

Education Consultative Forum

AGENDA

DATE: Wednesday 27 January 2010

TIME: 7.30 pm

VENUE: Committee Rooms 1&2
Harrow Civic Centre

PRE-MEETINGS: HTCC - 6.45 pm – Members' Lounge, Governors - 6.45 pm
- CR3, Members - 7.00 pm - CR 1/2

MEMBERSHIP (Quorum 3 representatives of each side)

Chairman: Councillor Mrs Anjana Patel

Councillors:

Mrs Camilla Bath	B E Gate
Miss Christine Bednell	Raj Ray
Janet Mote	Bill Stephenson

Reserve Members:

1. Husain Akhtar	1. Keeki Thammaiah
2. Julia Merison	2. Nizam Ismail
3. Mrs Vina Mithani	3. David Perry
4. Jean Lammiman	

(Education Side Representatives overleaf)

Education Side Representatives:

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

Mrs D Cawthorne
Ms C Gembala

Ms J Howkins
Ms J Lang

Ms L Money
Lynne Snowdon (VC)

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

Contact: Daksha Ghelani, Acting Senior Professional - Democratic Services
Tel: 020 8424 1881 E-mail: daksha.ghelani@harrow.gov.uk

AGENDA - PART I

1. ATTENDANCE BY RESERVE MEMBERS

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

Reserve Members may attend meetings:-

- (i) to take the place of an ordinary Member for whom they are a reserve;
- (ii) where the ordinary Member will be absent for the whole of the meeting; and
- (iii) the meeting notes at the start of the meeting at the item 'Reserves' that the Reserve Member is or will be attending as a reserve;
- (iv) if a Reserve Member whose intention to attend has been noted arrives after the commencement of the meeting, then that Reserve Member can only act as a Member from the start of the next item of business on the agenda after his/her arrival.

2. APOLOGIES FOR ABSENCE

To receive apologies for absence (if any).

3. DECLARATIONS OF INTEREST

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

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

4. MINUTES (Pages 1 - 4)

That the minutes of the meeting held on 29 June 2009 be taken as read and signed as a correct record.

5. MATTERS ARISING

To consider any matters arising from the last meeting.

6. 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).

7. 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).

8. DEPUTATIONS

To receive deputations (if any) under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).

9. SCHOOL PLACING PLANNING STRATEGY 2010-13 (Pages 5 - 60)

Report of the Director of Schools and Children's Development

10. INFORMATION REPORT - PUPIL ATTAINMENT AND PROGRESS (SUMMER 2009) (Pages 61 - 84)

Report of the Director Schools and Children's Development

11. SCHOOL TERM DATES ACADEMIC YEAR 2011-2012 (Pages 85 - 92)

Report of the Director Schools and Children's Development.

12. INFORMATION REPORT - MACHINERY OF GOVERNMENT CHANGES/16-19 EDUCATION PROVISION (Pages 93 - 100)

Report of the Director Schools and Children's Development.

13. INFORMATION REPORT: DRAFT REVENUE BUDGET 2010-11 TO 2012-13
(Pages 101 - 108)

Report of the Corporate Director Finance

14. RULES FOR MEETINGS OF CONSTITUENT GROUPINGS OF THE EDUCATION CONSULTATIVE FORUM WITH COUNCILLOR MEMBERS (Pages 109 - 112)

Report of the Director Legal and Governance Services

15. DATE OF NEXT MEETING

To note that the next meeting of the Forum is due to be held on Wednesday 17 March 2010.

AGENDA - PART II - Nil

EDUCATION CONSULTATIVE FORUM

29 JUNE 2009

Chairman:	* Councillor Mrs Anjana Patel	
Councillors:	* Husain Akhtar (1) * Mrs Camilla Bath * Miss Christine Bednell	* B E Gate * 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:	* Mrs C Millard * Mr N Ransley	* Mr K Sochall Ms H Solanki
Elected Parent Governor Representatives:	* Mr R Chauhan	* Mrs D Speel
Denominational Representatives:	* Mrs J Rammelt	Reverend P Reece

* Denotes Member present
(1) Denotes category of Reserve Member

PART I - RECOMMENDATIONS

RECOMMENDATION 1 – School Term Dates 2010 - 2011

The Forum received a report which detailed the proposed model for Harrow's school term dates, 2010 – 2011. The model had been decided upon following consultation with constituent groups and neighbouring boroughs and the Forum was requested to recommend to the Portfolio Holder for Schools and Children's Development that the new dates be adopted.

A member of the Teachers' Constituency stated that she, on behalf of primary school head teachers in Harrow, supported the proposals.

Resolved to RECOMMEND: (to the Portfolio Holder for Schools and Children's Development)

That the proposed school term dates for 2010 – 2011, as set out in Annexe A of the officer report, be adopted.

PART II - MINUTES

128. **Appointment of Chairman:**

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

129. **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 Husain Akhtar

130. **Apologies for Absence:**

RESOLVED: To note that no apologies for absence had been received.

131. **Declarations of Interest:**

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

132. **Minutes:**
- RESOLVED:** That the minutes of the meeting held on 27 January 2009 be taken as read and signed as a correct record.
133. **Appointment of Vice-Chairman:**
- RESOLVED:** To appoint Ms L Snowdon as Vice-Chairman of the Forum for the Municipal Year 2009/2010.
134. **Matters Arising:**
- RESOLVED:** To note that there were no matters arising that did not appear on the agenda.
135. **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.
136. **School Term Dates 2010 - 2011:**
(See Recommendation 1).
137. **INFORMATION REPORT - School Reorganisation:**
- The Forum received a report of the Director of Schools and Children's Development which provided an update on the progress of the school reorganisation project which would establish infant, junior, primary and secondary community schools in Harrow in September 2010.
- A member of the Governors' Constituency Group asked the Director of Schools & Children's Development to outline the support that would be made available to first and middle schools in order to help staff manage the changes. He added that changing the age of transfer was likely create new educational needs and, in some cases, staffing issues. In response, the Director of Schools & Children's Development stated that issues were being addressed as they arose and, at present, the Council was focusing on workforce planning, finance planning and site planning. She added that curriculum planning was also being considered in order to help schools cater for younger intakes and that further support would be in line with the needs expressed by schools.
- A Member of the Forum added that, although much support was being offered to schools affected by the reorganisation, staff were used to dealing with new intakes on a yearly basis and would probably be well equipped to deal with changes to the age of transfer. A member of the Governors' Constituency Group stated that separate first and middle schools were more likely to struggle with the new staffing needs and that support should be focused on this.
- Following a number of questions from the Forum, the Director of Schools & Children's Development clarified that:
- the Council was working closely with high schools to ensure that all children could be accommodated following the change to the age of transfer. She added that, though some were concerned about the use of temporary accommodation, the temporary structures were often better than the older permanent classrooms used by schools;
 - the Council had submitted an expression of interest to the DCSF for funding through the Building Schools for the Future (BSF) initiative. This funding would be used to develop high schools, including permanent buildings to replace temporary accommodation.
- A member of the Forum stated that some teachers had expressed disappointment with the temporary classrooms, outlining a number of problems including overheating, plumbing problems and noise. The Portfolio Holder for Children's Services stated that she was surprised to hear about such problems as she had visited schools using temporary accommodation and had been impressed with the facilities. She informed the Forum that she would look into the matter.
- RESOLVED:** That the report be noted.

138. **INFORMATION REPORT - Building Schools for the Future:**

The Forum received a report of the Director of Schools and Children's Development which provided an update on the BSF initiative and the progress that had been made by the Council. The Chairman informed the Forum that in 2008, the DCSF had invited local authorities to submit an Expression of Interest for BSF funding and that Harrow was currently placed 52 out of 70 other local authorities yet to enter the programme. She added that the Council was still hopeful that it would secure funding but that, in the current economic climate, nothing was certain. The Chairman stated that the Council would only proceed if funding was secured.

Following a number of questions from members of the Forum, the Director of Schools & Children's Development clarified that:

- schools entering wave one of the programme would be expected to support the process by contributing towards the cost. The remaining £2.4 million funding gap, as detailed in Annexe A of the report, would be covered by the Council over a period of three years. However, these funds would only be provided if the Council was invited into the programme and no money would be committed prior to this;
- the Council's Expression of Interest to the DCSF identified a total of 10 schools to receive funding. Of these, 4 had been allocated to Wave 1 (priority project) and the remaining 6 to Wave 2 (follow-on project);
- if Harrow was accepted into the programme, the Council could expect to receive £84 million during Wave 1 and £125 million in Wave 2. However, due to the current economic conditions, the way in which funding was provided could change;
- whilst there was a desire to use the BSF programme with other initiatives to allow schools to provide local services and reduce the need for stand alone facilities, such utilisation would be subject to a comprehensive business case being put forward, demonstrating that there would be no additional operating costs incurred by the Council.

A Member of the Forum stated that the BSF programme had the potential to promote local enterprise and requested that the report be updated to consider such possibilities. The Director of Schools & Children's Development agreed to look into the matter.

RESOLVED: That the report be noted.

139. **INFORMATION REPORT - School Exclusions Data 2007/08 Academic Year:**

The Forum received a report of the Director of Schools and Children's Development which set out the number of permanent and fixed term school exclusions for the academic year 2007/08.

The Director of Schools & Children's Development informed the Forum that the Council had been working increasingly closely with schools to combat exclusion and that a Rapid Intervention Team (RIT) had been established to improve the support available to pupils at risk of exclusion. She added that a disproportionate number of exclusions occurred in year 7, possibly as some pupils felt they had 'outgrown' middle school. It was therefore hoped that the change to the age of transfer might help reduce the number of exclusions occurring.

Speaking in regards to the increased number of permanent exclusions occurring in primary schools, the Director of Schools & Children's Development informed the Forum that this was most likely due to a change in exclusion procedure. She explained that, in the past, primary schools would give final year pupils longer fixed term exclusions to ensure they finished the school year. However, such practices were no longer allowed.

The Director of Schools & Children's Development informed the Forum that, in order to reduce the number of exclusions occurring in high schools, seclusion units were being used to deter pupils from behaving badly. Rather than giving pupils fixed term exclusions, schools were being encouraged to isolate badly behaved individuals from other students whilst ensuring that they remained in fulltime education. However, the Director of Schools & Children's Development stated that the Council supported schools' rights to exclude pupils when necessary.

Following a general discussion, the following points were raised by members of the Forum:

- high numbers of exclusions were not necessarily indicative of under performing schools but, in contrast, demonstrated that schools took action when necessary;
- Ofsted reports regularly praised Harrow's Schools for their good standards of behaviour;
- exclusions were only used as a 'last resort' and that schools had a number of support systems in place to deal with bad behaviour;
- the needs of well behaved pupils had to be taken into account as often their education was disrupted by bad behaviour in the classroom;
- the Marlborough Project was being rolled out to schools and had been set up to target children whose mental health was affecting their ability to achieve their learning potential. The project provides specialist support to pupils and their families.

RESOLVED: That the report be noted.

140. **Date of Next Meeting:**

RESOLVED: That the next meeting of the Forum take place on 10 September 2009.

(Note: The meeting having commenced at 7.36 pm, closed at 8.44 pm)

(Signed) COUNCILLOR ANJANA PATEL
Chairman

**REPORT FOR: Education Consultative
Forum**

Date:	27 January 2010
Subject:	School Place Planning Strategy 2010-2013
Key Decision:	No
Responsible Officer:	Heather Clements, Director Schools and Children's Development
Portfolio Holder:	Councillor Anjana Patel, Portfolio Holder for Schools and Children's Development
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	School Place Planning Strategy 2010-2013

Section 1 – Summary and Recommendations

This report sets out the approach it is proposed that the Council takes to ensuring that there are sufficient school places.

Recommendations:

Education Consultative is requested to consider the report and feedback any comments from constituent groups.

Reason: (For recommendation)

To provide Education Consultative Forum members the opportunity to consider the Strategy and incorporate their comments before the Strategy is presented to Cabinet.

Section 2 – Report

Introductory paragraph

1. The local authority has a statutory responsibility to provide sufficient school places for its area. This strategy outlines the process that will be completed to ensure that there are sufficient school places.

Options considered

2. Extensive work has been completed by officers across directorates to collate data and analyse the range of information that is relevant to school place planning. The proposed strategy details actions that are required and provides a framework for options to be developed.

Background

3. Over the last few years there has been considerable change for schools in Harrow:
 - The Harrow Collegiate established sixth form provision on all community high schools sites with effect from September 2008. In September 2010, the two voluntary aided high schools will have post-16 provision on their sites.
 - The first Hindu Primary School opened in September 2008 and transferred to its new accommodation in September 2009.
 - All schools will be aligned with the National Curriculum Key Stages with effect from September 2010. This will mean that all high schools will be Year 7 to Year 13, combined first and middle schools will become combined primary schools and separate first schools and separate middle schools will become separate infant and junior schools respectively.
 - Additional reception classes were opened on a temporary basis in September 2009 to accommodate additional rising 5 children in Harrow.
 - With effect from January 2010, 14 separate first and separate middle schools will have amalgamated in line with the Council's Amalgamation Policy.

Current situation

4. School organisation issues are considered by officers from across the Council. The focus in recent years has been to; secure post-16 provision; the consultation, planning and preparation for school reorganisation in Harrow to change the ages of transfer; and supporting the amalgamation policy. There have been some changes to the number of school places by increasing or reducing the planned admissions numbers (PAN) and the opening of the Hindu VA School. In general, the number of places has been relatively constant.

Why a change is needed

5. However, we are now entering a time when there is expected to be continued growth as predicted by the population projections combined with potential developments within Harrow. In addition as the school reorganisation changes to the ages of transfer and post-16 provision embed we need to monitor their impact.
6. Therefore it is proposed that the School Place Planning Strategy is published and reviewed annually. The document outlines the local authority's approach to school place planning. It covers the following:

Areas for Action by school sector.

7. This section includes a statement on school reorganisation, and outlines the provision for early years, primary and secondary schools age ranges, special schools and voluntary aided schools in Harrow. It also makes reference to cross sector issues and neighbouring boroughs. This section is supplemented by two tables. Table 1 presents the changes for reception in September 2009 and proposed temporary increases for 2010. Table 2 outlines the timescale for the approval of the School Place Planning Strategy and future changes to the number of reception places.
8. Five annexes provide the detailed information that supports the development of proposals to change the number of school places. A summary of each annexe is as follows:

Annexe A School Organisation in Harrow

9. This section sets out pre-school provision and the current organisation of schools in Harrow. It includes the number of schools, special school provision and additional resources for pupils with special educational needs in schools.

Annexe B Local and National Initiatives

10. There are several key local and national initiatives that impact on place planning. This annexe outlines the context for school place planning in Harrow in relation to local and national initiatives, and DCSF Guidance. In addition, it details how school place planning is managed in Harrow.

Annexe C Contextual Factors Influencing School Place Planning

11. There is a range of contextual factors that can influence changes to the patterns of demand for school places, which do not necessarily impact immediately on the roll projections. These factors include London wide issues, admissions, new schools, school reorganisation etc

Annexe D Principles Guiding Place Planning in Harrow

12. This annexe sets out the principles that the Council will use to guide the development of proposals for making changes to schools, including increasing and decreasing their size.

Annexe E Demographic Information

13. The methodology for population projections and school place planning is presented in this section. Information is provided on the birth rates and population trends, along with the impacts on the number of places

required across the primary and secondary sectors. For the purposes of primary school place planning the borough is divided into 5 geographic areas or Planning Areas. The voluntary aided schools create Planning Area 6. The projections are shown for each planning area. This Annexe also includes a section on the expected demand for reception places overall and for each planning area.

Implications of the Recommendation

14. The views of the Education Consultative Forum will help inform Cabinet's decision making.

Financial Implications

15. The majority of school's funding is allocated through the Dedicated Schools Grant (DSG). In addition there are a number of specific revenue and capital funding streams including the Standards Fund, Schools Devolved Formula Capital and Primary Capital Programme. The School Place Planning Strategy outlines the following areas of action.

Actual and projected growth in primary sector provision

16. The DCSF allocates DSG based on pupil numbers therefore an increase in pupil numbers results in additional grant funding. This funding is then distributed to schools through the Harrow Schools Funding Formula. As this formula allocates the majority of funding based on pupil numbers schools experiencing an increase in pupil numbers will receive a corresponding increase in funding. As funding is based on pupil numbers in the January prior to the start of the financial year, there is a funding lag when schools increase their pupil numbers during the financial year. To ensure that schools who have agreed to an increase in their PAN are not financially penalised the school funding formula is being amended to include an Additional Class Funding Formula. This provides funding for the period from September to the end of March following which the mainstream funding formula will take effect.
17. Whether schools have suitable accommodation is a key factor when determining which schools are suitable for an increase in places (see Annexe D). This, coupled with the change to the age of transfer creating spare capacity in the primary sector, should minimise the need for capital expenditure. Any capital expenditure would have to be met from within the current capital resources. There is a range of capital funding streams. These include the DCSF Schools Devolved Formula Capital, Primary Capital Programme, and other targeted grants for basis need. In addition, capital funding is available from corporate funding and Section 106 funding.
18. The strategy looks to utilise temporary and permanent increases in current schools and would only consider opening a new school when both these options were exhausted. Any new school would require substantial capital investment and would be dependent on securing capital funding.

Implementation of school reorganisation

19. Schools Forum has agreed transitional protection funding for schools adversely affected by the change to the age of transfer.

Increase provision for pupils with Special Educational Needs

20. Additional funding, totalling £650k, for the increase of provision for pupils with special educational needs in 2010/11 has been approved by Schools Forum. It is being financed from DSG headroom. Future expansions will be subject to securing further approval.

Risk Management Implications

21. Risk included on Directorate risk register? No
22. Separate risk register in place? No

Corporate Priorities

23. The School Place Planning Strategy contributes to the corporate priority to Build Stronger Communities by increasing the role of schools at the heart of the community.

Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 4 January 2010		
Name: George Curran	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 7 January 2010		

Section 4 - Contact Details and Background

Papers

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

Background Papers:

None.

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Draft

School Place Planning Strategy 2010-2013

EdCF Version 27.1.10

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1 EXECUTIVE SUMMARY

- 1.1 The Council's vision for education is 'High Achieving Schools at the Heart of Community Services'. Our approach to school place planning contributes to both tenets of this vision. Harrow's schools are successful in comparison to our statistical neighbours. But the gap is closing and schools need to continue in their improvement. As a Council we are committed to all schools being judged as either good or outstanding by OfSTED. The changes to school organisation will ensure that school performance is given a high priority.
- 1.2 As 'schools at the heart of the community' offering a range of opportunities to the local residents, we need to ensure that the accommodation is managed with appropriate investment to realise this aspiration. School accommodation and sites need to support pupils' learning but also to provide locations for activities and services. In considering school organisation we will work with schools and partners to ensure that where opportunities arise, services are co-located and facilities are developed for the school and local community.
- 1.3 In recent years the organisation of schools in Harrow has seen significant change:
- There are enhanced early years opportunities provided through the Children's Centre programme. 11 opened in 2009, and a total of 16 will open by 2011 in line with the Government's target.
 - As part of the Harrow Collegiate, since September 2008 all community high schools have sixth form provision on their school sites, providing a range of curriculum pathways. Provision will be established for the voluntary aided schools from September 2010.
 - Since September 2005, 14 separate first and middle schools have amalgamated to establish combined primary schools.
 - A voluntary aided Hindu school opened in September 2008.
 - With effect from September 2010, all schools in Harrow will be aligned with the National Curriculum Key Stages and the ages of transfer changed.
 - 5 additional reception classes opened in September 2009 to accommodate rising pupil numbers. Planning is underway for up to an additional 5 from September 2010.
 - Following consultation the Admission Arrangements for high schools have changed from linked schools to distance.
- 1.4 The School Place Planning Strategy outlines the areas of action for the local authority as commissioner of school places over the next 3 years. In summary these are:
- Monitor and develop proposals to increase primary sector provision in line with projected and actual growth.
 - Implement the school reorganisation to change the ages of transfer and monitor its impact
 - Increase the provision for pupils with special educational needs including the bases for pupils with Autistic Spectrum Disorder (ASD) and Social, Emotional and Behavioural Difficulties

2 INTRODUCTION

2.1 The School Place Planning Strategy contributes to Harrow fulfilling its school organisation statutory responsibility in the Education and Inspections Act 2006 to secure sufficient school places within its area in order to promote higher standards of attainment. It is a three year strategy. The supporting information and the Areas for Action are reviewed annually.

2.2 The Strategy:

- states the vision for achieving higher education standards in Harrow;
- outlines the action that the local authority will be undertaking for the next year;
- details the Borough's current arrangements for the provision of places in statutory and non-statutory education, for pupils aged 3-18;
- sets the national and local context for school place planning;
- provides demographic and contextual information to support the development of proposals to change the number of school places; and
- establishes a framework to develop proposals to manage school places.

Harlow's Vision for Education

2.3 The School Place Planning Strategy contributes to the Council's vision statement for future education 'High Achieving Schools at the Heart of Community Services'. The Council's vision statement has the potential to transform the way schools in Harrow develop. There are two central tenets to this vision:

- High Achievement
- Schools at the Centre of Community Services

2.4 Our schools are high achieving but we need to continue and further improve to sustain our position in comparison to our statistical neighbours. For there to be real choice for parents and families, every school must be good or outstanding as judged by OfSTED and across Harrow we need to ensure that there is a range of provision in terms of size, ethos, and specialisms. We need to ensure that we make the best use of school accommodation for the school but also for the local community. As schools at the heart of the local community, we need to ensure that where there is potential for local community resources, including culture, leisure and library facilities as well as special needs services and a wide range of extended services, we need to realise these opportunities.

Schools in Harrow

2.5 In September 2009, there were 53 primary sector schools providing 17,839 places and 12 high schools providing 8,772 places in Years 8-11. There is a range of community and voluntary aided schools making provision for all pupils including pupils with special needs. In September 2010, all schools will be reorganised and will be aligned with the National Curriculum Key Stages. Further details of **school organisation in Harrow** are provided at Annexe A.

2.6 There are several **local and national initiatives** that impact on place planning. Annexe B outlines the context for school place planning in Harrow in relation to local and national initiatives, and DCSF Guidance. In addition, it details how school place planning is managed in Harrow.

- 2.7 There is a range of **contextual factors** that impact on school place planning. Annexe C summarises the key factors including London wide issues, admissions and Harrow specific factors.
- 2.8 Planning places needs to be complementary to school improvement and to meeting other Council objectives. Proposals for change need to be based on consistent and objective criteria. Annexe D details **place planning criteria** that will be considered to develop proposals to increase or reduce the number of places.
- 2.9 Managing the supply of school places needs to be informed by robust evidence of future demand for places. Harrow subscribes to the Greater London Authority (GLA) to prepare pupil roll projections. These are analysed taking into consideration other relevant local factors. For the purposes of the primary school projections Harrow is divided into six planning areas. Five cover geographical areas defined by Ward boundaries and one for voluntary aided schools. Annexe E **School Roll Projections 2010 – 2016** explains how data is collected and analysed; presents the projections for each school sector and the potential additional child yield from housing developments within Harrow. It also details the accuracy of the projections provided by the GLA. The document in Annexe E is prepared by Partnership Development and Performance Team. This will be updated and published annually.
- 2.10 A Glossary of relevant terms is provided at Annexe F.

3 AREAS FOR ACTION

School Reorganisation

- 3.1. With effect from September 2010, all schools in Harrow will be reorganised to infant, junior, combined primary schools and secondary schools, aligned with the National Curriculum Key Stages. The impact of these changes will be monitored closely. It is possible that there will be an increase in demand for school places across Harrow as a result of this change. Within the school reorganisation, the number of places within the secondary school sector and the primary school sector has increased slightly. An additional 90 places are available in secondary schools. Modest increases will be completed in the primary sector schools and all their planned admission numbers will be in multiples of 30.

