

Education Consultative Forum

AGENDA

DATE: Wednesday 10 November 2010

TIME: 7.30 pm

VENUE: Committee Rooms 1 & 2,
Harrow Civic Centre

PRE-MEETINGS: HTCC - 6.45 pm - CR 6, Governors - 6.45 pm - CR3,
Members - 7.00 pm - CR 1/2

MEMBERSHIP (Quorum 3 representatives of each side)

Chairman: Councillor Brian Gate

Councillors:

Nizam Ismail
Raj Ray
Krishna Suresh

Husain Akhtar
Mrs Camilla Bath
Janet Mote

Reserve Members:

1. Ben Wealthy
2. Varsha Parmar
3. Zarina Khalid
4. Krishna James

1. Christine Bednell
2. Ramji Chauhan
3. Lynda Seymour

(Education Side Representatives overleaf)

Education Side Representatives:

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

Ms A Drew
Ms C Gembala

Vacancy
Ms J Lang

Ms L Money
Ms L 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. Mrs D Speel
2. Vacancy

Denominational Representatives:

1. Mrs J Rammelt
2. Reverend P Reece

Contact: Manize Talukdar, Acting Democratic Services Officer
Tel: 020 8424 1323 E-mail: manize.talukdar@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 - 6)

That the minutes of the meeting held on 28 June 2010 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 Executive Procedure Rule 51 (Part 4D of the Constitution).

7. PETITIONS

To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Executive Procedure Rule 49 (Part 4D of the Constitution).

8. DEPUTATIONS

To receive deputations (if any) under the provisions of Executive Procedure Rule 50 (Part 4D of the Constitution).

9. SCHOOL PLACE PLANNING STRATEGY 2010-2013 - SEPTEMBER 2010 UPDATE (Pages 7 - 14)

Report of the Director of Schools, Quality Assurance and Commissioning.

10. SCHOOLS CAPITAL STRATEGY 2011/2014 (Pages 15 - 20)

Report of the Director of Schools, Quality Assurance and Commissioning.

11. SCHOOL TERM DATES 2012/2013 (Pages 21 - 26)

Report of the Director of Schools, Quality Assurance and Commissioning.

12. SCHOOL CLOTHING GRANT (Pages 27 - 32)

Report of the Director of Schools, Quality Assurance and Commissioning.

13. FUTURE OPERATING MODEL OF SCHOOL IMPROVEMENT SERVICES
(Pages 33 - 40)

Report of the Director of Schools, Quality Assurance and Commissioning.

14. INFORMATION REPORT: HARROW PUPILS' ATTAINMENT AND PROGRESS - SUMMER 2010 (Pages 41 - 46)

Report of the Director of Schools, Quality Assurance and Commissioning.

15. DATE OF NEXT MEETING

To note that the next meeting of the Forum is due to be held on 26 January 2011.

AGENDA - PART II - NIL

EDUCATION CONSULTATIVE FORUM

MINUTES

28 JUNE 2010

Chairman:	* Councillor Brian Gate	
Councillors:	* Husain Akhtar * Mrs Camilla Bath * Zarina Khalid (3)	* Janet Mote * Raj Ray * Krishna Suresh
Teachers' Constituency:	* Ms A Drew Ms C Gembala Ms G Higgins	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:	* Mrs D Speel	
Denominational Representatives:	† Mrs J Rammelt	* Reverend P Reece

- * Denotes Member present
- (3) Denotes category of Reserve Members
- † Denotes apologies received

1. Welcome

The Chairman welcomed those present to the first meeting of the municipal year. It was noted that Councillor Brian Gate had been appointed as Chairman and Ms L Snowdon was appointed as Vice-Chairman.

2. Attendance by Reserve Members

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

Ordinary Member

Reserve Member

Councillor Nizam Ismail

Councillor Zarina Khalid

3. Declarations of Interest

RESOLVED: To note that the following interests were declared:

Agenda Item 8: School Place Planning Strategy 2010/13 and
Agenda Item 9: School Term Dates Academic Year 2011/12

Councillor Brian Gate declared a personal interest in that he was a governor of St Dominic's (RC) Sixth Form College. He would remain in the room during the discussions and decision making on these items.

Councillor Raj Ray declared a personal interest in that he was governor of Shaftesbury High and Kingsley High schools. He would remain in the room during the discussions and decision making on these items.

Councillor Krishna Suresh declared a personal interest in that he was a governor of Vaughan First and Vaughan Middle schools. He would remain in the room during the discussions and decision making on these items.

Councillor Husain Akhtar declared a personal interest in that he was a governor of Norbury, Grange First and Grange Middle schools. He would remain in the room during the discussions and decision making on these items.

Councillor Mrs Camilla Bath declared a personal interest in that she was a governor of Whitchurch Middle and Harrow High schools. She would remain in the room during the discussions and decision making on these items.

