021	1054	1175	1266	988
Special schools	19	32	5	9	12	11
<b>Total</b>	<b>1085</b>	<b>1172</b>	<b>1190</b>	<b>1400</b>	<b>1601</b>	<b>1267</b>

\* 2006/07 total includes 13 from Pupil Referral Unit





The 2007/08 exclusion data will be published by the DCSF in July 2009 which will provide the education statistical neighbours analysis. At present the only data relating to Harrow's position within statistical neighbours relates to 2006/07 and there has been a significant decrease in the number of fixed term exclusions from that period.

Assuming other boroughs remain at their 2006/07 levels of exclusion, we will be second highest borough for the rate of permanent exclusions and the fifth lowest for the rate of fixed term exclusions out of our 11 statistical neighbours group.

**Number of Permanently Excluded pupils by Statistical Neighbour 2006-07.**

Borough	Total No of Permanent Exclusions	Total % of the School Population
Croydon	100	0.21
<b>Harrow 2007/08</b>	<b>57</b>	<b>0.20</b>
Hounslow	60	0.17
Sutton	50	0.16
<b>Harrow 2006/07</b>	<b>43</b>	<b>0.15</b>
Redbridge	70	0.15
Barnet	60	0.12
Bromley	50	0.10
Hillingdon	30	0.08
Trafford	30	0.08
Merton	10	0.05
Kingston Upon Thames	10	0.04

**Number of Fixed Term Excluded pupils by Statistical Neighbour 2006-07.**

<b>Borough</b>	<b>Number of Fixed Term Exclusions</b>	<b>No of Fixed Term Exclusions expressed as a % of the School Population</b>
Merton	1630	6.84
<b>Harrow 2006/07</b>	<b>1601</b>	<b>5.49</b>
Hillingdon	2350	5.44
Sutton	1660	5.29
Barnet	2170	4.6
Hounslow	1640	4.53
<b>Harrow 2007/08</b>	<b>1267</b>	<b>4.38</b>
Trafford	1560	4.37
Redbridge	1930	4.2
Croydon	1810	3.59
Bromley	1460	3.17
Kingston Upon Thames	650	3.03

**Section 3 – Financial Implications**

There are no financial implications arising from this report.

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 19 June 2009		

**Contact Details and Background Papers**

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