Early Years Provision

- 3.2. By March 2011 Harrow will have full Children's Centre coverage. Nine Children's Centres are integrated with schools and provide a wide range of early intervention and prevention services in partnership with other agencies and the schools that support the Narrowing the Gap agenda.
- 3.3. Whilst the birth rate over the next few years is set to increase, provision across Harrow for all Early Years places is in line with demand now. The position is being monitored to ensure that this situation is maintained.
- 3.4. As part of the monitoring for early years places, and the need to maintain the level of provision, proposals have been brought forward to open a nursery class at Roxbourne First School. This will be an integral element of the Children's Centre that will provide access to a range of services for children and families.
- 3.5. A working group of the Admissions Forum is considering a range of issues around admission to nursery classes. This group will report to the Admissions Forum in the Autumn Term.

Primary Sector School Places

- 3.6. The primary school projections indicate that additional places will be required from 2010 onwards to maintain a modest level of 5% surplus places to allow some flexibility within the system. The increase in pupils is generated from a combination of population increase and potential child yield from housing developments. The projections are only one factor that needs to be considered in the planning of school places. Contextual factors are important. There has been increasing demand in Harrow's neighbouring boroughs, across London and Nationally to an extent that the Government has identified further funding to support local authorities experiencing the highest levels of growth.
- 3.7. Within Harrow the experience over the last two years has been an increased demand for primary school places. This has been particularly in Reception, Year 1 and Year 2 classes. To meet the unexpected increase in applications for reception places for September 2009 five bulge year reception classes were opened, providing an additional 150 places. Four of these were in community schools (Belmont School, Cedars Manor School, Grange First School and Welldon Park First School) and one

voluntary aided school (St George's Primary Catholic School). These are temporary expansions.

- 3.8. Additional places in Year 1 and Year 2 were opened in September 2009. These were at two schools Elmgrove First School and Glebe School. The planned admission numbers for these schools have been changed to a multiple of 30 for reception, and now this increase is being applied to Years 1 and 2.
- 3.9. Places are offered where vacancies are available, however, where schools are full, applications are considered and agreed by the Admissions Panel in accordance with the Fair Access Protocol. This protocol is being used for primary and secondary sector schools.
- 3.10. In July 2009, Schools Forum agreed an Additional Classes Formula to provide resources for schools with bulge year groups.
- 3.11. For September 2010, based on the projections and the experience in 2009, it is expected that the demand will continue and plans are being developed to open up to 5 additional reception classes. The schools have been identified in areas where the demand for places has been the greatest, taking into account the impact on the pattern of admission applications and the ability of the schools to accommodate and manage additional pupils.
- 3.12. The situation from September 2010 should offer more flexibility, as all infant and primary schools will have surplus accommodation following the movement of pupils into the high school sector. It is acknowledged that the impact of school reorganisation is different for all schools, however, for 2-3 years technically the majority of schools should be able to accommodate a bulge year group.
- 3.13. Over the next two years, the local authority will monitor the impact of the additional reception places and develop proposals accordingly. If the increased demand continues, as is indicated by the roll projections, and pupil numbers are sustained across all schools, then permanent expansions will be considered. The local authority aims to balance providing sufficient places and the ability to meet parental preferences whilst avoiding over provision in some schools that can lead to higher levels of pupil mobility creating fluctuations in pupil numbers with associated management and financial impact. Although the roll projections indicate specific increases by Planning Area, the schools identified for expansion will not always be located within the Planning Area. The planning areas to some extent are arbitrary and support a methodology, but school access and parental preferences are also important factors in deciding schools for change.
- 3.14. Table 1 summarises the agreed and proposed changes for 2009 and 2010. Table 2 outlines the indicative timescale for agreeing the School Place Planning Strategy and other consultations to increase capacity as required.
- 3.15. The Council will continue to implement its amalgamation policy when the trigger circumstances are met. In September 2009, Belmont School and Heathland School were established as combined schools. In January 2010 Priestmead First and Middle Schools will be a combined school. Officers will work with schools to develop governance models that will support school improvement, for example federations.

Secondary Sector School Places

- 3.16. As part of the school reorganisation, 90 additional places will be opened in September 2010 as follows: 60 places at Rooks Heath College; 10 places at Whitmore High School, and 20 places at Park High School. The local authority will monitor the situation and bring forward proposals accordingly to change the number of number of places.

Cross-sector issues

- 3.17. One additional reception class at St George's Primary Catholic School opened in September 2009. The Krishna-Avanti Primary School moved into its new school building in September 2009.
- 3.18. The local authority will liaise with the diocesan boards and governing bodies about issues for voluntary aided school place planning.

Developments and Proposals in Neighbouring Local Authorities

- 3.19. The neighbouring boroughs are all experiencing an increase in demand for places and are increasing their supply of places accordingly. Harrow has established links with neighbouring local authorities through the cross-borough meetings and consultation on proposals to increase the number of places and make other changes in school organisation.

Table 1

Summary of Temporary Increases in Reception Classes September 2009 and Proposals for September 2010

Planning Area	2009 Schools with reception bulge year groups (increases to PAN of 30) and other agreed changes	2010 Proposed increases for reception bulge year groups (increase to Planned Admission Number (PAN) of 30 places) and other agreed changes
Planning Area 1 North East		Proposed increase PAN by 30 in one school
Planning Area 2 North West	Cedars Manor School (Increase PAN by 30)	Proposed increase PAN by 60 in two schools
Planning Area 3 South East	Glebe First and Middle School (Increase PAN by 8 to 60)	Proposed increase PAN by 30 in one school
Planning Area 4 South West	Grange First School (Increase PAN by 30) Welldon Park First School (Increase PAN by 30)	Roxeth Primary School (Agreed increase PAN by 4 to 60)
Planning Area 5 Central	Belmont School (Increase PAN by 30) Elmgrove First School (Increase PAN by 8 to 60)	Proposed increase PAN by 30 in one school
Planning Area 6 VA Schools	St Georges (Increase PAN by 30)	

Proposed Provisional Timeline for Consultations on Expansions for September 2011 and September 2012

Spring 2010	Informal consultations with schools about the School Place Planning Strategy and about specific proposals from September 2011 and September 2012.
November 2009 – January 2010	Admissions consultation for admission arrangements from September 2011 includes information about the potential number of bulge classes it is anticipated will be required from September 2011.
January 2010	School Place Planning Strategy considered by EdCF.
February 2010	Cabinet considers the strategic three year School Place Planning Strategy.
April – May 2010	Consultation about specific school proposals arising from the School Place Planning Strategy: <ul style="list-style-type: none"> • for September 2011 and • possible statutory consultation for permanent expansions from September 2012.
June 2010	Cabinet decides whether to publish statutory proposals about permanent expansions September 2012.
June 2010	Letter to the Office of the Schools Adjudicator about bulge years in schools in September 2011.
September – October 2010	Statutory proposals published for permanent expansions from September 2012.
November 2010	Cabinet determines the statutory proposals for permanent expansions from September 2012.
December 2010 – February 2011	Admissions consultation for admission arrangements from September 2012

SCHOOL ORGANISATION IN HARROW

Pre-School and Nursery Provision

A.1 Nursery, pre-school and early years education is provided in partnership by the local authority, independent, private and voluntary providers. The Integrated Early Years and Community Service works with the Early Years Development and Childcare Partnership to plan provision, including the development of the Children's Centres in Harrow. They publish the Harrow Early Years Development and Childcare Strategy which sets out the wider context of pre-school provision identifying issues of under and over provision. In October 2009 Harrow had the following number of places:

Type of provision	Places available
Childminder	982
Day Nursery	1,206
Maintained Nursery and Classes	1,464
Independent Nursery	154
Pre-school playgroup	1,161

A.2 As part of the nursery provision, there are 25 schools in the primary sector with nursery classes providing 1248 part time places (624 FTE).

A.3 There are 11 Children's Centres in Harrow and 16 will open by September 2011 in accordance with the Government's target for Harrow. 80% of schools provide the DCSF's Extended Schools core offer.

A.4 Harrow Council has over the past 9 years worked in partnership to support the development and sustainability of the private and voluntary sector. This work has included supporting partnership arrangements between pre-schools and schools. In particular, schools have been identified in areas of need and where there are sites that are conducive to the co-location of provision. Some examples of this work are:

- the Harrow Pre-school Learning Alliance is located within Glebe First and Middle School,
- the co-location of St Joseph's Pre-school at Priestmead school;
- the co-location of the Pre-school Language Unit at Aylward School and,
- the development of Dragons Pre-school at St George's Primary Catholic School.

A.5 This partnership approach will continue to be promoted to ensure that provision matches demand, particularly in the context of rising birth rates.

Primary School Provision

A.6 Harrow community primary sector schools are organised currently as separate or combined first and middle schools providing for pupils aged 4-12 (first schools 4-8 years). The voluntary aided schools are primary schools for pupils aged 4-11.

- A.7 Following a very wide-ranging consultation culminating in the publication and determination of statutory proposals in April 2009, from September 2010 Harrow community schools will be reorganised as follows:
- separate first schools (Reception to Year 3) will become infant schools (Reception to Year 2)
 - separate middle schools (Year 4 to Year 7) will become junior schools (Year 3 to Year 6)
 - combined first and middle schools (Reception to Year 7) will become primary schools (Reception to Year 6)
 - high schools (Year 8 to Year 13) will become secondary schools with 6th form provision (Year 7 to Year 13).

A.8 The table below summarises the number and type of primary sector schools in Harrow with effect from September 2010.

School	Planned Admission Number	Number
Infant school	60	2
	90	11
Junior School	60	2
	90	11
Primary (community Schools)	30	2
	60	12
	90	2
Primary (VA)	30	2
	60	7

A.9 Statutory provision begins in the first term after a pupil's fifth birthday. In Harrow, all pupils are admitted as Rising 5's to reception in September of the relevant school year.

High School Provision

A.10 Harrow's eight community high schools are organised for pupils aged 12-18. One community high school is for girls only. The two voluntary aided schools are for pupils aged 11-16 and for single sex pupils. The planned admission numbers range from 150 to 300.

A.11 From September 2010, all high schools in Harrow will have Year 7 to Year 13 pupils.

A.12 The table below summarises the number and type of secondary sector schools in Harrow with effect from September 2010.

Type of School	Planned Admission Number	Number of schools
Voluntary Aided	150	2
Community	180	3
Community	270	2
Community	300	3

Post-16 Provision

- A.13 All Harrow secondary schools are members of the Harrow Collegiate with Harrow College, Stanmore College and St Dominic's Sixth Form College. The Collegiate provides a comprehensive and coordinated range of curriculum opportunities including academic and vocational pathways.

Inclusion

- A.14 Harrow is an inclusive authority and the special educational needs of children and young people are met in mainstream schools wherever possible.
- A.15 Currently two high schools and five schools in the primary sector are additionally resourced schools (ARMS) for pupils with low incidence special educational needs. There are plans to increase provision for pupils with autism at three primary schools.
- A.16 The local authority maintains four special schools. Two age-phased schools, a primary and a secondary school, make provision for pupils with learning difficulties, behavioural difficulties and autism. There are two age-phased schools for pupils with severe and complex learning difficulties and autism.
- A.17 Harrow does not maintain residential provision for pupils with special educational needs but does support out-borough placements in either special schools maintained by other local authorities, independent or non-maintained special schools.
- A.18 The tables below summarise the type of provision for pupils with special education needs in Harrow from September 2010.

Special Schools

School	Type of Provision	Age Range	Proposed Number of Places Sept 2010
Alexandra School	Primary special school for pupils with learning and behavioural difficulties with autism	5-11	70
Shaftesbury School	Secondary special school for pupils with learning and behavioural difficulties with autism	11-19	150
Woodlands School	Primary special school for pupils with severe and complex learning difficulties and autism	3-11	97
Kingsley High School	Secondary special school for pupils with severe and complex learning difficulties and autism	11-19	70

Schools with specialist provision

School	Type of Provision	Age Range	Proposed Number of Places Sept 2010
Aylward School*	Resource base for pupils with autistic spectrum disorder	5-11	6
Cedars Manor School	Resource base for pupils with hearing impairment	5-11	6
Elmgrove Infant School	Resource base for pupils with physical impairment	5-7	10
Elmgrove Junior School	Resource base for pupils with physical impairment	8-11	9
Priestmead School*	Resource base for pupils with autistic spectrum disorder	5-11	6
Vaughan School**	Resource base for pupils with autistic spectrum disorder	5-11	
Welldon Park Infant School (and Welldon Park Junior School Year 3)	Resource base for pupils with specific language impairment	5-7	11
Hatch End High School	Resource base for pupils hearing impairment	11-19	11
Whitmore High School	Resource base for pupils with: i) physical impairment ii) autistic spectrum disorder	11-19	6 12

*To be established with effect from 1.9.2010 increasing to 12 pupils

** To be established with effect from 1.9.2011 increasing to 12 pupils

Education otherwise that at School

- A.19 The local authority maintains a Pupil Referral Unit (PRU) catering for pupils aged 5 to 16. Harrow Tuition Service provides education for pupils as a result of a medical condition; pregnancy when continued education in school is no longer possible; permanent exclusion when another place is not available; and for a few pupils with special needs who are awaiting a long term place.
- A.20 For some excluded pupils in Year 11, provision is made through attendance at a Harrow college, and access to an alternative curriculum. The Helix offers a curriculum for Key Stage 3 pupils combined with support and preparation for their re-entry to high school.
- A.21 A small proportion of parents choose to educate their children at home (Elective Home Education). The number of pupils over the last 3 years is as follows:

Year/School Sector	2007-2008	2008-09	2009-2010
Primary	25	30	28
Secondary	29	28	24

KEY LOCAL AND NATIONAL INITIATIVES

- B.1 There are several key local and national initiatives that impact on place planning. This section outlines the context for school place planning in Harrow in relation to local and national initiatives, and DCSF Guidance. In addition, it details how school place planning is managed in Harrow.

Local Initiatives

Harrow's Strategic Vision for Education

- B.2 Harrow's vision for education is High Achieving Schools at the Heart of Community Services. It has two central tenets: High Achievement and Schools at the Centre of Community Services with the co-location of partnership services for children, families and local communities on school sites. The vision embraces the Government's priorities of the Children's Plan, Every Child Matters and Narrowing the Gap.
- B.3 The School Place Planning Strategy contributes to achieving this vision through the management of school places and ensuring that schools are at the heart of local communities offering a range of services and facilities for the local community. This also contributes to Harrow's Sustainable Community Strategy that was agreed in April 2009.

Primary Sector School Amalgamation Policy

- B.4 The revised Harrow Amalgamation Policy and Guidance was agreed by Cabinet in October 2007 and clarified in October 2008. This policy requires the amalgamation of separate first and middle schools unless there are overriding or compelling reasons not to. From September 2005 to January 2010, 14 separate schools have amalgamated. In January 2010 there will be 24 separate first and middle schools.

National Initiatives

Building Schools for the Future and the Primary Capital Programme

- B.5 The Building Schools for the Future (BSF) and Primary Capital Programme (PCP) are the government's major capital investment programmes for schools. Harrow's PCP programme received DCSF's full approval in 2008 and is now being implemented in accordance with our submission.
- B.6 Harrow has yet to enter the BSF programme. The BSF programme will provide funding to rebuild or refurbish all secondary schools. When Harrow enters the programme there will be funding for all the high schools, with the exception of Whitmore High School, rebuilt as Harrow's BSF One School Pathfinder project and Kingsley High School, rebuilt through the government's PFI initiative.

Legislation and Guidance

The Education and Inspections Act 2006

- B.7 The Education and Inspections Act 2006 places a range of statutory duties on the local authority that are applicable to school organisation issues. These include the duty to secure sufficient places, to promote high standards, to increase choice and diversity, promote community cohesion and respond to parental representations.

This Strategy outlines how Harrow will fulfil its duty to provide sufficient places and will contribute to other duties. Harrow schools offer choice and diversity but increasing diversity will be a key consideration. The local authority has guidance available to support schools to consider diversity issues.

Statutory and Non-Statutory Guidance

- B.8 Making changes to school organisation, including increasing and decreasing the number of places, is subject to the DCSF's Statutory and Non-Statutory Guidance. This will be followed in the implementation of any proposals developed.

Infant Class Size

- B.9 Infant classes, Reception to Year 2, must not be larger than 30. This class size limit can be exceeded for one year only before an additional teacher is required. All proposals must be developed in accordance with this legislation.

School Place Planning in Harrow

- B.10 School place planning is undertaken by the Pupil Place Planning Group (PPPG). The purpose of the PPPG is to consider projections, pupil number data and admissions information. The group develops proposals to increase or decrease the number of school places accordingly and make recommendations to the School Organisation Officer Group for school changes.
- B.11 In addition, the group liaises with:
- neighbouring boroughs on school place planning issues
 - colleagues with responsibility for planning SEN, Extended Schools and Early Years, 14-19 agenda and 16-19 provision to identify and address issues that may impact on schools.
 - The Place Shaping Directorate to ensure appropriate inclusions to the Local Development Framework and other related policies e.g. Section 106.
- B.12 This is a cross council group with officers from several directorates. The members of the group are:
- School Admissions and Place Planning Service Manager (Chair)
 - School Admissions and Place Planning Deputy Manager
 - Head of School Organisation Strategy
 - Senior Professional Transforming Learning Team
 - Performance and Demography Officer
 - Head of Education Programme Planning
 - Head of Capital and Education Property Developments
 - Senior Professional, LDF Team Leader
- B.13 The PPPG meets termly or as required by school place planning issues. All recommendations are referred to the School Organisation Officer Group (SOOG), which is attended by the Director of Schools and Children's Development. All proposals are implemented in accordance with the DCSF Statutory and Non-Statutory Guidance and the Admissions Code of Practice. SOOG has a wider remit and considers all issues in relation to school organisation, including change to the ages of transfer, amalgamations etc.

CONTEXTUAL FACTORS INFLUENCING SCHOOL PLACE PLANNING

C.1 There is a range of contextual factors that can influence changes to the patterns of demand for school places, which do not necessarily impact immediately on the roll projections. These factors include London wide issues, admissions, new schools, school reorganisation etc.

School place issues across London

C.2 'Do the maths: tackling shortages of primary school places in London' a report published by London Councils in April 2009 confirms that across London authorities are facing extraordinary demand for reception places in primary schools. This growth in demand is a result of London's recently rising birth rate, compared to other parts of the country. This has increased the demand for reception places beyond levels which councils could have reasonably forecast.

Other factors have also played a part:

The economic downturn

- The impact of the economic downturn has caused an increase in demand for state school places compared to independent school places.
- The sluggish property market has meant that fewer families are moving to areas outside London.
- The changing nature of the housing market and demographics has resulted in a significant increase in children living in 1 and 2 bedroom properties, thereby increasing the overall number of young children in many areas.

Improvements in education

- Improvements in the quality of local primary schools have led to more parents requesting places. This success has resulted in an additional challenge of meeting greater demand.
- Some areas, particularly those with high performing schools, face inward migration into boroughs by families with school age children.

More locally born families requesting a place in local schools

- There has been a rise in the percentage of locally born children, whose parents then go on to request a place in local primary schools. In the London Council's Survey one London Borough has reported a rise in its retention rate of local born children from 85% to 95%.

Neighbouring capacity problems

- Increases in cross borough applications for primary places from neighbouring authorities with capacity issues.

Harrow specific issues contributing to increasing demand for school places

School achievement

C.3 Harrow schools perform exceptionally well nationally and this is reflected in the outcomes of individual school OfSTED inspections. The quality of education in Harrow and the standard of schools generally will have an impact on parents choosing to apply for Harrow schools.

Change in age of transfer

- C.4 From September 2010, schools in Harrow will be reorganised to separate infant, separate junior, combined primary and secondary schools, aligned with the National Curriculum Key Stages. The majority of stakeholders supported this proposal during the consultation. This may attract additional families into Harrow schools who are Harrow residents that have chosen out-borough schools, or out-borough residents choosing Harrow schools. This situation is being monitored.

Provision of sixth form education in schools

- C.5 From September 2009, the community high schools had sixth form students. The voluntary aided schools will have post-16 students from September 2010. This initiative has been welcomed by parents and schools and has led to a slow but steady increased demand for Harrow high schools over the last two years. Parents looking to the future may have decided to apply for a local primary school on the basis of continuity for their child's primary, secondary and sixth form education.

Admission arrangements

- C.6 Parents overwhelmingly welcomed the change from priority roads to distance measured in a straight line as a criterion for primary school admission oversubscription rules when it was introduced several years ago.
- C.7 Following a full and wide-ranging consultation about high school admissions, undertaken in 2008-9, the council has moved from the 'linked schools' system with primary schools linked to named high schools. From September 2010 Harrow will use 'distance from home to school' measured in a straight line. The full impact of this on demand for school places will take at least two to three years to be felt. It normally takes some time for parents to become familiar with new processes, which could lead to changes to historical patterns of applications for schools.

Co-ordinated admissions

- C.8 Co-ordination of secondary applications was introduced to reduce the number of parents receiving multiple school offers, whilst others received no initial offer at all.
- C.9 2005-06 was the first year of co-ordinating admissions with Harrow's voluntary aided schools and with authorities across London and neighbouring counties. This resulted in over 90% of applicants being offered one of their preferred schools and at least 40% fewer children were without the offer of a place than at the same stage in the previous year. By the end of the summer term London local authorities reported only 44 pupils without a confirmed offer of a place. This pattern has continued up to the present.
- C.10 The success of secondary co-ordination has led the Government to introduce legislation to co-ordinate Reception applications as from September 2011 and in-year admissions from September 2010.
- C.11 Primary co-ordination should significantly reduce the number of children not being offered a school place at the initial allocation. For the 2009-10 reception place allocation, 206 out borough applications were received. Many of these could have received an offer through their home authority. Co-ordination means that in future such applicants will only receive one offer, thus releasing places for other children.

Outcome of 2008-9 and 2009-10 reception allocations

C.12 Over the past three years Harrow has experienced a significant increase in the number of applications for primary schools. This pattern is expected to continue in the future. The table bellows summarises the data.

Academic Year	Applications received	Places offered
2007/08	2,471	1,991
2008/09	2,526	2,521
2009/10	2,848	2,691

Fair Access Protocol

C.13 In exceptional circumstances Harrow may require schools to admit children in excess of a school's planned admission number (PAN). These in-year applications are considered by the Admissions Panel in accordance with the Fair Access Protocol.

PRINCIPLES GUIDING PLACE PLANNING IN HARROW

D.1 When considering changes to the organisation of schools to ensure that there are sufficient school places for statutory aged pupils, pupil data including pupil projections and admission applications are the main factors that will be considered. School places can be increased or decreased on either a temporary or permanent basis. The factors considered in developing proposals are outlined in this section; increasing provision, reducing provision and other factors

Increasing Provision

- D.2 Proposals to meet additional demand will be informed by a combination of the following factors:
- predicted sustained growth in pupil numbers that is greater than the available number of school places
 - where the applications for admission to school exceed the available school places.
 - when there is less surplus than the planning factor. To ensure that there is flexibility in the system a planning factor of surplus places will be maintained. This will be between 5% and 10% across any sector or within a planning area.
- D.3 Where these factors are applicable, proposals will be developed to increase the number of places. Schools will be identified for increases where the following criteria are met:
- Relevant geographical location.
 - Popular schools oversubscribed consistently.
 - School and pupil performance consistently at or above national, local and benchmarked improvement indicators in all or most areas.
 - Leadership and management capacity.
 - Availability of appropriate accommodation or land for expansion and available capital.
 - Impact on local schools.
 - Consideration of school size.
- D.4 School places can be increased either on a temporary or permanent basis. Harrow's approach is outlined in three stages.