Councillor Janet Mote declared a personal interest in that she was a governor of St John Fisher Catholic Primary school. She would remain in the room during the discussions and decision making on these items.

Mrs C Millard declared a personal interest in that she was a governor of Grange Middle, Cannon Lane Middle and Nower Hill High schools. She would remain in the room during the discussions and decision making on these items.

Mr N Ransley declared a personal interest in that he was governor of St Dominic's (RC) Sixth Form College and St John Fisher Catholic Primary school. He would remain in the room during the discussions and decision making on these items.

Mrs D Speel declared a personal interest in that she was a governor of Cannon Lane Middle school and an employee of St Dominic's (RC) Sixth Form College. She would remain in the room during the discussions and decision making on these items.

Reverend P Reece declared a personal interest in that he was a governor of Little Stanmore Nursery, First and Middle and Krishna-Avanti Primary schools. He would remain in the room during the discussions and decision making on these items.

4. Minutes

RESOLVED: That the minutes of the meeting held on 27 January 2010 be taken as read and signed as a correct record.

5. 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 Executive Procedure Rules 51, 49 and 50 (Part 4D of the Constitution) respectively.

RECOMMENDED ITEMS

6. School Term Dates Academic Year 2011/12

The Forum received a report of the Director of Schools, Quality Assurance and Commissioning, which set out proposed School Term Dates for the academic year 2011/12.

Two models had been proposed to members of the Forum. Model A was in line with the Local Government Authority Standard School Year and Model B, which was the preferred option, was compliant with the 'Harrow Principles'. Under Model B, the school term would begin on 1 September 2011 and there would be an extra day's holiday after Christmas, with the Summer term ending on 23 July 2012.

A member of the Forum requested that officers keep neighbouring boroughs informed of Harrow's School Term Dates for 2011/12.

Resolved to RECOMMEND: (to the Leader of the Council)

That Harrow Model B School Term Dates be adopted for 2011/12.

Reason for Recommendation: To fulfil statutory responsibility to agree School Term Dates and inform schools prior to the end of the summer term.

7. School Place Planning Strategy 2010/13

The Forum received a report of the Director of Schools, Quality Assurance and Commissioning. The report gave an update on the implementation of the School Place Planning Strategy 2010/13, which had been agreed by Cabinet on 17 March 2010.

An officer stated that the Department for Education's (DfE) pupil census completed in the Autumn term would provide an accurate assessment of the take-up rate for school places in Harrow. It was also added that the Admissions Service expect to receive many late applications during July and August 2010. She stated that officers were currently evaluating the impact of 'bulge' classes, explaining that for some schools there was considerable movement as sometimes parents changed their minds about choice of school, which created vacant places.

An officer stated that Place Planning was not an exact science but based on prediction, projection and demographic data. She explained that much of the recent expansion in reception places had been temporary. It was explained that there were discussions regarding temporary expansion for September 2011 and possible permanent expansion starting in 2012. She emphasised that permanent expansion would only take place following temporary expansion and consultation with schools regarding management, accommodation and budget issues.

In the high school sector, additional places for Year 7 had been opened, in order to accommodate the unusual circumstance in Harrow of a double year intake (11+ and 12+) at high schools. This would be reviewed as the new school organisation embedded.

An officer stated that following the government's announcement of the Academies Bill, schools had been in discussions with officers to assess the implications, costs and benefits of changing to academy status. To date, only 6 primary schools and 2 secondary schools had registered an interest in academy status. The officer stated that Academy schools would be required to comply with the principles of the Fair Access Protocol and their admissions criteria would have to meet the National Code of Practice. Two funding models were being considered by the government and it was not clear yet which would be chosen or the impact on services. There have been a number of Government announcements recently and whilst further details are awaited, it is understood that the 'Building Schools for the Future' programme is on hold, and at this time the Direct Schools Grant is not affected.

Following a question about Autistic Spectrum Disorders (ASD) provision in the borough, an officer reported that the number of ASD places will be expanded with new provision at Priestmead School, Aylward School and Vaughan School and that ASD facilities would be available at Whitmore school from September 2010.

An officer agreed to find out the number of 'statemented' pupils in Harrow and circulate the figures to members of the Forum.

The Chairman stated that he would like to look at how the Forum could encourage greater community engagement with, and participation in its work.

RESOLVED: That

- (1) the report be noted;
- (2) that figures detailing the number of 'statemented' pupils in Harrow be circulated to members of the Forum by officers.

8. Date of Next Meeting

RESOLVED: That the date of the next meeting be held on 7 September 2010.

(Note: The meeting, having commenced at 7.33 pm, closed at 8.24 pm).