Stage 1 Temporary Increase of the Planned Admission Number (PAN)

D.5 To meet unforeseen demand or short term increases which may not be sustained, temporary expansions will be used to accommodate additional pupils. There will be an extra form of entry for one year only and this will be achieved by increasing the planned admission number, usually by a multiple of 30 for that year group. This is also known as a bulge year. The bulge year group is usually expected to be in reception classes and the following year, the PAN will revert back to the original number. However, bulge year groups are not restricted to reception classes, and additional classes could be established in any year group. The Harrow Schools Forum agreed an Additional Class Funding formula to provide transitional funding to support bulge year groups.

Stage 2 Permanent Increase of the Planned Admission Number

D.6 If the demand for places is maintained then there are two options to increase permanently the number of school places. The first option would be to consider a permanent increase in a school's planned admission number. Proposals to increase PAN permanently will be developed using the same factors for temporary expansions. As a planned increase, the Schools Funding Formula would provide funding to specific schools, initially based on the number of places. The alternative option would be to open a new school. New schools are considered as Stage 3.

Stage 3 Opening a New School

D.7 If all options to increase PANs were exhausted then the local authority would investigate opening a new school. A major consideration would be the availability of a site. Any new school proposals would need to be developed in accordance with DCSF Guidance on opening new schools, including the requirement to hold a competition, increase choice and diversity, parental representations etc.

Reducing Provision

D.8 Proposals to reduce the number of places will be informed by predicted sustained decline in pupil numbers that will create significant surplus places. For the purposes of Harrow's place planning this will be surplus above 10% across any sector or within a planning area, or 25% or more for an individual school.

D.9 Where the level of surplus is above this range, proposals will be developed to reduce the number of places. Schools will be identified for decreases where the following criteria are met:

- Relevant geographical location and availability of alternative places at nearby schools
- Consistent level of vacancies and under subscription
- School and pupil performance consistently at or below national, local and benchmarked improvement indicators in all or most areas.
- Leadership and management capacity inadequate
- School size and viability

D.10 The reduction of school places can be achieved through temporary or permanent measures. Options include temporary or permanent reductions in PAN and school closures. It is expected that for the purposes of place planning there would be a staged approach as with the school increases.

Stage 1 Temporary Reductions to Planned Admission Numbers

D.11 In certain situations, temporary reductions may be required for short/medium term management reasons. For example, over a short, defined period to enable extensive building works, or medium term to support consolidation of the school during a dip in pupil numbers.

D.12 In circumstances when reductions are required to manage medium term reductions in pupil demand, there will be a review of accommodation and a re-designation of accommodation for alternative uses. Accommodation will not be removed permanently to ensure that there is potential to increase the PAN in future. Alternative uses include community use, co-located services etc. Consideration will be given to the sustainability of the reduced school size.

Stage 2 Permanent Reductions to Planned Admission Numbers

D.13 Permanent reductions are achieved by a permanent reduction of the PAN or a school closure. These options will be considered when there is evidence of sustained decline in pupil demographics, and would be expected to usually follow a period of temporary PAN reduction. In these circumstances the reduction would be accompanied by the removal of school accommodation. For example, temporary buildings.

Stage 3 School Closure

D.14 School closures to reduce the number of places would be considered as a final option when other options have been exhausted. Should closure be identified as an option the local authority will assess the impact that such a change would make on provision in the locality and within the local authority as a whole. This consideration would take account of:

- the availability of sufficient appropriate places to meet the immediate demand following closure of the school and any displaced pupils;
- the availability of sufficient places to meet the projected demand in the immediate and longer term and the impact on the LA's ability to meet parental preference;
- the impact of potential pupil transfers on other schools;
- the value for money of such proposals in relation to the need to incur capital expenditure and/or opportunity costs;
- the options for making alternative use of assets released to provide places required in other areas of provision.

D.15 These criteria are not applicable to the school closures that are part of the statutory proposals that effect the amalgamation of Harrow's separate infant and junior schools to create combined primary schools.

Other Factors

Size of school

D.16 In developing proposals to manage the supply of school places, the local authority seeks to secure a balance in provision which ensures that:

- each school has adequate resources to maintain high quality subject expertise and curriculum planning and establish pupil groupings which enable effective delivery across the curriculum and deployment of resources;
- school size supports an effective pastoral system;
- provision of a degree of diversity to allow parents to consider a smaller or larger school.

D.17 Although a range of school sizes are successful and there maybe exceptions, using these principles to develop proposals Harrow's preferred models for schools are:

- A minimum of 3 forms of entry for separate infant and junior schools
- A minimum of 2 forms of entry for combined schools
- For high schools, a minimum of 5 forms of entry and a maximum of 10 forms of entry

Inclusion and provision for special educational needs (SEN)

D.18 Planning of provision to meet special educational needs is affected less by changes in overall population and more by other specific factors, than planning

within the mainstream sector. These factors include; parental preference; the need for the local authority to ensure that it is meeting the current and future needs for pupils within the Borough wherever possible; changes in best practice, and the local authority contribution to regional planning

- D.19 Proposals to make changes to provision for SEN or inclusion will be developed in accordance with the Learning Difficulties and Disability Strategy and in partnership with the Pupil Place Planning Group.

Post-16 and 14-19 Provision

- D.20 In its role as the commissioner for 16-19 provision, decisions to develop proposals to change post 16 provision are the responsibility of the local authority. The local authority will work in partnership with the Harrow 14-19 Strategic Group to monitor the demand for places. Proposals will be developed in partnership with the Pupil Place Planning Group.

Parental Representations

- D.21 The local authority has a duty under Section 14A of the Education Act 1996 (inserted by section 3 of the Education and Inspection Act 2006) to consider parental representations about the exercise of their functions in relation to the provision of primary and secondary education. As the champion of parents and pupils, the local authority will support new schools and new provision where there is real local sustainable demand from parents or where provision is poor. The local authority will factor in parental views and wishes as part of the planning process in order to improve standards.

DEMOGRAPHIC INFORMATION SCHOOL ROLL PROJECTIONS 2010 – 2016 REPORT

Introduction

The School Roll Projections 2010 – 2016 Report is prepared by the Partnership Development and Performance Division to support the school place planning process in Harrow. It brings together information on population projections, pupil roll numbers and housing developments in Harrow. This report provides information on birth rates, housing developments, primary school projections, including reception places only and secondary school projections. The data is analysed to indicate the number of school places required. This data is considered by the Pupil Place Planning Group along with other information to develop options to manage the supply of school places. This data Report is up-dated annually. Including the introduction, the report has 4 Sections:

- Section 1: Methodology and Projections
- Section 2: School Roll Projections
- Section 3: Accuracy and Methodology
- Section 4: Planned Residential Developments

Section 1 Methodology and Projections

This section outlines the projection methodology and their accuracy, and presents the birth rates and population projections.

Projection Methodology and Accuracy

The projections are prepared for Harrow by the GLA's School Roll Projection Service and are based upon the latest 2008 round of population projections released by the GLA and school roll data collected in the January 2009 School Census and previous School Censuses. The method used by the GLA combines a 'catchment' method, which is based on population projections, and a 'replacement' method, which is based on school rolls. The combined projections are weighted towards the replacement method in the short term and the catchment method in the longer term. A more detailed explanation of the two methods is given in Section 3.

The GLA projections for primary schools are presented on an area basis using the Planning Areas created by Harrow Council for school place planning in 2004 when they were recast to reflect boundary changes. The projections for each Planning Area are based on a combination of ward-level child population projections and the historic pattern of subscription to schools. An analysis of where pupils went to school in 2004, based on pupils' postcodes, was used to define the Planning Areas. Where over 40% of pupils in a ward went to schools in the Planning Area, these are described as "main" wards. Where between 10% and 40% of pupils in a ward went to schools in the Planning Area these are described as "other" wards. Thus it is possible to see that for Planning Area 1, the North East, most pupils attending Aylward, Stanburn, Whitchurch and Weald schools lived in Belmont, Stanmore Park and Canons wards. Smaller numbers of pupils lived in Harrow Weald, Edgware, Queensbury, Wealdstone, Kenton East and Kenton West.

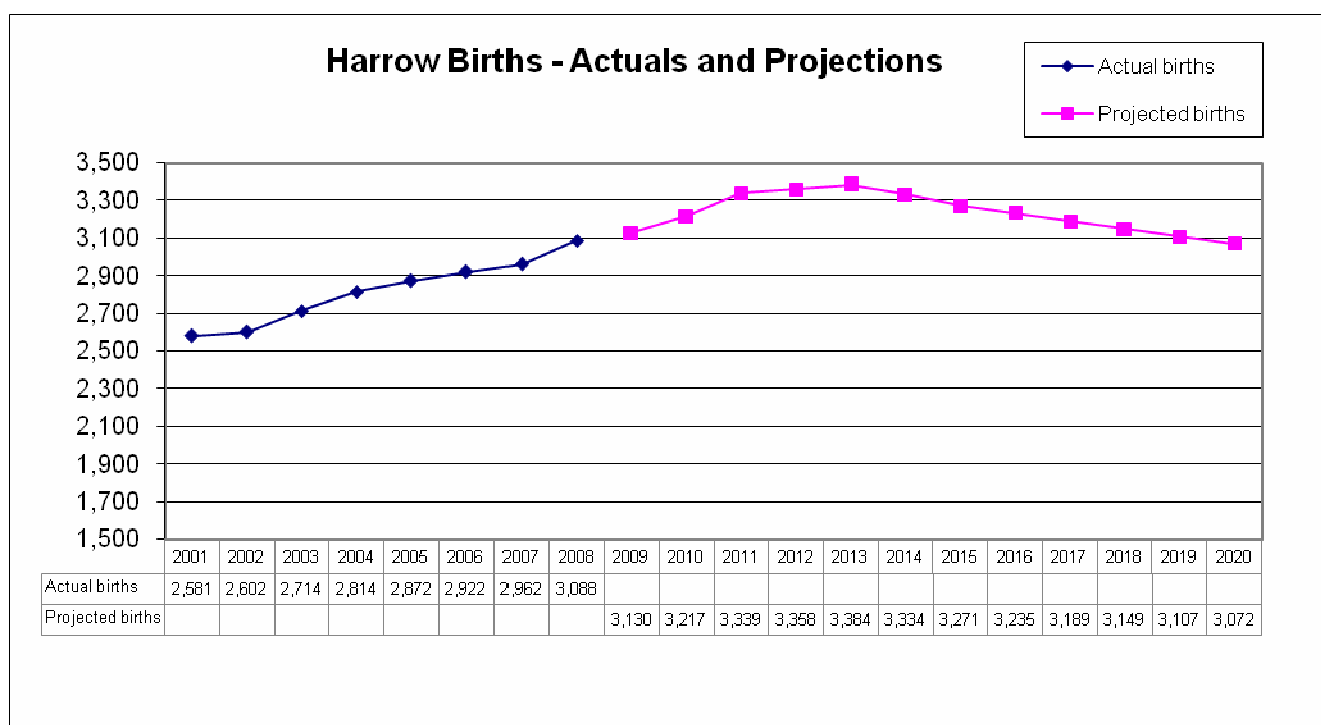
Estimates of additional forms of entry required in the future are based on a combination of the GLA roll projections and the child yield from proposed housing developments. As explained in Section 4 Planned Residential Developments, Harrow's housing trajectory is taken into account in the GLA population projections in a general way, so that adding the child yield to this may lead to an element of double counting. However, the projections do

not take account of the type of housing and the number of bedrooms, which is believed to be an important factor in predicting child yield.

The report also addresses the accuracy of the school roll projections (SRP) that are supplied by the GLA. The 2005 to 2008 GLA projections are analysed to see how well they have predicted the 2009 school roll.

Birth Rates

There has been an increase in live births (actual figures) from 2,581 in 2001 to 3,088 in 2008 and this is projected to rise to 3,384 by 2013¹. Harrow retains approximately 85% of live births into its reception classes, so that reception numbers increase in line with the birth rate. This means that reception numbers will continue to rise until at least 2017 (school entry for children born in 2013). These figures are demonstrated in the following graph.



Population Projections

The 2008 round population projections² are represented in the following two graphs. These projections show an increase in 4-10 year olds in the population over the next few years and suggest that the population will rise by some 16% to a peak around 2018 with a subsequent slight decline.

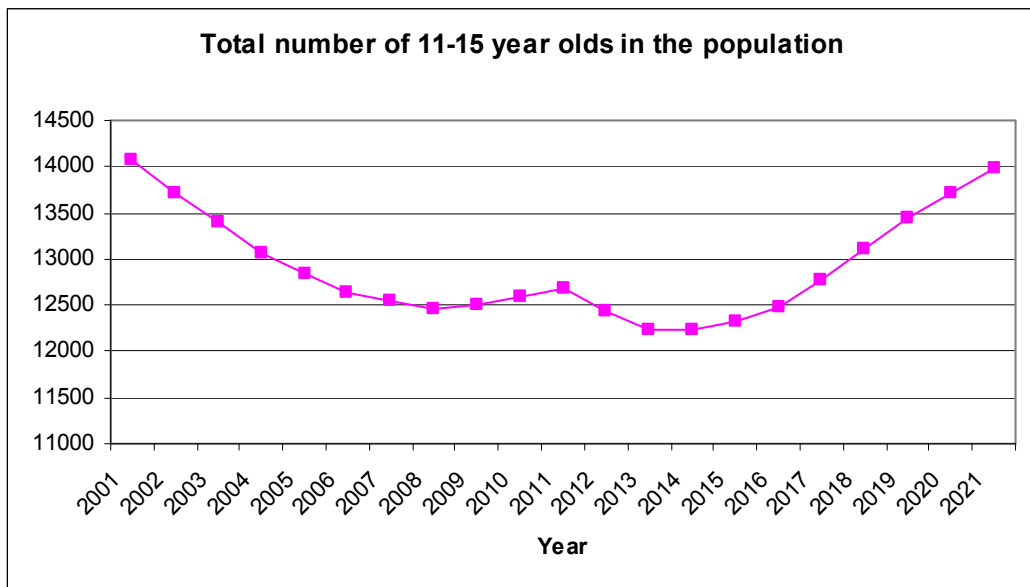
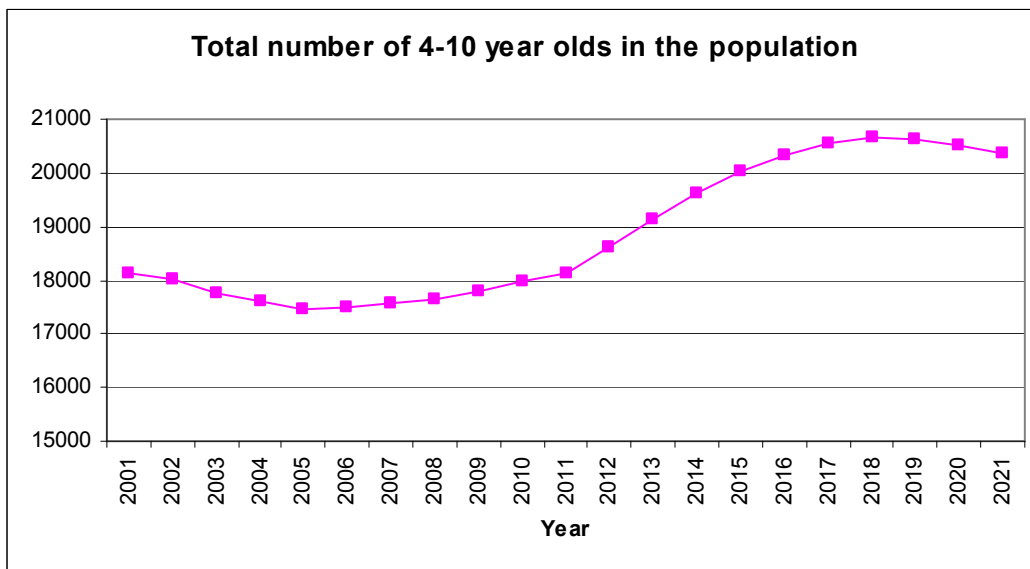
The number of 11-15 year olds in the population has been falling and is predicted to remain fairly static until 2016 (apart from a small rise in 2011) and then rise steadily to a peak in 2024 before starting to decline slowly again.

Factors that are reflected in the GLA's population projections include national and London population trends, births, fertility rates and migration rates. These population projections

¹ 2008 GLA Demographic Projections

² Source: GLA File: Send Harrow Population Projections -27-2-2009

do take account of the proposed number of new housing units but not the type of housing (whether social or private, flats or houses, and the number of bedrooms).



Section 2: School Roll Projections

Primary Schools

Information on primary school roll projections is divided into three parts:

- i) The general picture for all Primary School aged pupils Reception to Year 6 and is based on the most recent GLA projections.
- ii) The second section concentrates on projections for reception pupils only. This is provided in the context of the unpredicted increase in demand for reception places this year (with rises projected to continue until 2017), and also factors in a 5% surplus as recommended by DCSF.
- iii) Projections for primary schools by Planning Areas.

Projections for Reception to Year 6 Pupils

Based on the 2008 round of GLA school roll projections, the information in Table 1 and Chart 1 shows that the number of pupils in Reception to Year 6 is likely to increase steadily until 2016.

The number of available places stays fairly static, with 'bulge' years in some schools in September 2009 and other small increases in September 2010 canceling out previous reductions which are still working through to year 6. The current 17,839 places increases to 17,918 in 2016, partly accounted for by the new Hindu school which becomes fully occupied in 2015.

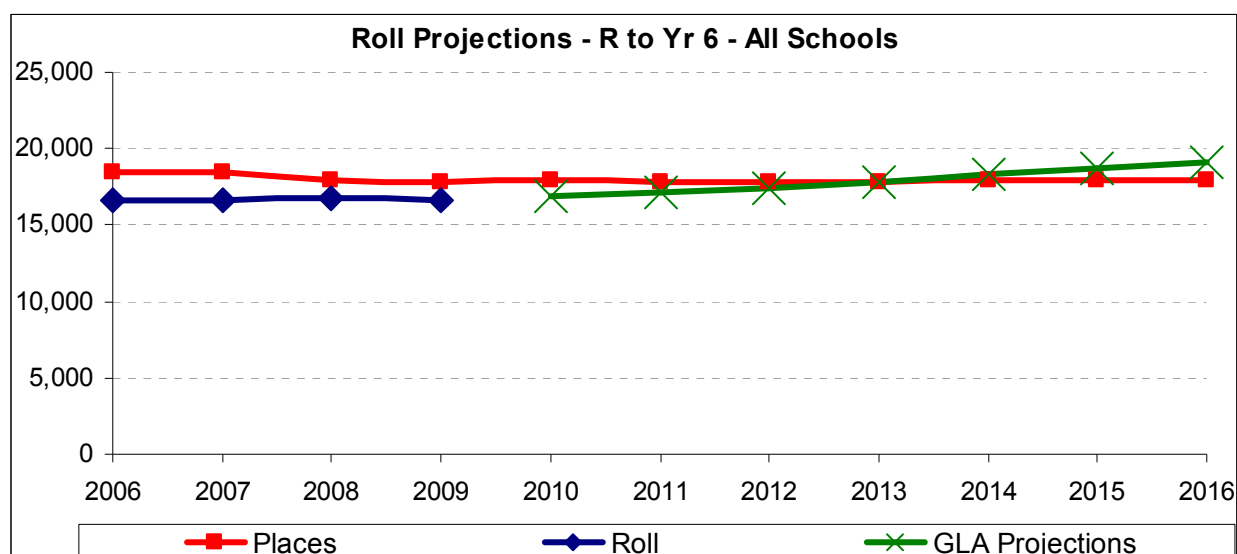
Together the data indicates that we will move from a current small surplus of places to a deficit in the 2013/14 academic year. The surplus place % is calculated from the projected pupil number and the places available. A surplus of 5% is required to enable the local authority to manage fluctuations in demand and offer some parental preference.

*Table 1: School roll projections for Year R - 6 in all schools in Harrow**

Note: The shaded areas represent actual figures recorded and unshaded are projections.

Primary projection area: All Schools (Includes VA)				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	16,633	16,633	18,489	10.04%
2007	16,654	16,654	18,421	9.59%
2008	16,689	16,689	17,929	6.92%
2009	16,637	16,637	17,839	6.74%
2010		16,848	17,885	5.80%
2011		17,119	17,823	3.95%
2012		17,395	17,837	2.48%
2013		17,845	17,849	0.02%
2014		18,297	17,872	-2.38%
2015		18,706	17,910	-4.44%
2016		19,077	17,918	-6.47%

Chart 1: Current NOR compared to roll projections* and places available for Year R – 6 in all schools in Harrow



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

Projections for Reception Pupils Only

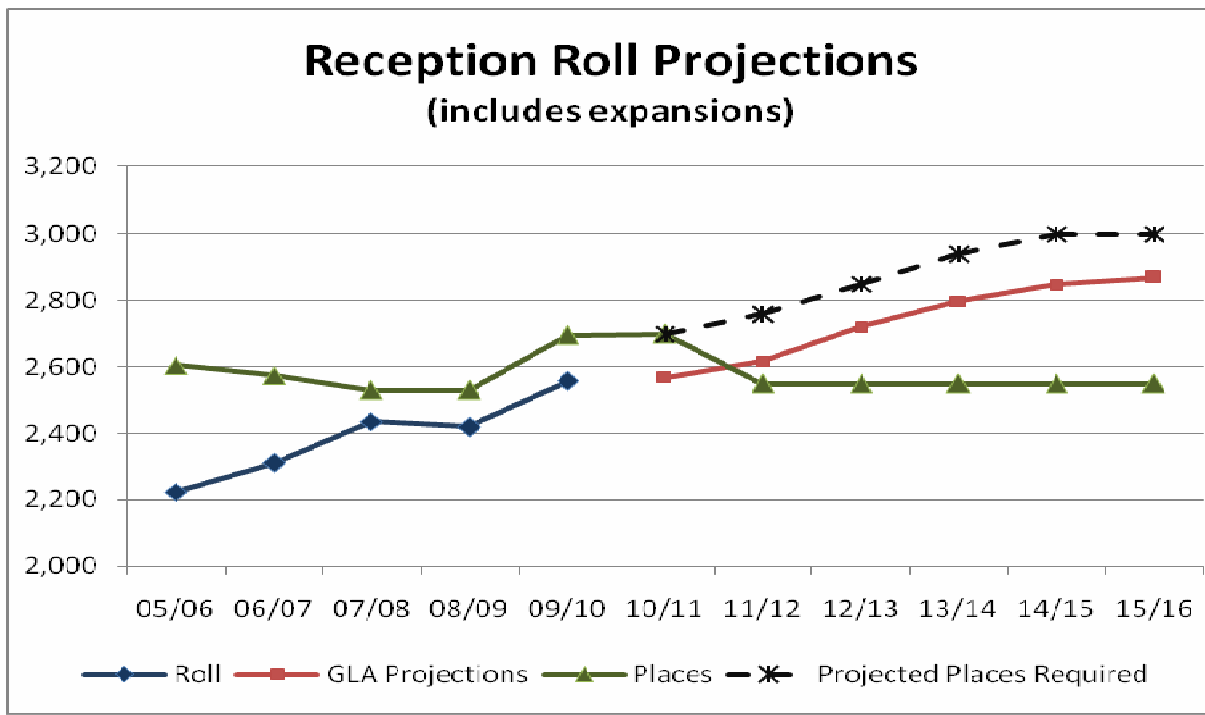
Reception numbers have risen from 2,224 in January 2006 to 2,419 in January 2009. GLA projections indicated an increase from 2,525 In January 2010 to 2,869 in January 2016 but the actual number on roll in September 2009 was already 2,557.