(Signed) COUNCILLOR BRIAN GATE
Chairman

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**REPORT FOR: Education Consultative
Forum**

Date:	10 November 2010
Subject:	School Place Planning Strategy 2010-2013 - September 2010 Update
Key Decision:	No
Responsible Officer:	Heather Clements, Director of Schools, Quality Assurance and Commissioning
Portfolio Holder:	Councillor Brian Gate, Portfolio Holder for Schools and Colleges
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	Annexe A Summary of Temporary Reception Classes

Section 1 – Summary and Recommendations

This report provides the Education Consultative Forum (EdCF) with an update on the School Place Planning Strategy about the position in September 2010 and planning for September 2011 and September 2012, to ensure there are sufficient school places in Harrow.

Recommendations:

Education Consultative Forum 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 progress of the implementation of the Strategy and for their comments to be noted accordingly to inform the continuing implementation.

Section 2 – Report

Introductory paragraph

1. The local authority has a statutory responsibility to provide sufficient school places for its area. Following EdCF's consideration of the Strategy at its meeting in January 2010, Cabinet agreed the Strategy in March 2010. A report was provided to EdCF in June 2010 on the implementation of the School Place Planning Strategy and this report provides a further update.

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 options to manage the number of places have been developed by officers in accordance with the Strategy and discussions have been progressed with schools. These options and other progress are outlined in the following sections.

Current situation

Demographic Data and Roll Projections

3. Harrow Council commissions the Greater London Authority (GLA) to provide roll projections. These are prepared on an annual basis and take into consideration the current available data including population mid-year estimates and PLASC data.
4. Revised projections are being prepared based on 2009 population estimates and 2010 data for pupils on Harrow school rolls. This information will be included in the review of the School Place Planning Strategy that will be presented to EdCF and Cabinet in Spring 2011.
5. Officers are working with the GLA to develop the model for Harrow high schools now that school re-organisation has been implemented. The GLA model requires four years of data to support their trend analysis which is not available currently.

Reception Places for September 2010.

6. 2,875 on time applications for reception places were received by the closing date of 26 February 2010. In accordance with the School Place Planning Strategy, additional temporary classes of 30 places each were opened at 5 schools. The table below provides the number of places at these schools.

	Total Number of Reception Places with Bulge
Kenmore Park Infant School	120
Longfield Infant School	120
Norbury Primary School	60
Pinner Wood Primary School	90
Weald Infant School	120

7. The additional five temporary reception classes have largely filled and are holding their numbers. Officers consider the additional capacity created is appropriate to meet the demand for places while retaining some capacity to meet in-year applications, though the position will continue to be monitored.

Reception Places for September 2011.

8. The School Place Planning Strategy indicates that up to 5 additional reception classes may be required. During the Summer Term 2010, officers identified a selection of schools in areas of pressure and asked them to consider taking a temporary bulge class. As a result of these discussions, four governing bodies have now confirmed their agreement to open an additional bulge class if the number of applications requires this capacity. The schools are: Glebe Primary School, Norbury School, Pinner Park Infant and Nursery School, and Weald Infant School. These schools are also exploring the feasibility of permanent expansion from September 2012.
9. Officers have again asked all schools to consider their potential to open an additional class if required as further additional places are projected to be needed.
10. A summary of temporary reception classes that have been opened and are proposed is attached as Annexe A.

Reception Places for September 2012

11. Based on the pupil projections it is indicated that additional capacity will be required in reception classes across Harrow in 2012 as well. As part of the strategy officers are looking at potential for a combination of permanent expansions and bulge classes.
12. Officers are working with four schools to consider permanent expansion with effect from September 2012. By undertaking this work with schools, there will be a comprehensive plan for each school, and in particular the accommodation requirements will be established. The accommodation information will be used to estimate the capital required, both for temporary accommodation and permanent accommodation solutions. In addition, initial proposals can be shared with the Council's planning officers for early consideration. This is particularly important given the restricted nature of some of the school sites.

High School Places

13. As part of the school reorganisation proposals 90 additional places were opened in Year 7 in September 2010. The proposals to increase the

capacity of the three schools, Park High School, Whitmore High School and Rooks Heath College for Business and Enterprise, were included in the consultation documents and the statutory proposals. The impact of the change in the age of transfer coupled with the embedding of the sixth form provision was unpredictable and the increase was to ensure that there would be sufficient accommodation for all applicants.

14. 3,127 applications were received for Year 7 places. The number of applications for Year 8 was lower than 2009, and at this stage it is understood that the number of pupils in Year 7 is lower than expected. The final number of pupils on roll in the high schools will not be clarified until the Autumn Census. The situation will be monitored and adjustments to the planned admission numbers will be proposed accordingly.

Voluntary Aided Sector

15. Since the report in June 2010 one voluntary aided school has responded formally to the local authority expressing their interest in expansion. Voluntary aided schools are able to publish their own proposals for expansion and, as their own admissions authority, determine their planned admission number. Any expansion proposals by voluntary aided schools will be considered by officers and taken into account in planning for school places.