Harrow aims to maintain a minimum 5% surplus across the borough in both the primary and secondary sectors and the following table and graph summarise the number of reception places required to achieve this aim.

Primary projection area: All Schools (Includes VA)

Year Reception

School Year	January actual number on roll	Actual / Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required	Total Reception Places Proposed
05/06	2,224	2,224		2,605		
06/07	2,310	2,310		2,575		
07/08	2,435	2,435		2,530		
08/09	2,419	2,419		2,530		
09/10	2,557	2,557		2,696		
10/11		2,569	2,697	2,700	5	2,700
11/12		2,616	2,747	2,550	7	2,760
12/13		2,721	2,857	2,550	10	2,850
13/14		2,797	2,937	2,550	13	2,940
14/15		2,847	2,989	2,550	15	3,000
15/16		2,869	3,012	2,550	15	3,000



The number of permanent reception places will consolidate in September 2010 to 2,550. This excludes any temporary bulge classes and includes permanent increases in planned admission numbers in three schools to multiples of 30. Without any increases there would potentially be insufficient reception places and up to 5 additional reception classes are being planned if required. This would provide 2700 reception places.

Primary Schools Projections by Planning Area

North East Planning Area (GLA Planning Area 1):

Projections for the North East Planning Area are based on data from the following schools and population data for part or all of these wards:

Schools:
Aylward
Stanburn
Whitchurch
Weald

Main Wards:
Belmont
Stanmore Park
Canons

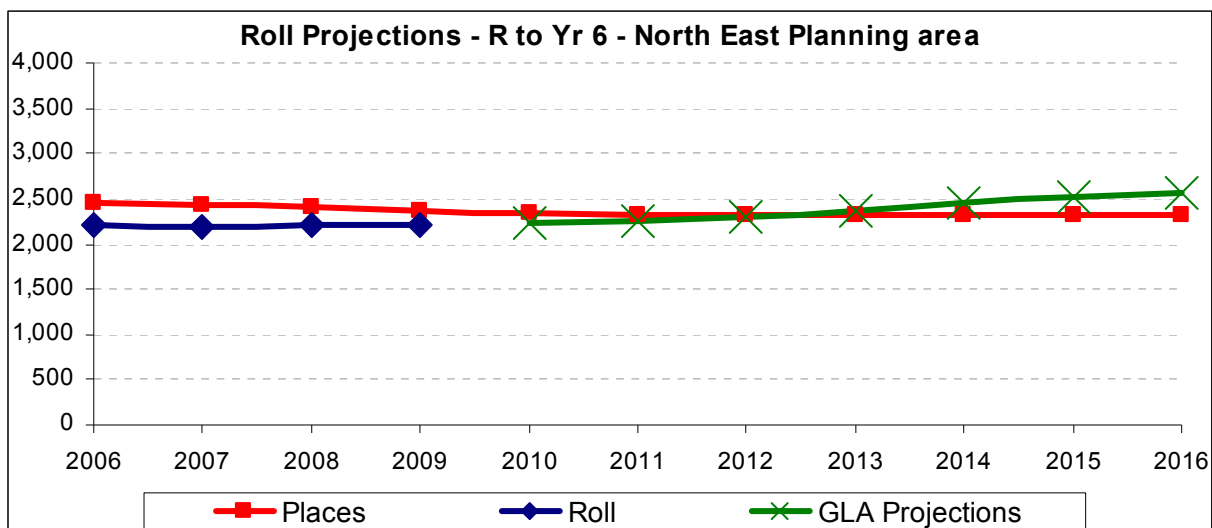
Other Wards:
Harrow Weald
Edgware
Queensbury
Wealdstone
Kenton East
Kenton West

Table 2: Primary projections for the North East Planning Area*

Primary projection area: North East (Community Schools only)				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	2,206	2,206	2,460	10.33%
2007	2,193	2,193	2,430	9.75%
2008	2,203	2,203	2,400	8.21%
2009	2,210	2,210	2,370	6.75%
2010		2,230	2,340	4.70%
2011		2,249	2,310	2.64%
2012		2,298	2,310	0.52%
2013		2,375	2,310	-2.81%
2014		2,442	2,310	-5.71%
2015		2,513	2,310	-8.79%
2016		2,572	2,310	-11.34%

Table 2 / Chart 2 show GLA roll projections for the North East Planning Area. The projections show an increase in pupil numbers between now and 2016 and suggest that the current small surplus of places will become a small deficit in 2012/13 – about 9 pupils per year group. By 2016 there is an expected deficit of 262, about 37 pupils per year group.

Chart 2: Current NOR compared to roll projections* and places available for the North East Planning Area



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

North West Planning Area (GLA Planning Area 2):

Projections for the North West Planning Area are based on data from the following schools and population data for part or all of these wards:

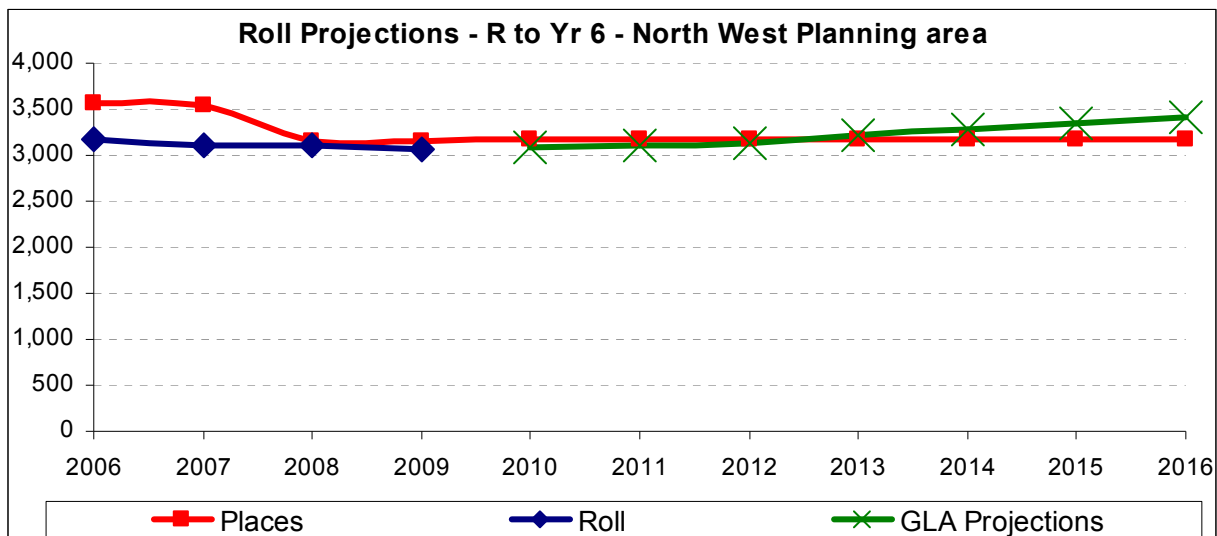
<p>Schools: Cannon Lane West Lodge Pinner Wood Grimsdyke Longfield Cedars Manor</p>	<p>Main Wards: Pinner Pinner South Hatch End Headstone North Harrow Weald</p> <p>Other Wards: Headstone South Rayners Lane Roxbourne Harrow on the Hill West Harrow</p>
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*Table 3: Primary projections for the North West Planning Area**

Primary projection area: North West (Community Schools only)				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	3,181	3,181	3,570	10.90%
2007	3,109	3,109	3,540	12.18%
2008	3,098	3,098	3,150	1.65%
2009	3,064	3,064	3,150	2.73%
2010		3,082	3,180	3.08%
2011		3,117	3,180	1.98%
2012		3,138	3,180	1.32%
2013		3,208	3,180	-0.88%
2014		3,283	3,180	-3.24%
2015		3,357	3,180	-5.57%
2016		3,419	3,180	-7.52%

The GLA roll projections in Table 3 / Chart 3 anticipate a steady increase in pupil numbers in the North West Planning Area with a projected deficit by 2015 of 25 pupils per year group (less than 1 form of entry).

Chart 3: Current NOR compared to roll projections* and places available for the North West Planning Area



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

South East Planning Area (GLA Planning Area 3):

Projections for the South East Planning Area are based on data from the following schools and population data for part or all of these wards:

<p>Schools: Glebe Kenmore Park Little Stanmore Priestmead Stag Lane</p>	<p>Main Wards: Edgware Queensbury Kenton East Kenton West</p>	<p>Other Wards: Belmont Canons</p>
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Table 4: Primary projections for the South East Planning Area*

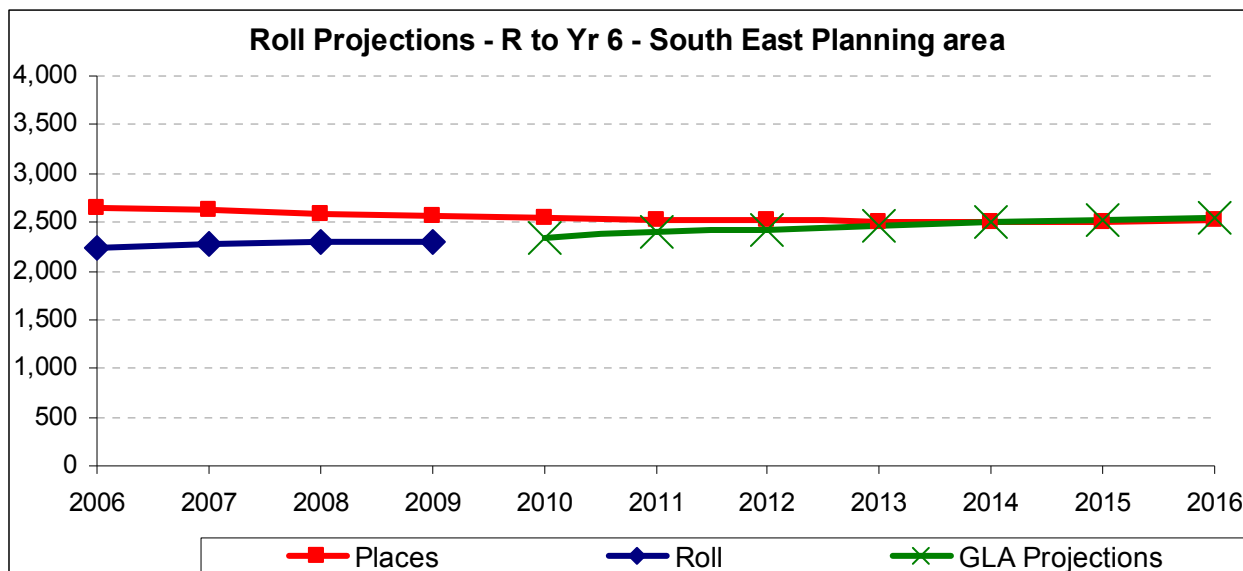
Primary projection area: South East (Community Schools only)

Years R to 6 only

Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	2,229	2,229	2,646	15.76%
2007	2,268	2,268	2,623	13.53%
2008	2,295	2,295	2,593	11.49%
2009	2,307	2,307	2,563	9.99%
2010		2,345	2,541	7.71%
2011		2,400	2,531	5.18%
2012		2,421	2,521	3.97%
2013		2,461	2,511	1.99%
2014		2,496	2,504	0.32%
2015		2,519	2,512	-0.28%
2016		2,547	2,520	-1.07%

Table 4 and Chart 4 show the roll projection figures for the South East Planning Area. They indicate a steady increase in pupil numbers and suggest that the current small surplus of places will become a deficit of only 1 pupil per year group in 2014/15. Even by 2016 the deficit is only expected to be about 4 pupils a year group.

Chart 4: Current NOR compared to roll projections and places available for the South East Planning Area*



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

South West Planning Area (GLA Planning Area 4):

Projections for the South West Planning Area are based on data from the following schools and population data for part or all of these wards:

- Schools:**
 Earlsmead
 Grange
 Roxbourne
 Roxeth Manor
 Newton Farm
 Welldon Park
 Roxeth
 Vaughan

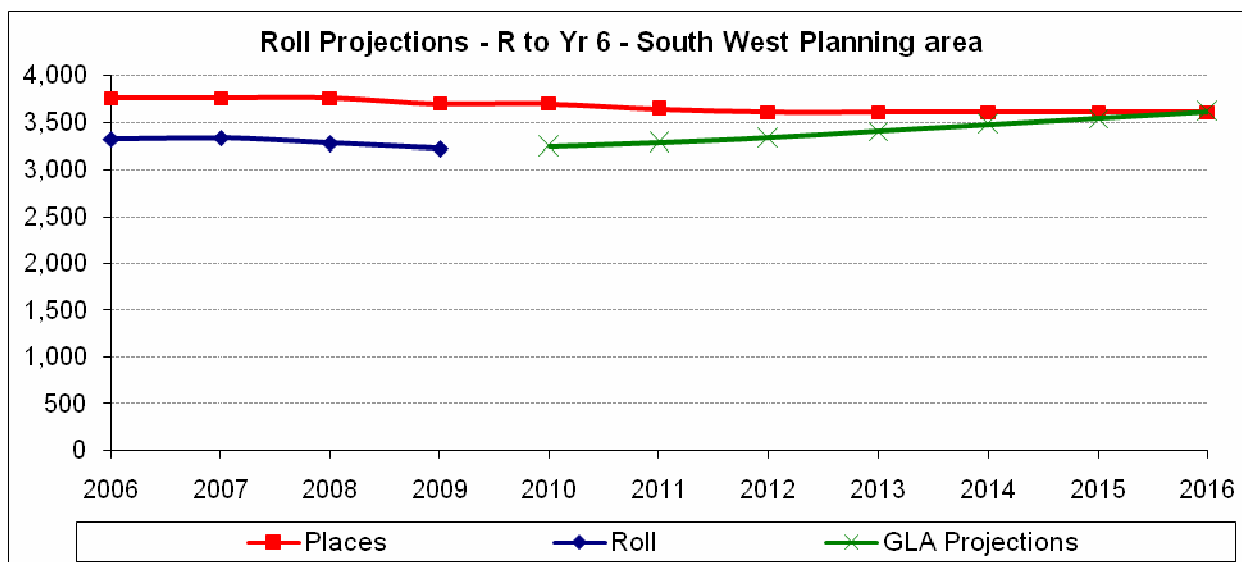
- Main Wards:**
 Rayners Lane
 Roxbourne
 Roxeth
 West Harrow
 Harrow on the Hill
- Other Wards:**
 Headstone South
 Greenhill

Table 5: Primary projections for the South West Planning Area*

Primary projection area: South West (Community Schools only)				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	3,313	3,313	3,752	11.70%
2007	3,325	3,325	3,752	11.38%
2008	3,274	3,274	3,752	12.74%
2009	3,219	3,219	3,692	12.81%
2010		3,239	3,692	12.27%
2011		3,282	3,632	9.64%
2012		3,324	3,602	7.72%
2013		3,398	3,602	5.66%
2014		3,473	3,602	3.58%
2015		3,535	3,602	1.86%
2016		3,604	3,602	-0.06%

Roll projections in Table 5 and Chart 5 show a steady rise in pupil numbers over the next few years, with a very small deficit (only 2 pupils across all age groups) not appearing until 2016.

Chart 5: Current NOR compared to roll projections* and places available for the South West Planning Area



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

Central Planning Area (GLA Planning Area 5):

Projections for the Central Planning Area are based on data from the following schools and population data for part or all of these wards:

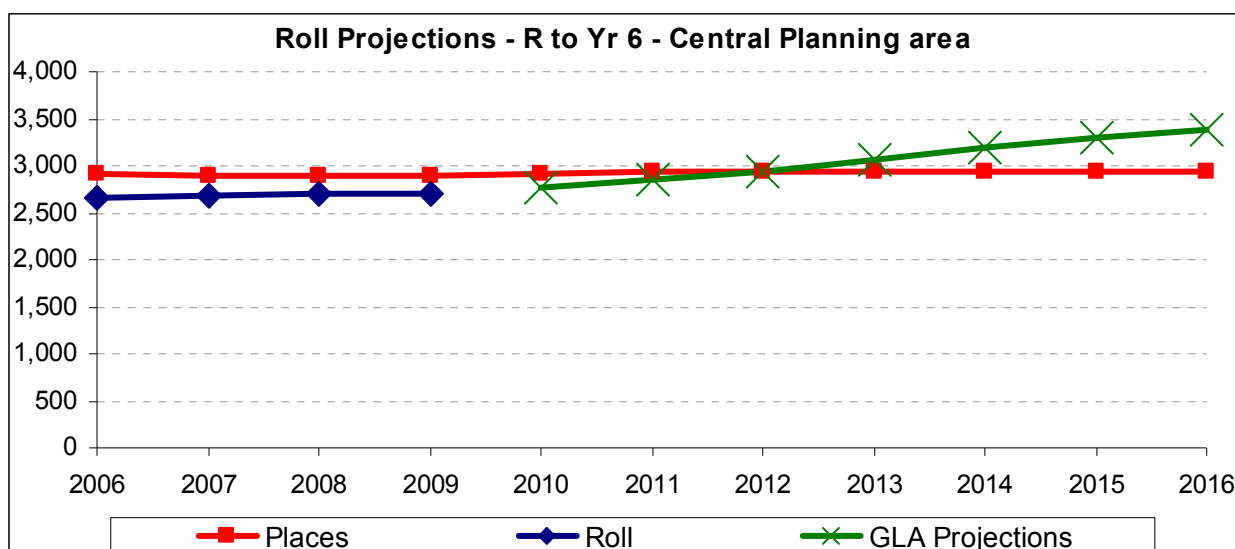
<p>Schools: Belmont Elmgrove Marlborough Norbury Pinner Park Whitefriars</p>	<p>Main Wards: Wealdstone Marlborough Headstone South Greenhill Headstone North</p> <p>Other Wards: Harrow Weald Hatch End Belmont Kenton West West Harrow</p>
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*Table 6: Primary projections for the Central Planning Area**

Primary projection area: Central (Community Schools)				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	2,660	2,660	2,914	8.72%
2007	2,685	2,685	2,884	6.90%
2008	2,702	2,702	2,884	6.31%
2009	2,693	2,693	2,884	6.62%
2010		2,768	2,922	5.27%
2011		2,848	2,930	2.80%
2012		2,946	2,938	-0.27%
2013		3,066	2,946	-4.07%
2014		3,188	2,946	-8.21%
2015		3,291	2,946	-11.71%
2016		3,379	2,946	-14.70%

Table 6 and Chart 6 show the projected pupil numbers in this Planning Area over the next few years. The projections suggest that a current small surplus of places in this area will become a small deficit by the 2011/12 academic year (only 1 pupil per year group) rising to a deficit of 2 forms of entry by 2015.

Chart 6: Current NOR compared to roll projections* and places available for the Central Planning Area



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

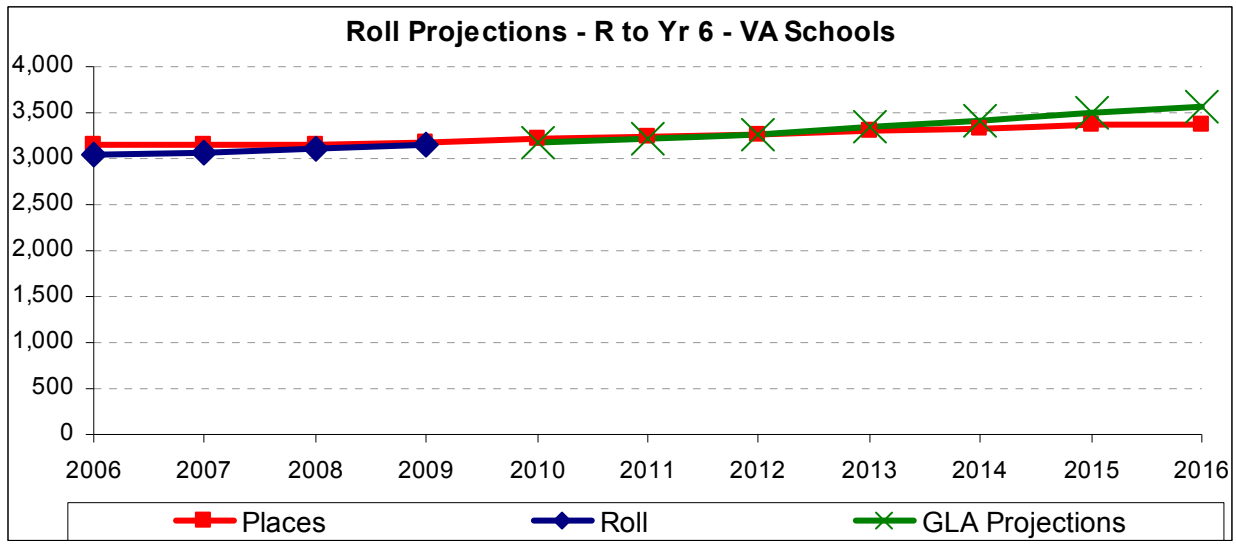
Voluntary Aided schools: (GLA Planning Area 6)

Since voluntary aided schools in Harrow are generally full, GLA projections of pupil numbers at voluntary aided schools amount to a 'top slice' of the projected school roll. These projections do not reflect demand for VA school places.

Table 7: Primary projections for Voluntary Aided schools*

Primary projection area: VA Schools				
Years R to 6 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	3,044	3,044	3,147	3.27%
2007	3,073	3,073	3,162	2.81%
2008	3,114	3,114	3,150	1.14%
2009	3,144	3,144	3,180	1.13%
2010		3,184	3,210	0.81%
2011		3,223	3,240	0.52%
2012		3,268	3,270	0.06%
2013		3,337	3,300	-1.12%
2014		3,415	3,330	-2.55%
2015		3,491	3,360	-3.90%
2016		3,556	3,360	-5.83%

Chart 7: Current NOR compared to roll projections* and places available for Voluntary Aided Schools



* Source: GLA File: Revised Send Harrow Population Projections - CR - 4P - 2008 Round -11-5-2009 1333

Secondary Schools

Secondary school roll projections are presented on the basis of Years 8 to 11 (12 to 15 year olds) as Year 7 pupils are currently in primary schools in the community sector and in high schools in the voluntary sector. Secondary school place planning is undertaken on a whole Borough level and not in Planning Areas as the number of schools is small, transport links are good, and older pupils can be expected to travel further to school.

The fall in pupil numbers in Year 7 is reflected in current GLA projections. If it is expected that there will be an increase in the staying on rate post Year 6, this would need to be factored into the projections.

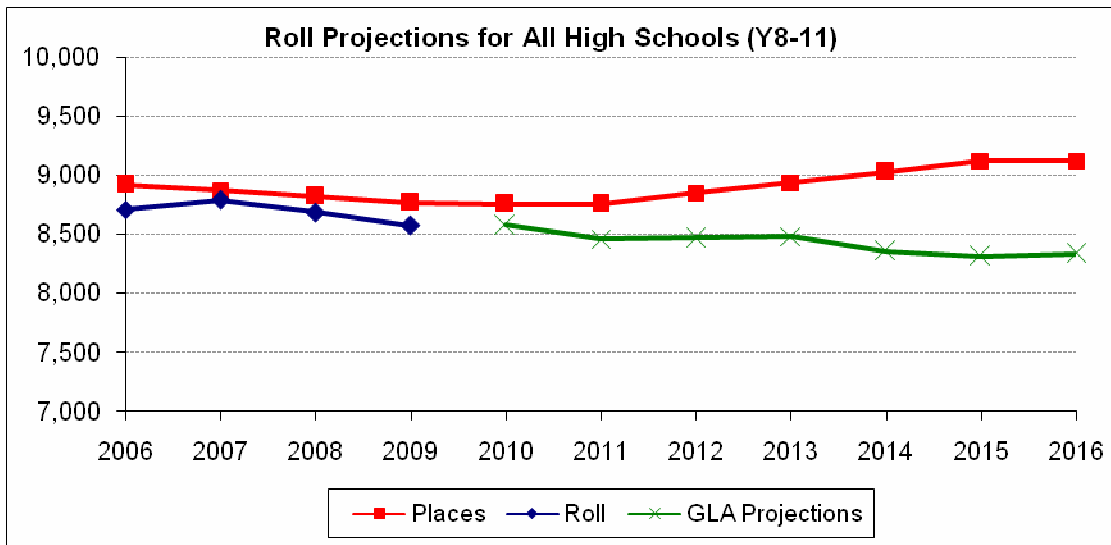
In September 2010 the change of age of transfer to secondary education from the present 12+ years to 11+ years will take place. It is not known how this will affect the number of children staying in Harrow's schools post Year 6, but if there is likely to be an increase in the staying on rate, this should be factored into the projections.