Academies

16. As part of the Government's Academies programme schools judged by OFSTED as outstanding were eligible to apply for academy status as part of a fast track process. Nationally 32 schools were established as Academies in September 2010. This did not include any Harrow Schools. Any provisions within the Education White Paper expected to be published during the Autumn that impact in the local authority role or provisions for school place planning will be reported to EdCF at their meeting in Spring 2011.

Implications of the Recommendation

17. The views of the Education Consultative Forum will help officers develop the implementation of the School Place Planning Strategy.

Financial Implications

18. The Department for Education (DfE) allocates DSG based on pupil numbers, therefore, an increase in pupil numbers results in additional grant funding. Schools experiencing a decrease in pupil numbers will receive a corresponding decrease in funding, although the formula does include protection elements.
19. Whether schools have suitable accommodation is a key factor when determining which schools are suitable for an increase in places. This, coupled with the change to the age of transfer creating spare capacity in the primary sector, should minimise the need for capital expenditure. A permanent school expansion will require additional accommodation and capital expenditure will need to be considered as part of agreeing the future capital programme.

20. Schools considering permanent expansion are understandably concerned about the current unknown position regarding capital funding, and this will be a factor in their decision making process. An additional concern is about financial difficulties if the increased places do not hold their numbers over time, which reinforces the importance of continued monitoring of actual and projected demand and consultation about proposals to increase school places.
21. The Coalition Government has announced the outcomes of its Comprehensive Spending Review and its spending plans for the next three years. Following the announcements it is expected that there will begin to be clarity about the funding streams and levels of funding available for schools and local authorities.
22. In this context, a consultation is being planned on a draft Schools Capital Strategy 2011-14. The strategy will identify the priorities for investment and it is proposed that one of these will be expansion to meet the growth in pupils numbers currently experienced in reception classes and the primary sector. A separate report about the Schools Capital Strategy 2011-14 is being presented to this EdCF meeting.

Risk Management Implications

23. Risk included on Directorate risk register? No
24. Separate risk register in place? No

Equalities Implications

25. An Equalities Impact Assessment was not completed at this time. If proposals for permanent expansion are brought forward then there will be Equalities Impact Assessment on specific proposals.

Corporate Priorities

26. 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:	22 October 2010		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date:	21 October 2010		

Section 4 - Contact Details and Background Papers

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

Background Papers: EdCF Reports January 2010 and June 2010.

Summary of Increases in Reception Classes September 2009 and 2010, and Proposals for September 2011, 2012 and 2013

Planning Area	2009 Schools with reception bulge year groups and other agreed changes	2010 Proposed Reception bulge year groups if required and other agreed changes	2011 Possible Options Agreed if required	2012 Possible Options If required
Planning Area 1 North East		Weald Infant School (bulge)	Weald Infant School (bulge)	30 places
Planning Area 2 North West	Cedars Manor School (bulge)	Pinner Wood School (bulge) Longfield Infant School (bulge)		30 places
Planning Area 3 South East	Glebe Primary School (Increase PAN by 8 to 60)	Kenmore Park Infant School (bulge)	Glebe Primary School (bulge)	
Planning Area 4 South West	Grange First School (bulge) Welldon Park First School (bulge)	Roxeth Primary School (Agreed increase PAN by 4 to 60)		30 places
Planning Area 5 Central	Belmont School (bulge) Elmgrove First School (Increase PAN by 8 to 90)	Norbury School (bulge)	Pinner Park Infant School (bulge) Norbury School (bulge)	60-90 places
Planning Area 6 VA Schools	St Georges (bulge)			

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	10 November 2010
Subject:	Schools Capital Strategy 2011/2014
Key Decision:	No
Responsible Officer:	Heather Clements Director Schools, Quality Assurance and Commissioning
Portfolio Holder:	Councillor Brian Gate Portfolio Holder Schools and Colleges
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	Annexe A – Draft Schools Capital Strategy 2011 - 2014

Section 1 – Summary and Recommendations

This report sets out the proposals to agree a Schools Capital Strategy 2011 - 2014.

Recommendations:

The Education Consultative Forum is asked to consider this report and to comment on the proposed Schools Capital Strategy 2011 - 2014.

Reason: (For recommendation)

For the Education Consultative Forum to contribute at an early stage to the consideration of a Schools Capital Strategy 2011 - 2014.

Section 2 – Report

Introduction

1. Harrow Council is developing a Schools Capital Strategy to inform the decision making for investment in school buildings. This Strategy is being prepared without the final details of the Coalition Government's Comprehensive Spending Review. As the details emerge the strategy will be reviewed accordingly. It is expected that there will be considerably less capital available.

Options considered

2. It is essential that capital expenditure is directed at the highest priority needs and that there is clarity and transparency about the decisions that are made concerning how the available budget is spent. This is the case regardless of the level of funding, as it is best practice.
3. Rather than considering investment needs solely on a school-by-school or school sector basis, it is proposed to adopt a strategic approach that identifies the over-arching priorities that will be used to inform investment decisions. The strategy recognises that central government may set some different priorities that we need to adhere to over the 3 year time scale, and these would be taken into account as and when they are introduced.

Consultation

4. It is proposed that the draft Schools Capital Strategy 2011 – 2014 (Annexe A) is discussed widely among the key school stakeholders to achieve as much agreement and ownership of the strategy as possible. Schools will be invited to comment individually or collectively. A final draft will be circulated following the 3 year spending review and in advance of the strategy being reported to Cabinet for approval in January 2011.
5. Consultation activity will include:
 - discussion at the Education Consultative Forum on 10 November 2010;
 - comments from schools, including discussion at the Directors and Heads Meeting on 18 November 2010;
 - consultation, including with diocesan bodies;
 - discussion with corporate officers for inclusion in the corporate Asset Management Plan;
 - report to Cabinet in January 2011.

Financial Implications

6. The level of funding will largely determine the amount of funding available for schools provided by the Government. The CSR announcement confirmed that there would be funding of £15.8bn for the refurbishment or rebuilding of 600 schools. When there are further details of capital funding streams for schools, a capital programme will be developed in accordance with the principles and within available funding streams. When setting the programme consideration will need to be given to new projects as well as those that have been postponed pending Government announcements.

7. The strategy is intended to ensure that maximum benefit is achieved from the available capital funding streams. The expectation is that all available funding streams would be joined, including school devolved formula capital allocations.
8. Harrow Council is reviewing the systems and processes within the council to ensure that they are not overly bureaucratic, that there are clear lines of responsibility and communication with schools, and to ensure that schools are appropriately supported if managing their own project relating to expenditure of their devolved formula capital.

Risk Management Implications

9. The combination of a strategic approach to investment decisions and a review of systems and processes will support risk management in the schools capital programme.

Equalities Implications

10. The approach being adopted of discussion and consultation with key school stakeholders will ensure full consideration of equalities implications and opportunities. Among the priorities included in the draft strategy are improvements to access on school sites that ensure Disability Discrimination Acts and Equality Act 2010 compliance and other improvements to access.

Corporate Priorities

11. The Schools Capital Strategy 2011 – 2014 will contribute to corporate priorities to improve support for vulnerable people and build stronger communities by ensuring a strategic approach to meeting agreed priorities for investment in Harrow's schools.

Section 3 - Statutory Officer Clearance

Name:	Jennifer Hydari	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	26 October 2010		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	20 October 2010		

Section 4 - Contact Details and Background Papers

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

Background Papers: None

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Annexe A - Education Consultative Forum meeting on 10 November 2010

Draft Schools Capital Strategy 2011 – 2014

In preparation for the Coalition Government's announcements in the Comprehensive Spending Review, and the 3 year spending plans, the Council is reviewing its priorities for capital investment in schools. The Strategy will include priorities to ensure that our decision making is transparent and objective. This process mirrors that adopted by the Council in developing the previous Government's capital investment initiatives Primary Capital Programme and Building Schools for the Future. We intend to consult with all schools and present a paper to Cabinet in January 2011 outlining these priorities to ensure that our decision making is transparent and objective.

With a much reduced capital investment we will need to prioritise provision that is essential to the effective running of schools.

We have identified the following priorities that would be applied in numerical order:

1. Replacement of unsafe teaching accommodation;
2. Essential maintenance related to Health and Safety including school security;
3. Improvements to access that ensure Disability Discrimination Acts and Equality Act 2010 compliance;
4. Expansion to meet growth and demand;
5. Replacement of temporary accommodation where this has reached the end of its life;
6. School reorganisation including amalgamations and addressing surplus space for increased community use or decommissioning;
7. Replacement of other temporary accommodation;
8. Other improvements to access;
9. Specialist accommodation for SEN and ASD in mainstream schools;
10. Access to outside play for early years.

Other priorities may emerge from the 3 year spending review which may stipulate key projects we have to undertake.

Once we have agreed the priorities we will then review the Asset Management Plan to ensure that projects are identified against these. All schools identified to be in the programme will have School Strategic Masterplans. The expectation is that projects would be compatible with these plans and that all available funding streams would be joined, including school devolved formula capital allocations.

In carrying out this scoping we need to be clear that:

- This does not guarantee that a project will necessarily proceed since cost and deliverability may mean that it is not feasible;
- New projects may gain priority if for example a building becomes unstable and work needs to be carried out urgently;

- Central government may reduce the funding available within the 3 year plan;
- Central government may set different priorities that we need to adhere to over the 3 year time scale;
- If there is more than one project meeting the same criteria, priority will be given to the largest demand pressure in relation to the criteria.

Delivery of projects in the schools capital programme

We are reviewing our systems and processes within the council to ensure that they are not overly bureaucratic and that there are clear lines of responsibility and communication with schools. We are working with corporate colleagues to develop guidance for schools on procurement methods to ensure that regulations are adhered to and that there is clarity about options for project delivery.