*Table 8: Secondary projections for years 8 to 11 in all High Schools**

Secondary projections: All High Schools				
Years 8 to 11 only				
Year	January actual number on roll	Actual / Projected demand (GLA)	Places available	Surplus places GLA (%)
2006	8,709	8,709	8,922	2.45%
2007	8,793	8,793	8,872	0.90%
2008	8,686	8,686	8,822	1.57%
2009	8,572	8,572	8,772	2.33%
2010		8,577	8,760	2.13%
2011		8,463	8,760	3.51%
2012		8,469	8,850	4.50%
2013		8,483	8,940	5.39%
2014		8,359	9,030	8.03%
2015		8,313	9,120	9.71%
2016		8,333	9,120	9.44%

Table 8 and Chart 8 show that the GLA predicts a small decline in the number of pupils in Years 8 to 11 over the next few years. However, an increase in the number of pupils staying in Harrow's schools at Year 7 would have a significant effect on these figures. At its highest, in 2015, the surplus would amount to about 200 places in each year group across all Harrow's high schools.

Chart 8. All High Schools, Years 8 to 11*.



* Source: GLA File: Send Harrow – January 2009 – CR – 4P – 2008 Round – 16-3-2009 1449

Post 2014, the number of secondary aged pupils is projected to rise as larger numbers of younger pupils move through to the secondary sector.

Section 3: Accuracy and Methodology

Accuracy of the school roll projections (SRP) that are supplied by the GLA

Table 9 shows the 2009 pupil numbers that were projected in previous years. These projections were prepared by the GLA in 2005, 2006, 2007 and 2008. The percentage differences between the projections and the actual 2009 rolls are relatively small and suggest that, over four years, the projections are very accurate indeed.

Table 9: Accuracy of the GLA school roll projections 2009

January		All							
		4	5	10	11	15	5-10	11-15	5-15
Actual Rolls	2009	2,419	2,460	2,400	2,087	2,168	14,218	10,659	24,877
Projected in	2005	2,532	2,534	2,456	2,160	2,062	14,511	10,512	25,023
	% difference	+4.7	+3.0	+2.3	+3.5	-4.9	+2.1	-1.4	+0.6
Projected in	2006	2,505	2,529	2,476	2,193	2,148	14,599	10,810	25,409
	% difference	+3.6	+2.8	+3.2	+5.1	-0.9	+2.7	+1.4	+2.1
Projected in	2007	2,469	2,494	2,452	2,186	2,187	14,505	10,830	25,335
	% difference	+2.1	+1.4	+2.2	+4.7	+0.9	+2.0	+1.6	+1.8
Projected in	2008	2,456	2,491	2,430	2,119	2,178	14,327	10,709	25,036
	% difference	+1.5	+1.3	+1.3	+1.5	+0.5	+0.8	+0.5	+0.6

Roll Projection Methodology

The GLA's roll projections are based on two methods. The projections are weighted towards the replacement ratio in the short term and the catchment ratio in the longer term.

Catchment ratios

The underlying population can change over time due to a number of factors (for example, new housing, migration trends and fertility rates) and can run contrary to past trends in the school roll. Information on population changes is therefore a vital part of longer-term school roll projections.

The catchment ratio is the ratio of pupils on roll in maintained schools in the borough to the number of people of the same age in the local population and this method is used to calculate a value for each of the four years of historical actual roll information for each year group. An average is taken and this is used to calculate the number on roll next year for each year group given the number projected to be in the population next year. This ratio is used to project school rolls each year up to 10 years ahead.

This option can be used to project rolls where the LA wishes to maintain a view of longer-range demand for school places.

Roll Replacement ratios

The best single predictor of the number of pupils on roll in any one year is the number of pupils on roll one year earlier. For example, the best single predictor of the number of 9 year-olds on roll in 2009 would be the number of 8 year-olds on roll in 2008. This method is known as the replacement ratio.

Replacement ratios reflect the net effect of gains and losses of pupils in age groups from one year to the next. This combines the effects of cross-border inflows and outflows, and the effects of pupils' changes of school. Pupils who live in one borough and go to school in another are included in the actual rolls of the borough in which they attend school. They are included in the replacement ratio, which therefore takes account of cross-border movement.

For each of the four years of historical roll data, a replacement ratio is calculated for each pair of individual year groups (for example, this year's 8 year-olds used to project next year's 9 year-olds) and an average taken. This is then used to calculate the projected number for subsequent years (up to 10 years ahead).

This method is used to project numbers of pupils in individual groups aged 5 and above. The ratio is applied to the actual roll data for the most recent year to produce the roll for the next year and is particularly useful where changes in the numbers on roll in a Local Authority do not reflect changes in the local population.

Combined catchment and replacement (CR) ratios

The combined catchment and replacement option combines the two average ratios C and R over the ten years of projections. The first year of projections contains 100% replacement, the second year is 90% replacement and 10% catchment and so on until the 10th projection year (which contains 10% replacement and 90% catchment). This is the standard method for projecting school rolls.

Source - GLA Local Authority User Guide: GLA School Roll Projection Service

Section 4: Planned Residential Developments

All data relating to housing developments - under construction, with planning permission and potential developments without planning permission - has been provided by the Council's Place Shaping Directorate. Some of this data is estimated and its inclusion here does not suggest that a particular development will necessarily go ahead. The data that has been incorporated here is as received at June 2009; it will need to be reviewed regularly in the coming months and years.

Estimates of child yield from larger new housing developments have been made using formulae recommended by the Council's School Organisation Officer Group (SOOG) to the Local Development Framework (LDF) Working Group³. The estimated total number of 4-10 year olds from the developments for which information has been provided (type and number of units) is 880. This would suggest that a further 4 forms of entry will be needed by 2015. There is an element of double counting here, as Harrow's housing trajectory, in terms of number of units, is already built into the GLA's population projections. However, the GLA does not take into account the type of housing (social or private, flats or houses, number of bedrooms). The make up of the planned developments suggests that the child yield will be heavily weighted towards the younger age groups and so needs to be factored in to the projections. One smaller element of double counting will occur because some children who move into new social housing will already be resident and attending schools in Harrow.

Primary Schools

North East Planning Area (GLA Planning Area 1):

The following housing developments over the next few years, with and without planning permission, are in the main wards or "other" wards of Planning Area 1. Child yield has been estimated for each of these sites, using the recommended formulae which take into account type and tenure.

Harrow College sites are shown as potential developments in both the North_East and North West (Planning Areas 1 and 2) and the potential number of units has been divided between the two areas. However, funding has been withdrawn, so estimates of child yield are not included here.

Honeypot Lane is a phased development, with the affordable housing being undertaken first, and there is currently information only about Phases 2 and 3. Phase 1 is now expected to start after phases 2 and 3 but there is no date as yet, and no information about when the private housing will be scheduled. Only Phases 2 and 3 have been included in the estimates of child yield. This development is sited in the south of Canons ward and the units have been split between North East and South East (Planning Areas 1 and 3).

Site	Ward	Number of units	Completion date	Current position
Bentley Priory	Stanmore Park	100	2011	Planning permission granted but seeking a new builder.
Wood Farm	Canons	10	Not before	Greenbelt - Sec. of State

³ A methodology for estimating child yield from new housing developments in Harrow (LD, Performance and Data Services, February 2008)

			2010	has stepped in, so may not go ahead.
Jubilee House	Canons	35	2009	Planning permission granted but no current action.
RNOH	Canons	191	2012	Planning permission granted but problems with funding.
Honeypot Lane phases 2 and 3	Canons	74	2011	Going ahead – affordable will be built first (259 units in total).
Honeypot Lane phase 1	Canons	56	NK	Phase 1, if it goes ahead, will start after Phases 2 and 3
Honeypot Lane – private housing	Canons	270	NK	No information available
Harrow College Harrow Weald site	Harrow Weald	64	2013	Funding withdrawn. Project on hold.

The child yield estimates suggest that some 143 additional 4-10 year olds will require school places in this Planning Area by 2011/12 - some 20 pupils per year group.

North West Planning Area (GLA Planning Area 2)

The following housing developments over the next few years, with and without planning permission, are in the main wards or “other” wards of Planning Area 2. Child yield estimates have been made for these sites, using the recommended formulae which take into account type and tenure. No information on type and tenure of housing was available for the Hatch End site (as at June 2009) and therefore child yield from this site is not included here.

Harrow College sites are shown as potential developments in both the North East and North West (Planning Areas 1 and 2) and the potential number of units has been divided between the two areas. However, funding has been withdrawn, so estimates of child yield are not included here.

The Mill Farm Close site has planning permission but currently for only 50 units. There is no detailed information about the size and type, so the child yield has been adjusted to one-quarter of the original calculation.

Site	Ward	Number of units	Completion date	Current position
Mill Farm Close	Pinner	50 (197 originally proposed)	2015	Going ahead. Currently only permission for 50 units.
Hatch End ⁴	Harrow Weald	65	2013	Potential site – no planning permission.
Harrow College	Harrow Weald	65	2013	Funding withdrawn. Project on hold.

⁴ Child yield from this site cannot be determined as no details of type/tenure are available

The child yield estimates suggest that there will be an additional 19 pupils living in this area by 2015, about 3 pupils per year group.

South East Planning Area (GLA Planning Area 3)

The following housing developments over the next few years, with and without planning permission, are in the main wards or “other” wards of Planning Area 3. Child yield estimates have been made for these sites, using the recommended formulae which take into account type and tenure.

Honeypot Lane is a phased development, with the affordable housing being undertaken first, and there is currently information only about Phases 2 and 3. Phase 1 is now expected to start after phases 2 and 3 but there is no date as yet, and no information about when the private housing will be scheduled. Only Phases 2 and 3 have been included in the estimates of child yield. This development is sited in the south of Canons ward and the units have been split between North East and South East (Planning Areas 1 and 3).

Site	Ward	Number of units	Completion date	Current position
Honeypot Lane phases 2 and 3	Canons	73	2011	Going ahead – affordable will be built first (259 units).
Honeypot Lane phase 1	Canons	56	NK	Phase 1, if it goes ahead, will start after Phases 2 and 3
Honeypot Lane – private housing	Canons	269	NK	No information available
Stanmore District Centre	Queensbury	70	2012	No application currently so not by 2011.
Edgware Town FC	Edgware	175	2011	Permission granted but legal implications (open space). Definitely not by 2010.

The child yield estimates suggest that there will be an additional 111 pupils living in this area by 2012, about 16 additional pupils per year group.

South West Planning Area (GLA Planning Area 4)

The following housing developments over the next few years, with and without planning permission, are in the main wards or “other” wards of Planning Area 4. Child yield estimates have been made for these sites, using the recommended formulae which take into account type and tenure.

The child yield from the 369 units on the Rayners Lane estate has been adjusted because it is understood that the total net gain from this site will be only 250 private units (no information on types and size of unit). The child yield for this development has been adjusted to two-thirds of the original calculation to take this into account.

Site	Ward	Number of units	Completion date	Current position
Raebarn House	Roxbourne	150	2010	Under construction. Maybe 2010
Rayners Lane	Roxbourne	369	2013	Ongoing. 2013 +

Estate				
Strongbridge Close	West Harrow	254	2010	Going ahead as a phased development
50 – 54 Northolt Road	Harrow on the Hill	27	2009	Under construction

The child yield estimates suggest that there will be an additional 166 pupils living in this area by 2013, about 24 pupils per year group. This suggests that 1 form of entry will be required in this planning area by 2013.

Central Planning Area (GLA Planning Area 5)

The following housing developments over the next few years, with and without planning permission, are in the main wards or “other” wards of Planning Area 5. Child yield estimates have been made for these sites, using the recommended formulae which take into account type and tenure.

Estimates of child yield on the Harrow College / Civic Centre sites, Dandara, Gayton Road, Temple House, St Anns Service Yard, Bradstowe House and the Leisure Centre site at Byron Park are not included in the calculation because development is stalled or cancelled.

Site	Ward	Number of units	Completion date	Current position
Dandara	Greenhill	379 ³	2011	Permission not yet granted.
Harrow College Town Centre	Greenhill	382 ³	2014	On hold – funding withdrawn
Gayton Road	Greenhill	383	2012	Planning permission granted but developer has withdrawn.
North side of Greenhill Way (former car park)	Greenhill	37	Not before 2010	Permission granted.
Temple House	Greenhill	23 ³	To be determined	UDP proposal site. No permission.
St Anns Service Yard	Greenhill	100	2013	UDP proposal site. No permission.
Travis Perkins Neptune Point	Headstone South	141 ³	2011	Planning permission granted
Richards Close	Greenhill	75	2011	Existing development demolished. Completion date moved to at least 2011
Bradstowe House	Greenhill	144	2009	Stalled – problems with funding
Civic Centre Programme	Marlborough	200	To be determined	On hold – funding withdrawn
Wealdstone Centre 14.1 (14-20 High Street)	Marlborough	63	2010	On-going
Wealdstone Centre 14.2	Marlborough	40	2011	Concern about whether residential development is

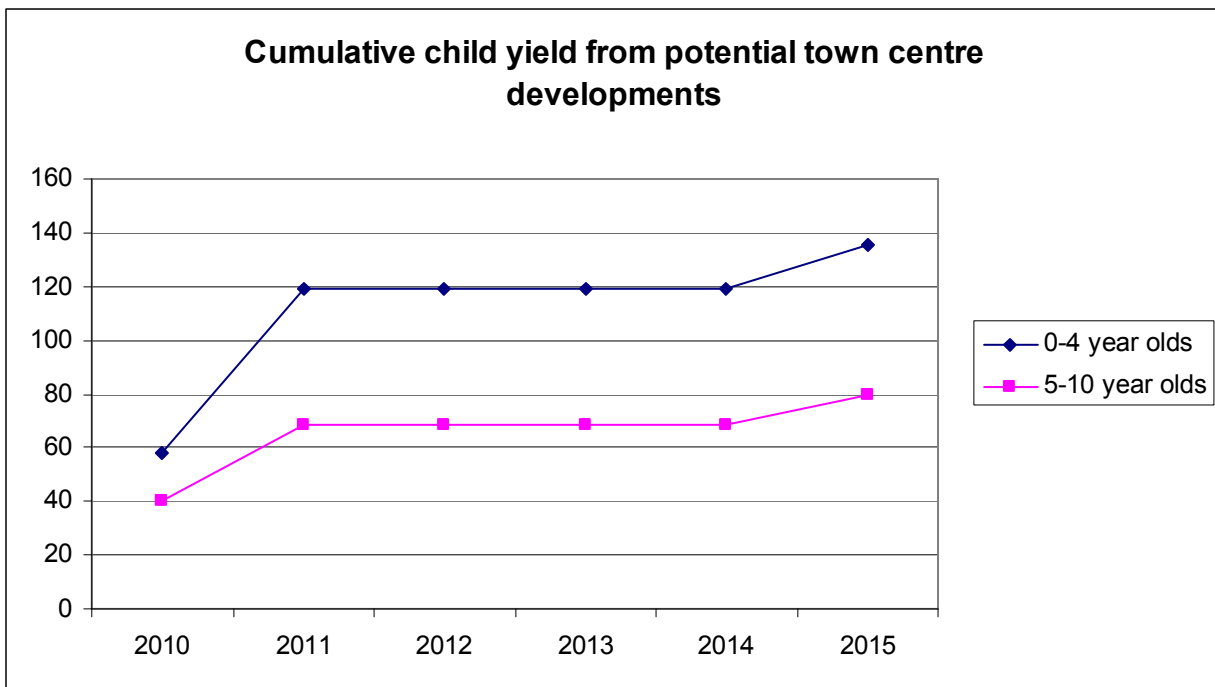
(Land fronting George Gange Car Park)				appropriate. No permission or plans as yet.
Other smaller town centre sites	Greenhill	30 ³	To be determined	Planning permission granted.
Byron Park 17.1 (former Driving Centre site)	Marlborough	93	2010	
Byron Park 17.2 (Leisure Centre site)	Marlborough	169	2012	No applications as yet.
29-33 Pinner Road	Marlborough	34	2010 est.	Under construction – unlikely to be completed this year.
Peel Road	Marlborough	46	2015 est.	Planning permission granted.

³ excludes studios

The child yield estimates suggest that there will be some 106 additional 4-10 year olds living in this area by 2015, about 15 pupils per year group. This suggests that less than 1 form of entry will be required in this planning area by 2015. However, in view of the number of stalled developments a fairly close eye will need to be kept on this and the calculation revisited if projects are reactivated.

Chart 6b shows projections of the number of 0-4 year olds and 5-10 year olds living in potential new Town Centre developments from 2010 to 2015. 0-4 year olds includes pupils in Reception; 5-10 year old pupils will be in Years 1 to 6.

Chart 6b: Cumulative child yield from potential town centre developments



Secondary School (Years 8 to 11 12-15 year olds)

Estimates of child yield from new housing developments suggest that there will be some 300 additional 12-15 year olds living in the Borough in 2015. Taken in conjunction with the GLA projected surplus, this would not imply a need for additional places for this age group. However, the combination of additional pupils from new housing and an increase in the staying on rate at the end of Year 6 may suggest that new secondary school places would be needed.

SCHOOL PLACE PLANNING STRATEGY GLOSSARY**Amalgamation Policy**

Council's policy to combine separate infant and junior schools when trigger circumstances occur.

Birth Rate

Number of live births recorded in the Harrow in one year.

Building Schools for the Future (BSF)

Government programme to rebuild, refurbish or remodel all secondary schools.

Child Yield

The number of children estimated to require a school place living in homes within new housing developments

Co-educational

A school where girls and boys are educated together (single-sex schools are for just girls or just boys)

Community School

A school which is maintained by the LA

DCSF

Department for Children, Schools and Families (formerly Department for Education and Skills) the government department that deals with all education matters. www.dcsf.gov.uk

First School

In Harrow, the schools for children aged 4 to 8 - our equivalent of infant schools, but having children one year group older than most traditional infant schools

Forms of entry

The number of classes that a school admits each year. In Harrow a form of entry is usually a class of 30 pupils.

Harrow Collegiate

A partnership of all high schools and colleges in Harrow to provide a range of curriculum pathways and choices for post 16 students and 14-19.

High School

In Harrow, community schools for pupils aged 11 to 18 and voluntary aided schools for pupils aged 11 to 18.

Infant School

Schools for children aged 4 to 7

Junior School

Schools for children aged 7 to 11

Key Stages

Groupings of year groups used in planning the National Curriculum.

LA

Local Authority - the Council that is responsible for education in each area

Maintained School

School which is the responsibility of the LA

National Curriculum Tasks and Tests

Part of the national assessment system that helps to record each child's attainment at the end of each Key Stage – you may hear them referred to as SATs

Ofsted

Office for Standards in Education – the organisation set up by the government to oversee regular inspections of schools and to report on other matters to do with the quality of education. www.ofsted.gov.uk

Planned Admission Number (PAN)

Planned Admission Number is the number of children that can be accommodated in each year group of the school. This is usually a multiple of 30.

Planned Residential Development

A residential development with planning permission, under development or potential development with out planning permission. Information is provided by the Council's Place Shaping Directorate.

Planning Areas

Planning areas used for the purposes of primary school roll projections. There are 5 geographical Planning Areas in Harrow. Each Planning Area includes schools and the Wards, or part Wards, determined by the home addresses of pupils. The voluntary aided schools form Planning Area 6.

Planning Factor

The DCSF and Audit Commission recommend 5-10% surplus school places to accommodate fluctuations in demand and to offer parental preference.

Primary Capital Programme (PCP)

Government initiative to invest in 50% of primary schools to rebuild, remodel or refurbish.

Primary School

Schools for children aged 4 to 11.

Pupil Population Projections

The number of pupils estimated to require school places in Harrow. The Greater London Authority (GLA) prepares projections for Harrow.

Pupil Referral Units (PRU)

Education provision for pupils aged 5 to 16 who for a range of reasons are out of school for example, as a result of a medical condition; pregnancy when continued education in school is no longer possible; permanent exclusion when another place is not available; and for a few pupils with special needs who are awaiting a long term place.

Schools Forum

All local authorities were required to set up a Schools Forum under Schools Forum Regulations 2002. The Schools Forum is made up of school headteachers, governor representatives, LA officers, Private, Voluntary and Independent provider (PVI) representative, and 14-19 partnership representative. The role of the Forum is to advise on proposed changes to the Schools Funding Formula, consult on financial issues relating to school budgets, PRUs, Early Years, SEN and to approve the Scheme for Financing Schools.

School Reorganisation

With effect from September 2010, all schools in Harrow will be reorganised as infant, junior, primary and high schools aligned with the National Curriculum Key Stages.

School Roll

The number of pupils on roll at a school or who attend a school.

School Year

A year starting on 1 September and technically ending on 31 August (though in Harrow the summer term ends well before this date)

Statement

A formal assessment of the special needs of a child and details of the provision that should be made to support the needs – these are used for only a small proportion of children; any learning needs of other pupils are supported in a less formal way

Statutory Proposals

The statutory process to make changes to schools that includes consultation, publication of statutory proposals including statutory notices, and determination of proposals by Cabinet.

Surplus Places

Unfilled school places. The Audit Commission and the DCSF recommend that there is a 5% surplus of school places to provide flexibility in the system to manage fluctuations in demand and allow parental preference to be met. Harrow aims to maintain 5% surplus school places across the borough.

Voluntary Aided School

A school largely funded, but not owned, by the LA – the buildings are owned by a voluntary body, usually a religious organisation, and the governors have responsibility for admissions

Wards

Electoral Ward areas used for the pupil projections and grouped into Planning Areas.

**REPORT FOR: Education Consultative
Forum**

Date: 27 January 2010

Subject: INFORMATION REPORT
Pupil Attainment and Progress
(Summer 2009)

Responsible Officer: Heather Clements, Director Schools
and Children's Development

Exempt: No

Enclosures: None

Section 1 – Summary

This report sets out the attainment and progress of Harrow pupils in summer 2009. Some results are still provisional. Where this is the case, a verbal update will be provided at the meeting.

FOR INFORMATION

Section 2 – Report

2.1 Harrow's pupils' attainment is above national and statistical neighbours' averages at all Key Stages, other than in the Early Years Foundation Stage (EYFS). This reflects the relatively low starting point of many Harrow pupils and the good progress made by pupils in Harrow schools through to GCSE. The tables below present Harrow's performance against the national averages.