Consultation plan

There will be an opportunity to discuss these proposals and agree the priorities in the autumn term and schools are free to comment individually or collectively. A final draft will be circulated following the 3 year spending review and in advance of a submission to Cabinet.

Consultation activity will include:

- discussion at the Education Consultative Forum on 10 November 2010;
- comments from schools, including discussion at the Directors and Heads Meeting on 18 November 2010;
- formal consultation, including with diocesan bodies;
- report to Cabinet in January 2011;
- discussion with corporate officers for inclusion in the corporate Asset Management Plan.

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	10 November 2010
Subject:	School Term Dates 2012/2013
Key Decision:	No
Responsible Officer:	Heather Clements Director Schools, Quality Assurance and Commissioning
Portfolio Holder:	Councillor Brian Gate Portfolio Holder Schools and Colleges
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	Annexe A – LGA Draft School Term Dates: 2012/2013 Academic Year - Option 2

Section 1 – Summary and Recommendations

This report presents a Harrow proposal for school term dates for 2012/2013 in line with the model provided by the Local Government Association (LGA).

Recommendations:

The Education Consultative Forum is asked to consider this report and to:

1. consider the models provided and consult with their constituent groups;
2. provide feedback to the Director of Schools, Quality Assurance and Commissioning by the end of December 2010;
3. receive a report at their meeting in Spring 2011 to make a recommendation of school term dates for 2012/2013 to Cabinet.

Reason: (For recommendation)

To fulfil the council's requirement to determine the school term dates for 2012/2013.

Section 2 – Report

Introduction

1. 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.
2. Under section 32 of the Education Act 2002, in respect of community schools, the Local Authority shall determine the dates when school terms and holidays are to begin and end, and the Governing Body shall determine the times of the school sessions.
3. For voluntary aided schools, foundation or foundation special schools the responsibility for determination of school dates and times of school sessions all rest with the Governing Body.
4. The Education Consultative Forum annually recommends the term dates for each school year. At their meeting in the Autumn Term models available are circulated to the Forum for consideration with their constituent groups. Following consultation about proposals for term dates, the recommendations of the Education Consultative Forum are reported to the responsible Portfolio Holder for decision.

Background

5. A model for term dates in 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:

6. The Education Consultative Forum 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

7. The LGA produces the Standard School Year model following consultation with their members. LGA have agreed to continue to circulate a Standard School Year model, and to work to a cycle that is complementary to the local authority decision making process.

Occasional Days

8. At their meeting in June 2009, the Education Consultative Forum 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.

Options considered

9. The draft LGA model is provided for consideration in Annexe A.
10. The draft LGA model conforms with the Harrow Agreed Principles with the exception of the October break being one full week, the last full week in October.
11. If neighbouring local authorities dates are made available during the period for consultation these will be circulated to members of the Education Consultative Forum.

Financial Implications

12. None.

Risk Management Implications

13. The proposed consultation would ensure that stakeholder views are taken into account to minimise risk management issues.

Equalities Implications

14. The Harrow agreed principles were developed following consultation with schools, governors, parents and other partners and takes account of the needs of Harrow's diverse community. Schools are able to adopt up to three occasional closure days to meet specific community needs.
15. Harrow sets term dates of 195 school days each year and schools/governing bodies have the flexibility to set the 190 pupil contact days within this framework to meet the needs of each school's community.

Corporate Priorities

16. Not applicable to this report.

Section 3 - Statutory Officer Clearance

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	20 October 2010		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	20 October 2010		

Section 4 - Contact Details and Background Papers

Contact: Johanna Morgan, Head of School Organisation Strategy,
020 8736 6841 johanna.morgan@harrow.gov.uk

Background Papers: None

LGA Draft School Term Dates: 2012/2013 Academic Year Option 2

Annexe A

Aug-2012					
Monday		6	13	20	27
Tuesday		7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17	24	31
Saturday	4	11	18	25	
Sunday	5	12	19	26	

Sep-2012					
Monday		3	10	17	24
Tuesday		4*	11	18	25
Wednesday		5	12	19	26
Thursday		6	13	20	27
Friday		7	14	21	28
Saturday	1	8	15	22	29
Sunday	2	9	16	23	30

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

Nov-2012					
Monday		5*	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	
Sunday	4	11	18	25	

Dec-2012					
Monday		3	10	17	24
Tuesday		4	11	18	25
Wednesday		5	12	19	26
Thursday		6	13	20	27
Friday		7	14	21#	28
Saturday	1	8	15	22	29
Sunday	2	9	16	23	30

Jan-2013					
Monday	31	7*	14	21	28
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	31
Friday	4	11	18	25	
Saturday	5	12	19	26	
Sunday	6	13	20	27	

Feb-2013					
Monday		4	11	18	*25
Tuesday		5	12	19	26
Wednesday		6	13	20	27
Thursday		7	14	21	28
Friday	1	8#	15	22	
Saturday	2	9	16	23	
Sunday	3	10	17	24	

Mar-2013					
Monday		4	11	18	25
Tuesday		5	12	19	26
Wednesday		6	13	20	27
Thursday		7	14	21	28#
Friday	1	8	15	22	29
Saturday	2	9	16	23	30
Sunday	3	10	17	24	31

Apr-2013						
Monday		1	8	15*	22	29
Tuesday		2	9	16	23	30
Wednesday		3	10	17	24	
Thursday		4	11	18	25	
Friday		5	12	19	26	
Saturday		6	13	20	27	
Sunday		7	14	21	28	

May-2013					
Monday		6	13	20	27
Tuesday		7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17	24#	31
Saturday	4	11	18	25	
Sunday	5	12	19	26	

Jun-2013					
Monday		3*	10	17	24
Tuesday		4	11	18	25
Wednesday		5	12	19	26
Thursday		6	13	20	27
Friday		7	14	21	28
Saturday	1	8	15	22	29
Sunday	2	9	16	23	30

Jul-2013					
Monday	1	8	15	22	29
Tuesday	2	9	16	23	30
Wednesday	3	10	17	24#	31
Thursday	4	11	18	25	
Friday	5	12	19	26	
Saturday	6	13	20	27	
Sunday	7	14	21	28	

August/September 2013							
Monday		5	12	19	26	2	
Tuesday		6	13	20	27	3	
Wednesday		7	14	21	28	4	
Thursday	1	8	15	22	29	5*	
Friday	2	9	16	23	30	6	
Saturday	3	10	17	24	31	7	
Sunday	4	11	18	25	1	8	

Term Lengths

Sept to Oct half term	39
October to Christmas	35
Jan to Feb half term	30
Feb to Easter	24
Easter to June half term	29
June to end of term	38

Key:
Bank Holiday
School Holiday
 * First day after break
 # last day before break

Bank Holidays
 27 August 2012 (Summer Bank Holiday)
 25 & 26 December 2012 (Christmas Day Hol)
 1 January 2013 (New Years Day Hol)
 29 March 2013 (Good Friday)
 1 April 2013 (Easter Monday)
 6 May 2013 (May Day)
 27 May 2013 (Spring Bank Holiday)
 26 August 2013 (Summer Bank Holiday)

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	10 November 2010
Subject:	School Clothing Grant
Key Decision:	No
Responsible Officer:	Heather Clements Director Schools, Quality Assurance and Commissioning
Portfolio Holder:	Councillor Brian Gate Portfolio Holder Schools and Colleges
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	None

Section 1 – Summary and Recommendations

This report sets out the options for the future of the school clothing grant.

Recommendations:

The Education Consultative Forum is asked to consider this report and:

1. comment on the four options for the future of the school clothing grant in Harrow
2. express a preference about a recommended option for consultation
3. comment on the proposed consultation arrangements.

Reason: (For recommendation)

For the Education Consultative Forum to contribute at an early stage to the consideration of future options for the school clothing grant.

Section 2 – Report

Introductory paragraph

1. Under the Education Act 1996 (Sections 510 and 511), local authorities have the power to provide financial help to parents on low incomes to assist them with buying school clothing for their children.
2. This is not a statutory duty and the eligibility criteria for financial help are at the discretion of the local authority.

Harrow's current policy

3. Harrow's policy is limited to parents / carers resident in Harrow with children attending a school in Harrow.
4. Clothing grants are only available to parents / carers living in the London Borough of Harrow who receive one of the following support payments:
 - Income Support
 - Income Related Job Seekers Allowance
 - Income Related Employment Support Allowance
 - Support as an Asylum Seeker
 - Children who receive Income Support in their own right
 - Pension Credit
5. Clothing grants are payable for children who are due to start full-time in a high school in Harrow (i.e. for the academic year 2010-2011, the grant is payable in Year 7 and Year 8).
6. The grant may also apply if the child changes secondary school within the borough between Years 8-11.
7. Only one clothing grant per child is allowed.
8. The grant is £30 paid by cheque to the parent / carer receiving the support payment, and must be used to buy uniform and footwear approved by the school.
9. Applications should be made by the end of the Summer Term in order to be processed in time for the start of the new academic year. The majority of payments are made in August in preparation for the start of the school year in September.

Options considered

10. The school clothing grant has not been reviewed for some years. There are policy criteria that may be viewed as inequitable. For example, parents / carers resident in Harrow with children attending a school outside Harrow are not eligible. Parents of children attending a primary sector school are not eligible.

11. The budget for 2010-2011 is £10,683. The policy is demand led and the budget has over spent for the past two years. It is not targeted to those in greatest need, and payments do not vary according to need.
12. The administration and other costs associated with current arrangements are significant, involving: postage to potentially eligible families; processing of applications; processing of cheques; postage of cheques. The assessment and grant payment processes have not been modernised and lead to increased costs to administer. Introduction of on-line applications and payments by BACCS need to be considered if the grant payments continue and are processed by Harrow Council.
13. Four options have been identified with a view to consultation about the future of the school clothing grant in Harrow.