2.2 Early Years Foundation Stage (EYFS)

	Harrow	National
% children achieving 78 points or more AND at least 6 points in Social & Emotional & Communication, Language and Literacy areas of learning	50%	52%
Narrowing the gap between the lowest achieving 20% in the EYFSP and the rest of the Local Authority Area	38.1%	33.9%

2.3 Key Stage 1

Key Stage 1 (Teacher Assessment)	Level 2 or above		Level 2B or above		Level 3 or above		Average Point Score	
	Harrow	National	Harrow	National	Harrow	National	Harrow	National
Reading	86%	84%	75%	72%	28%	26%	15.9	15.7
Writing	83%	81%	63%	60%	17%	12%	14.7	14.3
Mathematics	91%	89%	76%	74%	26%	21%	16.0	15.7
Science	88%	89%	-	-	26%	22%	15.7	15.6

2.4 Key Stage 2

Key Stage 2 Tests	Level 4 or above		Level 5 or above		Average Point Score	
	Harrow	National	Harrow	National	Harrow	National
English	82%	80%	32%	29%	27.6	27.3
Mathematics	81%	79%	44%	34%	28.3	27.6
Science	88%	88%	49%	43%	29.1	28.8
English & Mathematics	75%	72%	25%	20%	-	-
Average KS2 Point Score	-	-	-	-	28.3	27.9

% of pupils making two levels of progress in English (KS1-KS2)	86.4%	N/a
% of pupils making two levels of progress in Maths (KS1-KS2)	84.9%	N/a

2.5 Key Stage 4

GCSE & equivalents	Harrow	National
5+ A*-C grades	73.8%	69.7%
5+ A*-C grades including English & Maths	60.0%	49.7%
5+ A*-G grades	94.6%	92.5%
5+ A*-G grades including English & Maths	93.4%	88.4%
Any passes	98.4%	99.2%
Average GCSE & equivalents point score per pupil	413.8	411.0

2.6 Narrowing the Gap

The table below gives the “gap” between the attainment of specific lower attaining and vulnerable groups of Harrow pupils and all Harrow pupils.

Figures in brackets relate to the number of relevant pupils in the school population.

Primary National Indicators 2008-09 (Provisional)	Harrow	National
Ni 102- achievement gap between pupils eligible for free school meals and their peers achieving level 4 and above in both English and maths at KS2	34.0%	22.0%
Ni 104- The Special Educational Needs (SEN)/non-SEN gap achieving Key Stage 2 English and Maths	39.1%	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – White British	79.8% (624)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – White Irish	86.5% (52)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – White Other	59.3% (136)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Mixed White Black Caribbean	66.1% (56)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Mixed White & Asian	78.4% (51)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Mixed Other	65.3% (72)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Indian	86.4% (485)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Pakistani	68.5% (89)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Asian Other	77.1% (362)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Black Caribbean	60.0% (100)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Black African	51.1% (178)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Black Other	57.8% (45)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – Any Other Ethnic Group	54.8% (84)	N/a
Ni 107- % pupils achieving level 4 or above in both English and maths at KS2 for Black and minority ethnic groups – All pupils	75% (2394)	72%

Secondary National Indicators 2008-09 (Provisional)	Harrow	National
Ni 102- achievement gap between pupils eligible for free school meals and their peers achieving 5+A*-C including English & Maths GCSEs	29%	27%
Ni 105- The Special Educational Needs (SEN)/non-SEN gap achieving 5+A*-C including English & Maths GCSEs	50.8%	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – White British	57.9% (570)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – White Irish	59.0% (39)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – White Other	57.3% (103)	N/a
Ni 108- % pupils 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Mixed White Black Caribbean	37.1% (35)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Mixed White & Asian	69.7% (33)	N/a
Ni 108- % pupils 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Mixed Other	52.6% (57)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Indian	77.5% (449)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Pakistani	55.7% (79)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Asian Other	58.2% (359)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Black Caribbean	44.1% (118)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Black African	45.5% (154)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Black Other	46.9% (49)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – Any Other Ethnic Group	53.3% (60)	N/a
Ni 108- % pupils achieving 5+A*-C including English & Maths GCSEs for Black and minority ethnic groups – All pupils	61% (2,160)	51%

2.7 Trends over time

Tables in the appendix show Harrow's performance trends over recent years.

Section 3 – Further Information

None

Section 4 – Financial Implications

None

Section 5 – Corporate Priorities

None specifically

Name: Emma Stabler



on behalf of the*
Chief Financial Officer

Date: 11 January 2010

Section 6 - Contact Details and Background Papers

Contact: Adrian Parker
Head of Service - Achievement and Inclusion

Email adrian.parker@harrow.gov.uk
Tel 020 8736 6506

Background Papers:

Various DCSF releases as follows:

EYFS:

http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/SFR_26_2009_la_tables_v2.xls

KS1:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000867/SFR21-2009Tables.xls>

KS2:

http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000893/SFR_TablesB.xls

KS4:

http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/SFR272009_Tables_provisional_3-13.xls

Appendix – Harrow Performance over Recent Years

Early Years Foundation Stage (EYFS)

Harrow's Foundation Stage attainment compared to Statistical Neighbours & National Averages, 2006 to Provisional 2009

National Indicator 72: Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy for each LA

Years: 2006-2009¹

Local Authority area	2006	2007	2008	2009
Barnet	39	47	53	57
Hillingdon	48	51	54	57
Kingston upon Thames	45	50	57	57
Merton	47	52	56	57
Croydon	47	49	53	52
Ealing	37	44	49	51
Harrow	46	42	44	50
Redbridge	36	44	46	49
Enfield	35	38	39	48
Hounslow	42	37	41	47
Slough	34	43	33	46
Statistical Neighbour Average	41	45	48	52
ENGLAND	45	46	49	52

1. Figures for 2006 are derived from the child level sample. Figures from 2007 are derived from the full child collection.

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest for each Local Authority Area

Years: 2006-2009^{1,2}

Local Authority Area	2006	2007	2008	2009
Barnet	38.4	35.9	31.6	30.0
Kingston upon Thames	37.3	34.2	31.0	31.3
Merton	36.7	33.9	33.8	32.2
Croydon	36.3	35.5	35.1	34.6
Redbridge	40.1	38.5	37.4	35.2
Ealing	44.5	41.9	38.0	35.4
Hounslow	45.5	38.9	34.1	35.6
Hillingdon	39.6	37.8	36.8	36.2
Enfield	39.7	42.6	37.3	36.7
Slough	41.7	39.8	43.5	36.9
Harrow (1)	37.6	38.9	38.9	38.1
Statistical Neighbour Average	39.8	38.0	36.1	34.7
ENGLAND	38.3	37.2	35.6	33.9

(1) Even though Harrow is at the bottom of the table in comparison to its Statistical Neighbours, for NI 92 narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest of the local authority, interventions are already in place to improve this

1. The figures for 2006 were derived from the aggregate collection. Figures from 2007 are derived from the

full child level collection

2. The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median child in the same authority expressed as a percentage of the same median score.

Source: Statistical First Releases published by the DCSF

on <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>

Key Stage 1

Harrow's Key Stage 1 attainment compared to Statistical Neighbours, National Averages, 2005 to Provisional 2009

2005-2009 KS1 % pupils achieving Level 2+ in Harrow, SN & National	Reading				
	2005	2006	2007	2008	2009
Kingston upon Thames	89	87	88	87	88
Barnet	86	85	85	85	87
Harrow	87	86	85	87	86
Redbridge	86	86	86	87	86
Croydon	84	84	84	84	85
Hillingdon	85	84	86	85	85
Hounslow	84	84	84	84	85
Slough	86	85	83	85	84
Merton	83	83	83	82	83
Enfield	81	82	82	82	82
Ealing	80	79	79	81	81
Statistical Neighbour Average	85	84	84	84	85
ENGLAND (all schools)	85	84	84	84	84

2005-2009 KS1 % pupils achieving Level 2+ in Harrow, SN & National	Writing				
	2005	2006	2007	2008	2009
Kingston upon Thames	87	85	85	85	85
Barnet	84	83	82	81	83
Harrow	84	84	81	83	83
Redbridge	85	83	82	84	83
Hounslow	81	82	82	79	82
Hillingdon	82	81	81	80	81
Slough	84	82	79	80	81
Croydon	81	81	79	80	80
Enfield	77	80	79	79	79
Merton	77	78	76	75	77
Ealing	74	72	73	75	76
Statistical Neighbour Average	81	81	80	80	81
ENGLAND (all schools)	82	81	80	80	81

2005-2009 KS1 % pupils achieving Level 2+ in Harrow, SN & National	Mathematics				
	2005	2006	2007	2008	2009
Kingston upon Thames	95	94	93	92	93
Barnet	91	91	91	91	91
Harrow	92	92	91	91	91
Redbridge	91	91	91	91	91
Slough	92	92	91	90	90
Croydon	90	90	89	89	89
Hillingdon	92	91	91	90	89
Hounslow	91	91	89	90	89
Enfield	88	89	90	90	88
Merton	90	89	90	89	88
Ealing	87	84	86	87	86
Statistical Neighbour Average	91	90	90	90	90
ENGLAND (all schools)	91	90	90	90	89

2005-2009 KS1 % pupils achieving Level 2+ in Harrow, SN & National	Science				
	2005	2006	2007	2008	2009
Kingston upon Thames	93	94	92	92	93
Hillingdon	88	88	90	90	90
Merton	88	88	89	89	90
Barnet	91	91	91	91	89
Hounslow	89	89	88	90	89
Croydon	87	90	87	89	88
Harrow	91	90	88	91	88
Redbridge	89	88	88	91	88
Slough	88	88	87	90	88
Enfield	85	88	87	90	87
Ealing	83	81	80	87	83
Statistical Neighbour Average	88	89	88	90	88
ENGLAND (all schools)	90	89	89	90	89

2005-2009 KS1 % pupils achieving Level 2B+ in Harrow, SN & National	Reading				
	2005	2006	2007	2008	2009
Kingston upon Thames	78	77	76	78	78
Harrow	72	74	73	75	75
Redbridge	73	74	75	75	75
Barnet	73	72	73	73	74
Hillingdon	71	73	73	73	73
Merton	71	71	70	71	72
Slough	73	72	69	72	72
Croydon	69	70	70	71	71
Hounslow	71	70	70	69	69
Ealing	66	64	67	68	68
Enfield	66	68	68	67	68
Statistical Neighbour Average	71	71	71	72	72
ENGLAND (all schools)	72	71	71	71	72

2005-2009 KS1 % pupils achieving Level 2B+ in Harrow, SN & National	Writing				
	2005	2006	2007	2008	2009
Kingston upon Thames	67	65	65	64	65
Harrow	64	63	61	62	63
Redbridge	64	63	64	64	63
Barnet	61	61	60	60	62
Hillingdon	61	60	58	59	60
Hounslow	60	59	58	56	59
Croydon	60	60	58	58	58
Enfield	57	59	57	56	58
Slough	64	62	56	55	57
Merton	59	56	53	54	56
Ealing	54	50	51	52	54
Statistical Neighbour Average	61	60	58	58	60
ENGLAND (all schools)	62	60	59	58	60

2005-2009 KS1 % pupils achieving Level 2B+ in Harrow, SN & National	Mathematics				
	2005	2006	2007	2008	2009
Kingston upon Thames	80	81	80	80	81
Harrow	75	75	75	78	76
Redbridge	75	75	77	77	76
Barnet	76	73	76	76	75
Hillingdon	74	73	74	73	74
Merton	74	70	74	74	73
Hounslow	73	72	72	72	72
Slough	72	75	71	74	72
Croydon	72	72	72	72	71
Enfield	67	70	72	72	71
Ealing	65	64	69	69	69
Statistical Neighbour Average	73	73	74	74	74
ENGLAND (all schools)	74	73	74	74	74

2005-2009 KS1 % pupils achieving Level 3 in Harrow, SN & National	Reading				
	2005	2006	2007	2008	2009
Kingston upon Thames	35	35	36	34	35
Barnet	27	25	26	26	28
Harrow	27	26	26	25	28
Hillingdon	27	25	24	26	26
Slough	26	25	25	24	26
Croydon	25	26	24	23	25
Merton	26	25	25	24	25
Hounslow	25	24	24	22	24
Redbridge	27	26	26	25	24
Enfield	22	23	22	20	22
Ealing	19	17	19	20	20
Statistical Neighbour Average	26	25	25	24	26
ENGLAND (all schools)	27	26	26	25	26

2005-2009 KS1 % pupils achieving Level 3 in Harrow, SN & National	Writing				
	2005	2006	2007	2008	2009
Kingston upon Thames	19	18	18	17	20
Harrow	19	19	16	17	17
Barnet	14	15	14	13	14
Hillingdon	15	13	10	11	13
Redbridge	17	16	16	15	13
Enfield	13	15	12	12	12
Hounslow	14	15	13	11	12
Merton	15	13	11	9	11
Slough	16	15	14	10	11
Croydon	15	14	12	11	10
Ealing	12	9	8	9	8
Statistical Neighbour Average	15	15	13	12	13
ENGLAND (all schools)	15	14	13	12	12

Source: DCSF published Statistical First Releases

2005-2009 KS1 % pupils achieving Level 3 in Harrow, SN & National	Mathematics				
	2005	2006	2007	2008	2009
Kingston upon Thames	33	32	35	31	32
Harrow	25	25	24	25	26
Barnet	24	24	23	24	23
Hillingdon	26	21	20	21	23
Redbridge	23	23	26	23	22
Slough	24	22	23	23	22
Croydon	21	22	21	19	21
Hounslow	24	22	21	19	21
Merton	24	21	22	22	21
Ealing	17	15	18	18	18
Enfield	18	20	20	17	18
Statistical Neighbour Average	24	22	23	22	22
ENGLAND (all schools)	23	21	22	21	21

2005-2009 KS1 % pupils achieving Level 3 in Harrow, SN & National	Science				
	2005	2006	2007	2008	2009
Kingston upon Thames	33	35	33	28	30
Barnet	33	25	29	27	27
Harrow	31	26	25	23	26
Hounslow	27	24	24	23	25
Redbridge	26	26	23	24	24
Hillingdon	23	25	22	22	23
Croydon	25	26	22	22	22
Merton	25	25	18	19	21
Slough	21	25	20	20	21
Enfield	25	23	21	20	19
Ealing	19	17	16	15	15
Statistical Neighbour Average	26	25	23	22	23
ENGLAND (all schools)	25	26	23	22	22

2005-2009 KS1 Average Point Score in Harrow, SN & National	Reading				
	2005	2006	2007	2008	2009
Kingston upon Thames	17	17	16.5	16.4	16.6
Barnet	16	16	15.7	15.7	15.9
Harrow	16	16	15.8	15.8	15.9
Hillingdon	16	16	15.6	15.7	15.8
Redbridge	16	16	15.8	15.8	15.8
Croydon	16	16	15.5	15.5	15.6
Slough	16	16	15.4	15.5	15.6
Merton	16	15	15.5	15.4	15.5
Hounslow	16	15	15.4	15.3	15.4
Enfield	15	15	15.2	15.1	15.2
Ealing	15	15	14.8	15.0	15.1
Statistical Neighbour Average ENGLAND (all schools)	15.6	15.5	15.6	15.6	15.7

2005-2009 KS1 Average Point Score in Harrow, SN & National	Writing				
	2005	2006	2007	2008	2009
Kingston upon Thames	15	15	15.0	14.9	15.1
Harrow	15	15	14.6	14.7	14.7
Barnet	15	15	14.4	14.3	14.6
Redbridge	15	15	14.6	14.7	14.6
Hillingdon	14	14	14.1	14.2	14.4
Hounslow	14	14	14.3	14.0	14.3
Croydon	14	14	14.2	14.1	14.2
Enfield	14	14	14.1	14.1	14.1
Merton	14	14	13.8	13.6	14.0
Slough	15	14	14.1	13.9	14.0
Ealing	14	13	13.3	13.5	13.7
Statistical Neighbour Average ENGLAND (all schools)	14.5	14.4	14.2	14.2	14.3

2005-2009 KS1 Average Point Score in Harrow, SN & National	Mathematics				
	2005	2006	2007	2008	2009
Kingston upon Thames	17	17	16.8	16.6	16.7
Harrow	16	16	16.1	16.1	16.0
Barnet	16	16	16.0	16.0	15.9
Redbridge	16	16	16.1	16.1	15.9
Hillingdon	16	16	15.8	15.7	15.8
Slough	16	16	15.9	15.8	15.7
Croydon	16	16	15.7	15.6	15.6
Hounslow	16	16	15.6	15.6	15.6
Merton	16	16	15.9	15.8	15.6
Enfield	15	16	15.6	15.5	15.4
Ealing	15	15	15.2	15.3	15.3
Statistical Neighbour Average ENGLAND (all schools)	15.9	15.8	15.9	15.8	15.8

2005-2009 KS1 Average Point Score in Harrow, SN & National	Science				
	2005	2006	2007	2008	2009
Kingston upon Thames	17	17	16.5	16.1	16.3
Barnet	16	16	16.1	15.9	15.9
Harrow	16	16	15.7	15.5	15.7
Hillingdon	16	16	15.7	15.6	15.7
Hounslow	16	16	15.6	15.7	15.7
Croydon	16	16	15.5	15.5	15.6
Merton	16	15	15.4	15.4	15.6
Redbridge	16	16	15.6	15.6	15.6
Enfield	15	16	15.4	15.5	15.3
Slough	16	15	15.3	15.3	15.3
Ealing	15	15	14.6	14.6	14.7
Statistical Neighbour Average	15.8	15.7	15.6	15.5	15.6
ENGLAND (all schools)	16	16	15.6	15.5	15.6

Key Stage 2

Harrow's Key Stage 2 attainment compared to Statistical Neighbours and National Averages, 2005 to Provisional 2009

% Pupils achieving Level 4 or above at KS2 English	2005	2006	2007	2008	2009
Kingston upon Thames	86	85	85	86	85
Redbridge	83	81	84	83	83
Barnet	81	84	85	85	82
Harrow	82	83	82	85	82
Hillingdon	80	81	82	81	81
Merton	78	80	79	81	80
Croydon	78	80	81	80	80
Hounslow	79	78	79	81	79
Enfield	77	74	78	82	78
Ealing	26	78	80	81	78
Slough	76	78	76	76	76
Statistical Neighbours Average	75	80	81	82	80
England Average	79	79	80	81	80

% Pupils achieving Level 4 or above at KS2 Maths	2005	2006	2007	2008	2009
Kingston upon Thames	82	81	81	83	83
Barnet	84	81	82	84	82
Redbridge	79	77	81	81	81
Harrow	78	78	79	80	81
Merton	74	81	77	78	80
Hounslow	75	76	77	80	79
Croydon	72	74	75	77	79
Ealing	31	73	78	80	78
Hillingdon	77	77	77	78	78
Enfield	73	72	75	79	78
Slough	69	73	71	75	73
Statistical Neighbours Average	72	77	78	80	79
England Average	75	75	77	79	79

% Pupils achieving Level 4 or above at KS2 Science	2005	2006	2007	2008	2009
Kingston upon Thames	89	91	91	91	91
Redbridge	88	87	89	90	89
Barnet	88	88	91	90	89
Merton	85	87	89	89	88
Hounslow	87	85	88	89	88
Harrow	87	88	88	89	88
Hillingdon	88	87	88	87	87
Enfield	85	83	85	87	86
Croydon	82	85	86	85	86
Ealing	43	81	85	87	85
Slough	81	83	82	83	84
Statistical Neighbours Average	82	86	87	88	87
England Average	87	86	88	88	88

% Pupils achieving Level 4 or above at KS2 English & Maths	2005	2006	2007	2008	2009
Kingston upon Thames	78	79	77	79	78
Redbridge	74	73	76	76	76
Barnet	77	78	77	79	76
Harrow	73	75	73	77	75
Hillingdon	71	72	71	72	72
Merton	68	70	70	73	73
Croydon	67	71	69	72	72
Hounslow	70	71	71	73	72
Enfield	67	67	68	75	71
Ealing	69	69	72	73	71
Slough	64	68	65	69	66
Statistical Neighbours Average	71	72	72	74	73
England Average	69	70	71	73	72

% Pupils achieving Level 5 or above at KS2 English	2005	2006	2007	2008	2009
Kingston upon Thames	35	42	43	37	38
Barnet	34	41	41	35	34
Redbridge	28	35	37	32	32
Harrow	28	39	34	33	32
Merton	28	33	33	31	29
Hillingdon	27	35	34	28	29
Croydon	24	32	32	28	29
Enfield	26	34	34	33	28
Hounslow	26	32	31	27	27
Ealing	26	29	34	27	26
Slough	25	30	32	27	24
Statistical Neighbours Average	28	35	35	31	30
England Average	27	32	34	30	29

% Pupils achieving Level 5 or above at KS2 Maths	2005	2006	2007	2008	2009
Kingston upon Thames	40	44	44	38	47
Harrow	36	38	38	39	44
Barnet	38	42	41	40	41
Redbridge	35	36	37	35	40
Merton	32	33	34	33	37
Hillingdon	32	36	33	32	37
Hounslow	32	33	32	31	37
Croydon	29	32	31	30	36
Ealing	31	33	35	32	35
Enfield	30	33	31	32	34
Slough	29	33	29	29	33
Statistical Neighbours Average	33	36	35	34	38
England Average	31	33	32	31	34

% Pupils achieving Level 5 or above at KS2 Science	2005	2006	2007	2008	2009
Kingston upon Thames	54	56	57	52	55
Harrow	49	49	51	47	49
Barnet	50	51	53	50	47
Redbridge	48	47	52	48	46
Hounslow	47	45	47	45	45
Merton	44	47	48	45	44
Hillingdon	49	47	46	43	42
Ealing	43	43	48	41	42
Enfield	45	43	45	44	41
Croydon	41	44	44	40	40
Slough	41	41	39	37	37
Statistical Neighbours Average	49	49	48	45	44
England Average	49	46	46	44	43

Average Point Score per Pupil	2005	2006	2007	2008	2009
Kingston upon Thames	28.6	28.8	28.8	28.5	28.8
Barnet	28.3	28.6	28.6	28.5	28.3
Redbridge	28.0	28.1	28.4	28.1	28.2
Harrow	28.0	28.4	28.2	28.1	28.2
Merton	27.5	27.9	27.9	27.9	27.9
Hillingdon	27.8	28.1	28	27.7	27.8
Hounslow	27.6	27.8	27.8	27.8	27.8
Croydon	27.1	27.7	27.7	27.6	27.7
Enfield	27.4	27.5	27.6	27.9	27.6
Ealing	27.5	27.5	27.8	27.7	27.6
Slough	27.1	27.4	27.2	27.2	27.2
Statistical Neighbours Average	28.0	28.0	28.0	27.9	27.9
England Average	27.6	27.8	27.9	27.8	27.9

Key Stage 4

5+A*-C grades	2005	2006	2007	2008	2009
Kingston upon Thames	67.6	68.1	70.7	74.1	78.0
Redbridge	70.0	72.1	73.6	73.8	77.1
Barnet	64.2	65.5	70.1	73.8	75.2
Hounslow	57.9	63.1	64.3	67.8	75.0
Harrow	62.0	64.3	68.0	69.5	73.8
Croydon	54.5	56.7	58.8	64.6	72.7
Slough	56.4	63.2	64.2	69.3	72.3
Ealing	59.5	61.8	62.0	68.4	69.6
Enfield	51.7	53.5	56.2	58.4	68.8
Merton	47.1	48.2	48.7	61.8	68.4
Hillingdon	51.0	54.7	58.2	63.9	67.4
Statistical Neighbour Average	58.4	61.0	63.2	67.8	72.6
England Average⁴	57.1	59.2	62.0	65.3	69.7

5+ A*-C inc. English & mathematics	2005	2006	2007	2008	2009
Kingston upon Thames	60.9	58.6	61.7	62.5	67.1
Redbridge	56.3	59.1	61.5	63.9	64.0
Barnet	53.3	55.9	59.7	61.1	60.3
Harrow	50.3	53.4	56.1	57.7	60.0
Slough	49.8	55.1	57.4	59.7	58.7
Hounslow	46.0	50.9	50.5	51.8	55.9
Ealing	45.8	48.8	49.1	52.1	53.0
Croydon	40.6	42.7	44.4	47.6	52.1
Enfield	42.3	43.0	47.5	48	51.6
Hillingdon	38.9	43.5	44.9	46.4	51.3
Merton	38.4	39.5	39.7	46.2	47.2
Statistical Neighbour Average	47.5	50.0	52.0	54.3	56.5
England Average⁴	44.9	45.8	46.7	47.6	49.7

5+A*-G grades	2005	2006	2007	2008	2009
Redbridge	96.0	95.5	96.2	95.9	96.4
Enfield	90.2	90.6	92.3	92.7	95.9
Hounslow	93.3	92.0	93.4	93.9	95.7
Slough	93.9	93.9	94.3	95.9	95.7
Ealing	93.6	94.1	93.9	95.6	95.1
Harrow	92.6	94.2	94.9	94.6	94.6
Barnet	93.1	92.7	94.3	94.3	94.4
Kingston upon Thames	92.4	91.0	91.7	93.5	94.0
Hillingdon	88.7	90.3	91.2	92.2	93.3
Croydon	91.8	93.5	92.5	92.6	93.1
Merton	86.5	87.3	88.9	89.1	92.0
Statistical Neighbour Average	92.0	92.3	93.1	93.7	94.6
England Average⁴	90.2	90.5	91.7	91.6	92.5

5+ A*-G inc. English & mathematics	2005	2006	2007	2008	2009
Redbridge	95.0	94.5	95.3	95.3	95.7
Enfield	89.2	89.1	91.2	91.3	94.6
Hounslow	92.2	90.4	91.8	92.5	94.6
Slough	92.3	92.8	92.6	94.2	94.4
Ealing	92.2	92.1	92	94.6	94.0
Kingston upon Thames	90.9	89.5	89.9	92.9	93.6
Harrow	91.7	92.6	94	93.6	93.4
Barnet	91.1	91.3	92.8	93.4	93.1
Croydon	90.1	91.4	90.2	91.4	91.6
Hillingdon	87.0	88.7	89.8	90.9	91.3
Merton	85.5	85.3	87.1	87.8	90.6
Statistical Neighbour Average	90.7	90.7	91.5	92.5	n/a
England Average⁴	88.0	87.8	87.9	87.4	88.4

Any passes	2005	2006	2007	2008	2009
Slough	98.0	98.0	98.9	99.2	99.2
Enfield	96.9	96.9	97.8	97.7	99.0
Redbridge	98.2	98.8	99.1	98.8	99.0
Croydon	97.9	98.0	98.4	98.5	98.8
Kingston upon Thames	98.0	97.2	97.3	98	98.8
Barnet	97.7	97.8	98.7	98.7	98.7
Ealing	98.3	98.5	98.9	99.4	98.7
Hounslow	98.1	98.3	98.4	98.9	98.7
Hillingdon	96.7	97.2	97.9	98.6	98.5
Merton	95.6	95.7	96.4	97.9	98.5
Harrow	97.2	98.2	98.5	98.5	98.4
Statistical Neighbour Average	97.5	97.7	98.2	98.6	98.8
England Average⁴	97.4	97.8	98.9	98.6	99.2

National Indicators

Key Stage 2 NI 102 FSM / Non-FSM gap.

Percentage difference of those achieving Level 4 or above in both English & Maths, 2005 to Provisional 2009

Local Authority	FSM/ Non-FSM gap				
	2005	2006	2007	2008	2009
Hounslow	25.0	24.5	20.0	15.8	
Ealing	19.8	21.3	21.0	17.1	
Merton	32.4	25.2	19.0	18.1	
Croydon	22.9	22.1	23.4	18.9	
Redbridge	24.3	24.0	19.8	19.2	
Enfield	27.7	32.9	31.1	21.3	
Hillingdon	27.2	27.0	28.0	24.9	
Barnet	26.3	25.2	30.1	24.9	
Slough	27.9	24.2	31.7	26.3	
Harrow	23.1	24.2	30.0	27.9	33.7
Kingston upon Thames	26.8	33.4	22.6	29.5	
Statistical Neighbours Average	25.8	25.8	25.2	22.2	
England	25.5	25.0	23.9	22.4	

Key Stage 2 NI 104 Special Educational Needs (SEN)/non-SEN Gap, 2006 to Provisional 2009

Local Authority	SEN/ Non-SEN gap			
	2006	2007	2008	2009
Barnet	41.8	39.4	38.8	
Croydon	52.3	48.4	49.9	
Ealing	46.9	46.2	46.5	
Enfield	49.0	47.9	44.9	
Harrow	44.3	50.9	44.9	39.1
Hillingdon	56.4	49.9	45.2	
Hounslow	46.8	43.8	47.1	
Kingston upon Thames	47.7	56.5	47.0	
Merton	50.6	50.5	47.9	
Redbridge	51.7	50.0	47.4	
Slough	53.3	49.7	55.7	
Statistical Neighbours Average	49.2	48.5	46.8	
England	53.3	51.8	51.0	

2008 KS2 NI 107 Harrow's attainment for Black and minority ethnic groups compared to Statistical Neighbours & National Averages

2008	White		Mixed		Asian		Black		Chinese		All pupils	
Local Authority	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths	Number of eligible pupils	% of pupils achieving Level 4 or above in both English and Maths
Barnet	1,822	82.7	270	75.6	397	85.4	471	66.9	60	95.0	3,362	79.4
Croydon	1,904	74.4	406	70.7	422	79.9	1,019	62.9	18	77.8	3,883	71.5
Ealing	1,066	76.3	230	77.8	961	78.1	634	63.2	17	x	3,284	73.4
Enfield	2,017	75.7	316	78.5	286	83.9	790	68.5	16	x	3,701	74.5
Harrow	795	77.5	161	77.6	985	82.9	362	57.5	19	x	2,453	76.6
Hillingdon	1,840	72.0	201	71.6	582	78.2	260	60.0	12	x	3,050	72.0
Hounslow	1,025	70.2	184	73.4	751	82.2	244	61.9	14	x	2,498	73.1
Kingston upon Thames	1,009	79.9	98	82.7	206	80.6	58	43.1	11	54.5	1,490	78.7
Merton	965	72.7	137	68.6	287	77.4	311	69.8	12	x	1,783	72.8
Redbridge	1,144	74.1	226	80.1	1,370	78.8	439	69.0	19	x	3,290	75.8
Slough	624	69.2	105	76.2	624	72.0	150	52.0	x	x	1,557	68.7
Statistical Neighbour Average	1,292	75	212	76	625	80	431	61	20	76	2,759	74
ENGLAND	469,858	73.7	20,715	73.6	45,143	71.5	26,251	64.1	1,955	84.5	578,482	73.0

GCSE NI 102 FSM/Non-FSM gap.

Percentage difference of those achieving 5 A*-C including English & Maths GCSEs, 2005 to Provisional 2009

FSM/Non-FSM gap. Percentage difference of those achieving 5 A*-C including English & Maths GCSEs	2005	2006	2007	2008	2009
Barnet	34.8	33.7	31.7	24.8	
Croydon	22.6	21.4	18.2	25.0	
Ealing	23.9	28.9	20.0	22.7	
Enfield	25.7	27.4	26.1	24.9	
Harrow	30.3	33.2	28.2	32.5	29.2
Hillingdon	25.4	28.7	25.8	22.1	
Hounslow	26.4	22.6	22.5	22.8	
Kingston upon Thames	32.0	35.5	21.9	39.4	
Merton	28.0	18.2	18.6	17.3	
Redbridge	28.4	30.9	29.5	26.9	
Slough	36.1	35.7	33.0	37.2	
Statistical Neighbour Average	28.5	28.7	25.0	26.9	
England Average	26.3	28.1	28.0	27.9	

GCSE NI 105 SEN/Non-SEN gap.

Percentage difference of those achieving 5 A*-C including English & Maths GCSEs, 2005 to Provisional 2009

5+ A*-C inc. English & mathematics	2005	2006	2007	2008	2009
Croydon	38.8	41.3	39	41.7	
Enfield	43.2	42.5	43.5	42.7	
Hillingdon	40.4	41.6	38.6	43.2	
Hounslow	40.6	48.6	49.7	45.5	
Merton	41.8	38.4	38.1	45.5	
Ealing	44.7	43.4	45.9	46.0	
Barnet	51.7	52.9	52.1	50.9	
Slough	51.4	52.7	56.9	52.8	
Redbridge	51.1	51.5	54.3	54.2	
Kingston upon Thames	57.3	53.8	53.1	55.1	
Harrow	49.3	48.0	53.4	56.0	50.8
Statistical Neighbour Average	46.4	46.8	47.7	48.5	
England Average	43.3	43.3	44.4	45.6	

GCSE NI 108 Harrow's attainment for Black and minority ethnic groups compared to Statistical Neighbours & National Averages, 2005 to 2008

2008	White		Mixed		Asian		Black		Chinese		All Pupils	
Local Authority	Eligible pupils	5 A* to C including E&M	Eligible pupils	5 A* to C including E&M	Eligible pupils	5 A* to C including E&M	Eligible pupils	5 A* to C including E&M	Eligible pupils	5 A* to C including E&M	Eligible pupils	5 A* to C including E&M
Barnet	1,847	60.0	237	54.9	470	76.6	446	48.0	66	95.5	3,367	61.1
Croydon	1,986	48.4	329	51.1	416	59.1	931	41.2	12	75.0	3,820	47.6
Ealing	947	54.3	195	49.2	851	58.4	456	40.6	8	75.0	2,714	52.1
Enfield	2,154	48.4	270	53.7	289	67.5	771	39.0	21	76.2	3,781	48.0
Harrow	763	54.3	134	51.5	883	68.9	303	40.6	16	75.0	2,201	57.7
Hillingdon	1,961	44.2	153	47.1	580	56.7	204	36.8	9	77.8	3,088	46.4
Hounslow	1,111	48.3	173	51.4	822	61.7	294	42.9	9	66.7	2,665	51.8
Kingston upon Thames	1,069	59.7	91	62.6	222	76.6	54	35.2	18	88.9	1,528	62.5
Merton	833	45.1	103	46.6	240	52.1	331	40.8	17	70.6	1,588	46.2
Redbridge	1,273	61.3	183	60.1	1,243	70.5	433	53.1	26	88.5	3,252	63.9
Slough	660	56.1	83	65.1	671	64.5	112	49.1	5	100.0	1,567	59.7
Statistical Neighbour Average	1,328	52.7	177	53.9	608	64.8	394	42.5	19	80.8	2,688	54.3
ENGLAND	500,995	48.4	16,122	47.5	39,413	51.7	22,134	41.5	2,196	71.1	595,806	48.4

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REPORT FOR: Education Consultative Forum

Date:	27 January 2010
Subject:	School Term Dates Academic Year 2011-2012
Key Decision:	No
Responsible Officer:	Heather Clements, Director Schools and Children's Development
Portfolio Holder:	Councillor Anjana Patel, Portfolio Holder for Schools and Children's Development
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Proposal for Consultation Annexe A

Section 1 – Summary and Recommendations

This report presents Members with a proposal for the School Term dates for the Academic Year 2011-2012.

Recommendations:

Education Consultative Forum is requested to:

1. Consider the report and feedback any comments from constituent groups
2. Consider a final proposal at their meeting in the Summer Term for recommendation to the Portfolio Holder for Schools and Children's Development

Reason: (For recommendation)

To provide Education Consultative Forum members the opportunity to consider the proposed School Term Dates for 2011-2012

Section 2 – Report

Introductory paragraph

In accordance with the Education Act 2002, Local Authorities have the responsibility to agree dates of terms and holidays.

In Harrow the Education Consultative Forum (EdCF) considers proposals and recommends the term dates for each school year to the Portfolio Holder for Schools and Children’s Development for decision.

Two proposed models have been developed for EdCF’s consideration. Any comments received from the EdCF constituent groups will be incorporated and a further model will be presented.

Schools are required by statute to provide schooling for 190 days. Teaching staff are required by their terms and conditions to complete 195 days including 5 development days.

Options Considered

Two models are proposed for EdCF to consider based on the information available at the time of preparing this report.

Background

A model for Harrow is developed based on three elements:

- Harrow’s Agreed Principles,
- The LGA’s Standard School Year and,
- Other local authority models available.

Harrow Agreed Principles:

EdCF agreed a set of principles to apply to School Term Dates for Harrow. These are as follows:

- The school year to be set with 195 days, incorporating 5 development days
- Schools to determine the 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 Easter/Spring
- 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

The LGA produces the Standard School Year model following consultation with their members. At the time of preparing this report, their model is not available. When it becomes available a copy will be sent to EdCF members.

Other Local Authority Models

Copies of our neighbouring local authorities' models or proposals are requested and provided to EdCF. This helps to coordinate the term dates. Local authorities agree their term dates at different times during the year and their response to recent requests indicate that they have yet to start the process. When models are available they will be circulated to EdCF.

Additional Bank Holiday in June 2012

On 5 January 2010, the Government announced an additional bank holiday in June 2012. The Diamond Jubilee Bank holiday is on Tuesday 5 June 2012. The Spring Bank holiday has been moved to Monday 4 June 2012 to form a long weekend.

Occasional Days

At their meeting in June 2009, EdCF agreed to introduce Occasional Days. These allow governing bodies to agree to up to 3 additional closure days to take account of the need to observe Non-Christian religious festivals. If 3 occasional days are adopted then the school year will be 198 days and the additional days must be added to the end of the summer term.

Current situation

Two proposed models for Harrow have been developed using the Harrow Agreed Principles and are provided at Annexe A. The variation in the models is the accommodation of the Spring Bank Holiday and the Diamond Jubilee Bank Holiday and the impact on the Summer Term.

Model	First Half Term	Half Term Holiday	Second Half Term
A	Monday 16 April 2012 to Friday 25 May 2012 (29 Days)	Monday 28 May 2012 to Tuesday 5 June 2012	Wednesday 6 June 2012 to Monday 23 July 2012 (34 days)
B	Monday 16 April 2012 to Friday 1 June 2012 (34 Days)	Monday 4 June 2012 to Friday 8 June 2012	Monday 11 June 2012 to Thursday 19 July 2012 (29 days)

It is proposed that EdCF consider these models with their constituent groups and feedback comments to the Director of Schools and Children's Development. If other models from the LGA or neighbouring boroughs are received these will be circulated accordingly.

Comments received will be reported and a final model proposed at the EdCF meeting on 28 June 2010.

Implications of the Recommendation

None

Legal Implications

CM to provide

Financial Implications

None

Risk Management Implications

Risk included on Directorate risk register? No

Separate risk register in place? No

Corporate Priorities

Not applicable because this is statutory duty to agree the dates of terms and holidays.

Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 23 December 2009		
Name: George Curran	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 12 January 2010		

Section 4 - Contact Details and Background Papers

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

Background Papers: None.

Proposed Model A**Harrow****Proposed school term and holiday dates for the Academic Year 2011/2012****Autumn Term 2011**

	September				October				November				December					
Monday	5	12	19	26	3	10	17	24	31*	7	14	21	28	5	12	19	26	
Tuesday	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	
Wednesday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	
Thursday	1*	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29
Friday	2	9	16	23	30	7	14	21#	28	4	11	18	25	2	9	16#	23	30
Saturday	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31
Sunday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	

Spring Term 2012

	January				February				March				April					
Monday	2	9	16	23	30	6	13	20*	27	5	12	19	26	2	9	16*	23	30
Tuesday	3*	10	17	24	31	7	14	21	28	6	13	20	27	3	10	17	24	
Wednesday	4	11	18	25	1	8	15	22	29	7	14	21	28	4	11	18	25	
Thursday	5	12	19	26	2	9	16	23	1	8	15	22	29	5	12	19	26	
Friday	6	13	20	27	3	10#	17	24	2	9	16	23	30#	6	13	20	27	
Saturday	7	14	21	28	4	11	18	25	3	10	17	24	31	7	14	21	28	
Sunday	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29


Summer Term 2012


	May				June				July				August					
Monday	7	14	21	28	4	11	18	25	2	9	16	23#	30	6	13	20	27	
Tuesday	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28
Wednesday	2	9	16	23	30	6*	13	20	27	4	11	18	25	1	8	15	22	29
Thursday	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30
Friday	4	11	18	25#	1	8	15	22	29	6	13	20	27	3	10	17	24	31
Saturday	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	
Sunday	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	

Bank and Public Holidays 2011/2012

Christmas Day Holiday 26 December 2011
 Boxing Day Holiday 27 December 2011
 New Year's Day Holiday 2 January 2012
 Good Friday 6 April 2012

Easter Monday 9 April 2012
 May Day Holiday 7 May 2012
 Spring Bank Holiday 4 June 2012
 Diamond Jubilee Bank Holiday 5 June 2012
 Summer Bank Holiday 27 August 2012

School Holidays 
 * First school day after break

Bank holidays and national holidays 
 # Last school day before break

**Summary of Proposed School Term Dates Academic Year 2011/12
Model A**

Autumn Term 2011	Thursday 1 September 2011 to Friday 21 October 2011 (37 days)
	<i>Half Term Monday 24 October 2011 to Friday 28 October 2011</i>
	Monday 31 October 2011 to Friday 16 December 2011 (35 days)
Spring Term 2012	Tuesday 3 January 2012 to Friday 10 February 2012 (29 days)
	<i>Half Term Holiday Monday 13 February 2012 to Friday 17 February 2012</i>
	Monday 20 February 2012 to Friday 30 March 2012 (30 days)
Summer Term 2012	Monday 16 April 2012 to Friday 25 May 2012 (29 days)
	<i>Half Term Holiday Monday 28 May 2012 to Tuesday 5 June 2012</i>
	Wednesday 6 June 2012 to Monday 23 July 2012 (34 days)
Total	195 School Days including 5 INSET days

Proposed Model B

Harrow
Proposed school term and holiday dates for the Academic Year 2011/2012

		Autumn Term 2011																	
		September				October				November				December					
Monday		5	12	19	26	3	10	17	24	31*	7	14	21	28	5	12	19	26	
Tuesday		6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	
Wednesday		7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	
Thursday	1*	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	
Friday		2	9	16	23	30	7	14	21#	28	4	11	18	25	2	9	16#	23	30
Saturday		3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31
Sunday		4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	


		Spring Term 2012																	
		January				February				March				April					
Monday		2	9	16	23	30	6	13	20*	27	5	12	19	26	2	9	16*	23	30
Tuesday		3*	10	17	24	31	7	14	21	28	6	13	20	27	3	10	17	24	
Wednesday		4	11	18	25	1	8	15	22	29	7	14	21	28	4	11	18	25	
Thursday		5	12	19	26	2	9	16	23	1	8	15	22	29	5	12	19	26	
Friday		6	13	20	27	3	10#	17	24	2	9	16	23	30#	6	13	20	27	
Saturday		7	14	21	28	4	11	18	25	3	10	17	24	31	7	14	21	28	
Sunday		1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29


		Summer Term 2012																	
		May				June				July				August					
Monday		7	14	21	28	4	11*	18	25	2	9	16	23	30	6	13	20	27	
Tuesday		1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28
Wednesday		2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29
Thursday		3	10	17	24	31	7	14	21	28	5	12	19#	26	2	9	16	23	30
Friday		4	11	18	25	1#	8	15	22	29	6	13	20	27	3	10	17	24	31
Saturday		5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	
Sunday		6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	

Bank and Public Holidays 2011/2012

Christmas Day Holiday 26 December 2011
 Boxing Day Holiday 27 December 2011
 New Year's Day Holiday 2 January 2012
 Good Friday 6 April 2012

Easter Monday 9 April 2012
 May Day Holiday 7 May 2012
 Spring Bank Holiday 4 June 2012
 Diamond Jubilee Bank Holiday 5 June 2012
 Summer Bank Holiday 27 August 2012

School Holidays 
 * First school day after break

Bank holidays and national holidays 
 # Last school day before break

**Summary of Proposed School Term Dates Academic Year 2011/12
Model B**

Autumn Term 2011	Thursday 1 September 2011 to Friday 21 October 2011 (37 days)
	<i>Half Term Monday 24 October 2011 to Friday 28 October 2011</i>
	Monday 31 October 2011 to Friday 16 December 2011 (35 days)
Spring Term 2012	Tuesday 3 January 2012 to Friday 10 February 2012 (29 days)
	<i>Half Term Holiday Monday 13 February 2012 to Friday 17 February 2012</i>
	Monday 20 February 2012 to Friday 30 March 2012 (30 days)
Summer Term 2012	Monday 16 April 2012 to Friday 1 June 2012 (34 days)
	<i>Half Term Holiday Monday 4 June 2012 to Friday 8 June 2012</i>
	Monday 11 June 2012 to Thursday 19 July 2012 (29 days)
Total	195 School Days including 5 INSET days

Occasional Days

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

**REPORT FOR: Education Consultative
Forum**

Date:	27 th January 2010
Subject:	INFORMATION REPORT Machinery of Government changes / 16-19 education provision
Responsible Officer:	Heather Clements, Director Schools and Children's Development
Exempt:	No
Enclosures:	Nil

Section 1 – Summary

This report sets out the main changes for the Local Authority that will take place as a result of the successful passage of the Apprenticeship, Skills, Children and Learning Act (2009), specifically as the Commissioners of 16-19 education provision in Harrow.

FOR INFORMATION

Section 2 – Report

2.1 Current position

The current statutory responsibility, including for the academic year 2010/11, for the commissioning and funding of 16-19 education in Harrow lies with the Learning and Skills Council (LSC).

From 1 April 2010, this responsibility – the Machinery of Government - is passed to the Local Authority.

£27,773,060 (at 2008-09 rates) of funds will be transferring from the LSC to Harrow. These funds will be principally allocated to Harrow College, Stanmore College, St. Dominic's Sixth Form College, The Harrow Schools Collegiate and voluntary sector providers.

The local authority will also work in partnership National Apprenticeship Service, after April 2010, to ensure learners in Harrow will have access to this line of learning.

2.2 Local Authority responsibilities from April 2010

Local Authorities are the “champions” of young people in their area, focusing on achieving better outcomes for them, even when those outcomes are achieved in a different local authority.

The Local Authority will have new duties and powers. As the commissioners of 16-19 learning, these include:

- securing sufficient provision of education and training for young people residing in their area, regardless of where they want to learn, or who are held in youth custody in their area;
- procuring learning provision with providers located in the area on behalf of other local authorities whose residents travel into their area to learn, and;
- commissioning of Information, Advice and Guidance (IAG) services, through Connexions services or others.

This will help to achieve a number of key outcomes, i.e.:

- To lay the foundations for the successful raising of the participation age to 18 from 2015.
- To make sure that the right provision is in place to allow every young person to access their entitlements to learning, including Diplomas and Apprenticeships, and deliver the September Guarantee.
- To make sure that provision supports the achievement of all of the five Every Child Matters outcomes.
- To provide opportunities so that every young person can participate in learning and prevent any young person from suffering the long term effects of not being in education, employment, or training (NEET).

The new approach from local authorities to support the delivery of these outcomes needs to include:

- Strong leadership to ensure the provision of a coherent learning and support offer for young people, through strategic integrated commissioning.
- Provision which is flexible enough to meet the needs of some young people who need to re-engage in learning at different times of the year, including young people who are leaving youth custody and enabling those in employment without training to access learning and training alongside their job.
- Assuring that information, advice and guidance (IAG) is sufficient, effective and relevant to school, college and labour market needs.
- An approach which takes a critical look at the mix and balance of provision and the support needed to meet the needs of all young people.
- A clear focus on supporting vulnerable young people and their families, focussed particularly on children in care, teenage parents, young people with learning difficulties and disabilities and young carers.

The development and operation of the new local authority function is guided by a set of key principles:

- The system will operate in the interests of the learner, addressing learner choice and diversity, and will ensure access to learner entitlements and curriculum pathways.
- The system will take into account the needs of employers and employability.
- The system will seek the involvement of providers as key strategic partners.
- Commissioning should be sustainable, impartial and provider neutral, securing high quality provision from the most appropriate quality assured providers.
- Funding - based upon the national funding formula and applied at the level of the provider - will follow the learner.
- The process will provide and encourage flexibility for local authorities and other partners to respond to needs.
- The system will ensure consistency in key features based on the National Commissioning Framework.

Local authorities are expected to be effective commissioners of 16-19 education by:

- undertaking collaborative planning between local authorities to determine the education and training needs of young people across travel to learn areas and to make sure provision is made available for all young people to progress in learning, wherever it is most appropriate to do so, including delivery of the learner entitlements and the September Guarantee.
- ensuring that the quality of provision and institutional performance at least meets minimum standards (e.g. of accreditation), and continues to improve.
- procuring provision within the framework of the national funding system and ensuring it is affordable within national and local budgets.
- enabling the respective parties to the commissioning process to deliver their responsibilities for handling and accounting for the revenue and capital funds invested in young people's learning.
- delivering provision and a support offer for young people, including provision for the

most vulnerable, that enable access to the 14-19 entitlement.

The term “commissioning” is used to refer to all stages of the commissioning process, including needs analysis, planning, funding, procuring, contracting, making payments, and monitoring provision of education and training, services for young people so that:

- Local authorities and their partners build a sophisticated understanding of the existing and potential needs of young people based on qualitative and quantitative evidence and informed by engagement with learners.
- Data are provided (i.e. census returns on learner volumes and achievement) at agreed points throughout the year and used to inform future commissioning decisions.
- Provision is strategically planned and designed, with the involvement of learners, employers and current and potential providers, and with a strong understanding of what is effective and delivers value for money.
- Local authorities develop a diverse, sustainable provider base offering sufficient, appropriate (in relation to need and demand) and high quality provision.
- Provision is procured from the most appropriate providers.
- Provision is monitored to assess performance against expected outcomes.
- Local authorities give providers the freedom to be innovative and creative within an agreed framework to ensure delivery of the full learner entitlement.

These reforms are intended to ensure that local authorities not only commission well, but put in place systematic processes to join up all their support and positive activities.

2.3 **Preparation in 2009/10**

In preparation for the full transfer of responsibility, Local Authority officers have;

- Allocated an officer from the Achievement and Inclusion (A&I) Service to work alongside senior officers from the LSC and the London Young People’s Learning Agency (YPLA), a non-departmental public body that provides local authorities with support through to March 31 2010, for the current commissioning round thereby ensuring 16-19 learners, and their providers, are fully prepared for the 2010/11 academic year.
- The same officer has been working with REACT, the Raising Expectation Action Programme, a Local Government Association (LGA) sub-group, funded by the DCSF, that supports local authorities as they take on responsibility for the commissioning of learning for 16-19 year olds. The React Programme works closely with the Association of Directors of Children’s Services. The team supports local authorities in building capacity to ensure the smooth transfer of commissioning and funding responsibilities from the Learning and Skills Council. React’s role has been to support councils through this challenging process.
- To accommodate these changes, especially in London where 16-19 learners frequently travel across local authority boundaries, London local authorities have been working in close partnership to facilitate the transfer of responsibilities. London local authorities work together through the London Regional Planning Group to ensure

there is a strategic approach to the London wide education and skills development agenda. An officer from the Local Authority has represented the interests of Harrow on the RPG, and on the Regional Allocations Group (RAG), that scrutinises each boroughs planning and allocation arrangements. For the 2009/10 allocation process, this was carried out as a dry run, whereas for the 2010/11 allocation the Local Authority is taking a far more active role in determining the allocations across Harrow.

- The Local Authority have been fully involved in all the Provider Meetings, in partnership with the LSC, and has made an initial submission of 16-19 learner numbers for Harrow in 2010/11
- To support providers who wish to grow the numbers of 16-19 learners in their institutions, the Local Authority will be supporting these institutions to submit a business case to the Regional Allocations Group.
- Harrow Local Authority has a representative on the RAG Business Processes Technical Group, to inform future London wide processes for 16-19 planning
- To ensure the local authority is well placed to ensure all planning is informed by effective data, we have undertaken a full curriculum audit to help providers to plan a curriculum that will provide all 16-19 learners with an opportunity to access all four lines of learning (apprenticeships, Diplomas, Foundation Learning, GCSE/A levels) by 2013.
- To assist Local Authority planning for 16-19, we have commissioned a full analysis of the outcomes of learners from our schools in relation to their aspiration for future study. All findings have been reported to the 14-19 Strategic Group.
- To support the Machinery of Government changes the Local Authority has continued to work closely with the Further Education Colleges and the Sixth Form College by undertaking a relationship building exercises, through enhanced communications with college principals and their corporate management.
- To fully understand the nature of the “travel to learn” patterns across our neighbouring local authorities, we have, and continue to be engaged in inter-borough dialogues to ensure all Harrow resident learners receive the best possible opportunities even if they travel out of borough. These conversations are taking place with Hillingdon, Brent and Barnet in the first instance.

2.4 **Funding and Staffing**

Currently the funding for 16-19 education provision is based on a national formula and is paid directly to providers by the LSC. The national funding formula is an activity based formula with each course attracting a set amount of funding. From 1 April 2010 funding will continue to be based on the national funding formula however the council will receive the funding for all providers within the borough from the YPLA. The council will be

responsible for monthly payments to individual providers. In future years the council will have to ensure that the 'basket' of courses commissioned from 16-18 providers is affordable from the pot of funding allocated by the YPLA through the Regional Planning Group. It is expected that some audit functions relating to the funding will also transfer to the council however the details are still to be finalised.

It is envisaged that Harrow will require the following 16-19 Team in order to carry out the responsibilities described above:

- 1 x Commissioner (Team Leader)
- 2 x Quality Assurance / Development managers
- 1 x Finance Officer
- 1 x Data Officer

No LSC staff are transferring to Harrow. Instead the local authority will receive funding to establish an appropriate infrastructure, including these key staff and some administrative support, from April 2010. Although the LSC have yet to confirm the exact amount of funding and how this will be paid it is expected that the funding provided to the authority will be adequate to cover the additional costs resulting from the transfer of responsibility from the LSC.

Existing Local Authority staff who will be supporting this transfer are attending REACT funded training in January/February. The training will encompass:

- Finance and Commissioning – 24th January – check I though February.
- Performance Management – 15th January
- Vulnerable Young People – 11th February
- Information Management – 20th January

2.5 Local arrangements

The strategic leadership for the effective delivery of the new local authority responsibilities will lie with the Harrow 14-19 Strategic Group.

The 16-19 staff will work within existing Local Authority structures associated with commissioning, quality assurance, finance and data.

A key priority for Harrow will be to establish quality assurance processes for 16-19 learning to ensure high standards of provision for all 16-19 learning. Wherever possible existing structures, already in place for earlier phases, will be further enhanced

The quality assurance arrangements for the Further Education Colleges will lie with Skills Funding Agency.

Section 3 – Further Information

None

Section 4 – Financial Implications

See 2.4

It is expected that the transfer of funding from the LSC to the local authority will match the expenditure required to deliver the new responsibilities and duties.

Section 5 – Corporate Priorities

None specifically, but the Local Authority is expected to ensure that vulnerable young people are included in the commissioned provision.

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 11 January 2010		

Section 6 - Contact Details and Background Papers

Contacts:

Adel Shirbini
Senior School Improvement Professional, Achievement and Inclusion Service
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020 8736 6505

Adrian Parker
Head of Service, Achievement and Inclusion
adrian.parker@harrow.gov.uk
020 8736 6506

Background Papers: None

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**REPORT FOR: Education Consultative
Forum**

Date of Meeting:	27 January 2010
Subject:	Information Report : Draft Revenue Budget 2010-11 to 2012-13
Key Decision:	N/A
Responsible Officer:	Emma Stabler, Finance Business Partner – Children’s Services
Portfolio Holder:	Councillor Anjana Patel, Portfolio Holder for Schools and Children’s Development
Exempt:	No
Decision subject to Call-in:	N/A
Enclosures:	None

Section 1 – Summary and Recommendations

This report provides a summary of the draft Council’s budget plans for 2010-11 to 2012-13, as reported to Cabinet in December. Comments on these proposals are sought from a variety of stakeholders including the Education Consultative Forum. The final budget will be reported to Cabinet on 11 February and Council on 18 February.

Section 2 – Report

Vision and Priorities

1. The Council's vision is to be recognised as one of the best London Councils by 2011/12. The Council has adopted an integrated planning framework to ensure that the corporate plan and medium term financial strategy (MTFS) are developed in tandem. The council priorities for 2010/11 are:
 - Deliver cleaner and safer streets
 - Improve support for vulnerable people
 - Build stronger communities

Financial Context

2. The development of the medium term financial plan is increasingly challenging because:
 - Harrow is already a relatively low spending council
 - Large parts of the budget are outside the Council's control
 - Considerable savings have been made in previous years (£45m in the last 4 years) and this makes it increasingly difficult to identify new areas for efficiencies and reductions
 - The demand for services and expectations from central government are growing all the time
 - The provisional local government settlement is poor for 2010-11 and the outlook for the next spending review is worse
 - The settlement for concessionary fares for London for 2010-11 has been revisited very late in the day (cost to Harrow is £1m)
 - The UK is currently in recession
 - There is more work to do to strengthen the Council's balance sheet

Current Position – Council Funding

Central Government Funding

3. 2010/11 is the final year of the 3 year settlement for 2008-09 to 2010-11. The grant increase for Harrow in 2010/11 is 1.5% compared to 1.75% in 2009-10. Like the great majority of London councils, this settlement is the minimum it can be under the settlement, ie it is "on the floor". Harrow's settlements will remain on the floor for several years to come. Given the current economic conditions the outlook for the local government settlement is poor and grant reductions from 2011-12 of 3% a year in cash terms (4.5% in real terms) have been assumed.

Council Tax Strategy

4. At December Cabinet, the draft budget was based on Council Tax increases of 0% in 2010-11, and 2.5% in 2011-12 and 2012-13. The administration is committed to stabilising council tax in real terms over the medium term. The administration is also committed to producing prudent and achievable budgets and therefore must be mindful of the financial

context outlined above, in particular the added pressure due to the economy.

Draft Summary Medium Term Financial Strategy (MTFS)

5. The draft summary MTFS was submitted to Cabinet in December. The change in the budget requirement for 2010-11 can be summarised as follows:

	£m
Budget Requirement 2009-10	168.8
Capital financing costs and investment income	2.7
Technical changes	2.9
Inflation	1.0
Investment in services	4.5
Efficiency programme	(7.3)
Remaining funding gap (assuming no council tax increase)	(1.0)
Budget Requirement 2010-11	171.6

6. The budget assumes 0.5% pay inflation for 2010/11 and 1% increase in prices and fees and charges. The council is legally required to set a balanced budget for next year and the remaining funding gap of £1m must be closed by the time the final budget proposals are presented in February.
7. The draft budget includes investment in services of £4.5m including £3m on adult and children social care and £1m on waste disposal. The efficiency programme in 2010/11 totals £7.3m and includes better use of technology, better procurement including pan London and west London working plus a range of small savings across services. Further details of the investment and efficiency savings relating to Children's Services is provided in Appendix 1.

Reserves

8. Assuming that pressures identified in 2009-10 can be effectively managed, reserves are forecast to exceed £6m by the end of the year. From 2010-11, the first call on any underspend at the end of the year will be a contribution to general balances. The value of the contribution will be up to £0.5m and will be determined with regard to the size of the underspend, the underlying strength of the balance sheet and other priorities.

GLA Precept

9. The GLA precept is currently £309.82 for a band D property and it is anticipated that there will be a low or nil precept increase next year.

Consultation and Information Sharing

10. Consultation has been carried out on priorities via the residents' panel and via a campaign entitled "Have Your Say", supported by the Harrow Times. The consultation activity produced consistent results and generally the three proposed priorities were supported. The corporate priorities provide

the framework for the corporate plan which will be considered by Cabinet alongside the final budget in February.

11. The Education Consultative Forum is one of a series of meetings being held with stakeholders in January and February to share information on the Council's budget plans and to seek comments.

School Budgets

2008/09 to 2010-11 Settlement

12. Dedicated Schools Grant (DSG) is used to fund both the individual schools budget (ISB) and centrally retained items. The former goes to schools, whilst the latter is held by the Local Authority to spend on specific items such as fees for out of borough pupils at independent special schools.
13. 2010-11 is the final year of a three year Government funding cycle for schools. The Department of Children's Schools and Families (DCSF) has announced the actual allocations for 2010/11. The per pupil funding for 2010-11 has been confirmed as £4,862 (a 4.1% increase on 2009-10). Based on indicative pupil numbers it is estimated that the council will receive £142.6m of DSG in 2010-11. The actual 2010/11 DSG is based on the January 2010 pupil level annual school census (Plasc) numbers and as this will differ from the pupil projections used to estimate the grant this figure is subject to change. The final 2010-11 budget, based on the January pupil numbers, will be given to schools before March 2010. The grant is not expected to be finalised by DCSF until summer 2010.
14. The 2010/11 school's budget was considered by School's Forum in November. After providing for inflation and the impact of the 2.1% minimum-funding guarantee, it leaves £3.2m headroom to be allocated. Schools Forum was consulted regarding the allocation of the headroom and it was agreed that the following items be funded from the headroom. Each of these items is described in more detail below.

	£'000
Headroom Available	3,277
Less	
Special School Growth	(550)
Age of Transfer Transitional Protection Funding	(360)
Growth in High Value Costed Statements	(500)
Additional funding for ARMS places	(100)
Schools Specific Contingency	(1,372)
Balance	395

- **Age of Transfer Transitional Protection Funding** - Based on initial projections it is estimated that £360k will be required to fund the Age of Transfer Transitional Protection funding in 21010/11.

- **Special School Growth** - £550k has been allocated to fund an expansion of special school places including the new category of behavioural support.
- **Additional Funding for ARMS places** - In order to provide continuity of provision for children with specific language impairment it is proposed to make provision equivalent to that currently available in year 3 at Welldon park First School in year 3 at Welldon Park Middle School from September 2010.
- **Growth in High Value Costed Statements** - There has been significant year on year increases in the funding required to enable schools to make provision for children with high value costed statements. It is therefore anticipated an additional amount of £500k may be needed within the individual the individual school budgets to cover the growth in 2010-11.

15. After allocating funding from the headroom to the growth items, there remains approximately a balance of £395k. Any remaining balances after funding the above from headroom should be shared pro rata in sectors (i.e. Special Schools getting the appropriate share based on place factors not on pupil numbers).

Schools Specific Contingency

16. The schools specific contingency forms part of central items. Schools Forum is still finalising the items to be funded from contingency in 2010/11. The details of potential items are shown below.

Description of Items	2010-11 Budget £'000	2009-10 Budget £'000
Pupil & FSM trigger funding	500	305
SEN - New Statements	450	250
Formula Contingency	0	5
Krishna Avanti interim funding	50	80
Autism in mainstream schools	232	218
Good to Outstanding	80	82
AST Co-ordinator	30	30
Leadership Development	30	30
Adj for London Pay Addition		(32)
Total	1,372	968

17. The contingency includes an increase in the budget for trigger funding as the projected increase in pupil numbers is likely to lead to additional trigger funding payments to schools following the October 2010 and January 2011 school census. The provision for new high value costed statements has also been increased to reflect actual levels of expenditure in recent years.

Central Items

18. The budget for the central items within the Dedicated Schools Grant has been reviewed and consulted with Schools Forum. Central items

expenditure for 2010/11 is estimated to increase by £225k for inflation. Further details are shown in the table below.

Central Items 2010-11			
Central Items	2009-10 Budget £'000	Inflation £'000	2010-11 Budget £'000
SEN – Out of Borough	6,218	130	6,348
SEN & Specialist Support Services	2,050	43	2,093
Pupil Referral Unit	1,210	26	1,236
Admissions	692	15	707
Early Years	540	11	551
Other	4	0	4
Total	10,714	225	10,939

School Funding Formula Changes

19. The following issues have necessitated changes to the schools funding formula. These amendments have been approved by Schools Forum and will be subject to formal approval by Cabinet in February 2010.

- **Changes to the Age of Transfer** – The 2010/11 school budgets are being prepared to take account of the change to the age of transfer. The Schools Forum have developed transitional protection funding model to assist primary schools adversely affected by the change. Protection funding is limited to schools that have balances below the Audit Commission recommended maximum levels as at 31 March 2008. As this change is effective from September 2010 Schools Forum have agreed a methodology for calculating the part year effect on the 2010/11 school budgets.
- **Single Funding Formula for Nursery Pupils** - The DCSF issued notice that all authorities would be required to introduce a single funding formula for maintained, private, voluntary and independent nurseries from April 2010. A working group of key stakeholders was set up to develop the formula. The revised formula went out to consultation in September 2009 and was subsequently approved by Schools Forum. However in December 2009 the DCSF announced it is delaying the statutory implementation date as some authorities were experiencing difficulties in implementing the change. The DCSF have asked that authorities who wished to proceed with the original implementation date apply for pathfinder status. Schools Forum supports the application for pathfinder status as the proposed formula was supported by all key stakeholders and provides funding to support service priorities such as incentivising the employment of qualified leaders in the PVI sector.
- **Additional Class Funding** - The council is experiencing an actual and projected increase in pupil numbers largely due to an increase in the child population. In September 2009, in order to meet the demand for reception places, 5 schools ran additional reception classes above their planned numbers. Schools Forum agreed to revise the school funding formula to provide funding to schools to cover the cost of these

additional classes. It is anticipated that a similar number of additional reception classes will be required in September 2010, which will require additional in-year funding.

20. The minimum funding guarantee for 2010-11 is set at 2.1%, i.e. the minimum increase any school will receive is 2.1% per pupil. Due to the change in the age of transfer, the authority is requesting that the DCSF set aside the statutory minimum funding guarantee for schools losing funding from the change. The Age of Transfer protection funding model will provide transitional relief to schools facing significant budget reductions where they have balances below recommended levels.
21. The DCSF does not require budgets for 2011-12 and 2012-13 to be issued at this stage, as it has not yet concluded a review of DSG for those years. The review may result in a shift in resource allocation between councils. Despite the uncertainties, indicative budgets for 2011/12 and 2012/13 based on 1% growth in Dedicated Schools Grant are being prepared and will be distributed to schools by 31 March 2010.

Capital Programme

22. Planned capital investment in 2010-11 totals £46m including the following education projects:

- **Education modernisation £4.8m** - including the provision of sufficient modular teaching accommodation to enable the transfer of over 2050 Year 7 pupils to high schools
- **Catering in Schools £3.2m** – to improve the catering facilities in schools to provide school meals in accordance with the Government's food and nutritional standards and increase the take-up rate
- **Provision for pupils with Autistic Spectrum Disorder £0.56m** - provide specialist centres in mainstream primary and secondary schools to support the education of pupils with autistic spectrum disorders (ASD).
- **Whitmore High School £1.25m** – the school is being rebuilt under the government Building Schools for the Future programme (One school pathfinder). This corporate funding is to provide a range of enhanced community sport facilities and cultural areas at the new school.

Financial Implications

23. These are integral to the report.

Risk Management Implications

24. As part of the budget process the budget risk register will be reviewed and updated, and included in the report to February cabinet. This helps to test the robustness of the budget.

Corporate Priorities

25. The budget has been developed to enable the council to deliver on its agreed corporate priorities.

Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 7.01.2010		
Name: Sharon Clarke	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 11.1.2010		

Section 4 - Contact Details and Background Papers

Contact: Emma Stabler, Finance Business Partner – Children’s Services,
020 8424 1978

Background Papers: Draft Revenue Budget 2010-11 to 2012-13, 17th
December 2009 Cabinet

REPORT FOR: Education Consultative Forum

Date of Meeting:	27 January 2010
Subject:	Rules for Meetings of Constituent Groupings of the EdCF with Councillor Members
Key Decision:	No
Responsible Officer:	Hugh Peart, Director Legal and Governance Services
Portfolio Holder:	Councillor Paul Osborn, Portfolio Holder for Performance, Communication and Corporate Services
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Annex 1 – Copy of the Rules for meetings of the EdCF with Councillor Members

Section 1 – Summary and Recommendations

This report sets out a proposal from the Constitution Review Working Group to delete the rules for meetings of constituent groupings of the EdCF with Councillor Members.

Recommendations:

The Panel is requested to confirm whether, in its view, the rules should be retained in the Constitution or could be deleted.

Section 2 – Report

Introduction

The rules for meetings of constituent groupings of the EdCF with Councillor Members are currently in Part 4 of the Constitution.

The Constitution is currently being reviewed by the Constitution Review Working Group. A revised Constitution will be put to Council in February. In the course of the Group's discussions, it has been suggested that the rules are no longer necessary.

Options considered

Retaining the rules.

Why a change is needed

If it is correct that the rules are not necessary, this will assist the Council in ensuring that its constitution is relevant and up to date.

Implications of the Recommendation

It is believed that there are no adverse implications of this recommendation as it is understood that the rules are not necessary. There is no legal reason why the rules should be kept.

Financial Implications

There are no financial implications to this decision.

Risk Management Implications

Risk included on Directorate risk register? No

Separate risk register in place? No

There are no risks associated with this decision.

Section 3 - Statutory Officer Clearance

Name: Steve Tingle	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 11 January 2010		
Name: George Curran	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 11 January 2010		

Section 4 - Contact Details

Contact: Caroline Eccles, Senior Assistant Lawyer, Employment and Governance. Tel; 0208 424 7580

Annex 1

Education Consultative Forum

Rules for meetings of constituent groupings of the EdCF with Councillor Members.

1. The teachers and governors constituent groupings of the Education Consultative Forum (EdCF) will meet with the Members constituency of the EdCF three times per year at scheduled meetings. The other constituency groupings will meet with the Members constituency as and when needed on an ad-hoc basis.
2. Meetings shall only take place providing there is sufficient business to merit a meeting, and this will be by agreement between the Chair and Vice-Chair.
3. Any constituent part of the EdCF will be entitled to request that additional special meetings be called to discuss particular issues or urgent matters but this will be at the discretion of the Chair of the EdCF.
4. The Chair of the EdCF will chair all meetings of the constituent groupings held with members.
5. The Vice Chair of a meeting with a constituency grouping will be elected from the constituency group.
6. All Councillors on the EdCF and all members of the relevant constituency grouping will be invited to meetings of a constituent grouping with Council Members. The quorum of any such meeting shall be 50% of the representatives of the Council and 50% of the representatives of the other constituent part attending the meeting.
7. Meetings of the constituent parts of the Consultative Forum shall be held in the evening and the Executive shall give the facility for the attendance of any employee member who may otherwise be on duty at the time of the meeting.
8. Meetings will conclude their business by 10.00 pm unless extended by agreement.
9. Any relevant member of the constituent grouping may request an item relevant to the work of the constituent grouping to be placed on the agenda, but the agenda will be at the discretion of the Chair in consultation with the Vice-Chair. Notice for this purpose shall be given in writing 14 days before the date of the meeting. Items may be placed on the agenda on shorter notice with the consent of the Chair. The Chair may rule that a proposed item is more appropriate for a debate at the full EdCF, and his or her ruling on this is final.
10. The agenda for meetings of the Constituent grouping with members of the Council shall be sent at least 7 days prior to each meeting, except in cases of emergency. It shall be possible for the meeting in cases of urgency to discuss any matter not included in the agenda, provided the Chair agrees.
11. The minutes of each meeting of a constituent grouping with Council members shall be circulated to the members thereof and will also be sent to the full EdCF for information and action as appropriate.