Option 1 Do nothing – leave the policy as is

PROS	CONS
Continues to support families in receipt of benefit support payments	Budget will continue to overspend. Not all potential claimants apply and there are more benefit claimants in the borough.
	Continued cost of administration (including postage, processing of cheques, and time spent by Access Harrow advisers)
	Policy criteria would continue that may be viewed as inequitable and not targeted to those in greatest need.

Option 2 Stop paying clothing grants altogether

PROS	CONS
Makes saving on both budget and administration costs	Adverse impact on families most in need. This could be ameliorated by one or more of the following: <ul style="list-style-type: none"> • Providing advice to families about support already available in schools (second hand uniforms) • Help through PTA, other school charities • LA to make a small one-off grant to schools to support transition period.

Option 3 Continue with clothing grant but adjust to meet the budget available, for example by

- Apply first come first served to applications until the available budget is exhausted
- Stopping payments where students change secondary school within the borough between Years 8-11
- Reducing the amount of the grant from £30 to a lower amount that will fit within the available budget, for example £25 or lower

PROS	CONS
Continues to support families in most need. Will impose controls on the demand led budget	Continued cost of administration

	Policy criteria that may be viewed as inequitable would continue
--	--

Option 4 Delegate all/some of the budget to schools

PROS	CONS
Continues to support families in receipt of benefit support payments.	Could result in discrepancies across schools.
Combined with the systems already in place, schools could help families in exceptional circumstances.	
Schools know the families that are in receipt of free school meals and can exercise discretion and flexibility to target greatest need.	
Saves cost of administration by the council	

Neighbouring authorities

14. **Barnet** – no longer offered.
15. **Brent** – the council does not currently provide clothing grants or clothing vouchers for school uniforms.
16. **Ealing** – available to parents / carers receiving specified support payments with a child in Reception year or Year Groups 3 or 5 in primary schools or Year Groups 7 or 9 in high schools. £40 for primary school pupils. £60 for high school pupils.
17. **Hertfordshire** – no longer offered. The decision to withdraw the grant was made following a Members meeting.
18. **Hillingdon** – due to financial pressures uniform grants are no longer provided by the council.

Recommended option for consultation

19. Officer analysis of the four options concludes:

Option 1. Do nothing – leave the policy as is

This option is considered to be not financially viable because the available budget is exceeded, and the administration costs associated with the current policy do not represent value for money. The policy criteria do not target greatest need and may be viewed as inequitable.

Option 2. Stop paying clothing grants altogether

This option would remove a policy that does not target greatest need, would ease pressure on council resources, and would be in line with the approach of all except one of Harrow's neighbouring authorities.

Option 3. Continue with clothing grant but adjust to meet the budget available

This option would control expenditure on the budget and ease pressure on council resources, though administration processes would need to be modernised. A level of support to families in receipt of benefit support payments would be retained, though policy criteria that do not target greatest need and may be viewed as inequitable would continue.

Option 4. Delegate all/some of the budget to schools

A level of support to families in receipt of benefit support payments would be retained. Help could be targeted flexibly and in exceptional circumstances to families in greatest need. However, a formula for distributing the grant would need to be agreed and expenditure monitored.

20. The Director of Schools, Quality Assurance and Commissioning recommends consultation about Option 2, and that views are sought about Option 4 as an alternative if there is opposition to stopping the school clothing grant.

Consultation

21. Consultation about the future of the school clothing grant in Harrow could be included with, but separate from, the annual consultation on admission arrangements. This would mean both parents and schools were consulted. The admissions consultation will take place between 29 November 2010 and 28 January 2011.
22. Feedback from the consultation could be presented to March 2011 Cabinet for decision, with implementation for September 2011. Information about changes would be published on the website with immediate effect. A letter could be sent to all parents with children due to transfer to secondary school in 2011. This means that any family affected would have this information in advance of their child starting school. For future years details would be included in the Guide to Secondary Schools in Harrow.

Financial Implications

23. There is a need to ensure that value for money is achieved in relation to the school clothing grant. The budget in 2010/11 is £10,683 and due to the additional costs of the change to the age of transfer there is an overspend of £7k.
24. In addition to the grant cost there is a significant administration costs incurred on assessment and payment process. These would need to be modernised if grant payments are to continue.

Risk Management Implications

25. The proposed consultation and report to Cabinet would ensure that stakeholder views are taken into account to minimise risk management issues.

Equalities Implications

26. The approach being adopted of discussion and consultation with key school stakeholders will ensure full consideration of equalities implications and

opportunities. Equalities impact assessments would be undertaken for the recommendations that are made to Cabinet in March 2011.

Corporate Priorities

27. Harrow Council has embarked on its Better Deal for Residents: Shaping Harrow for the Future programme to ensure that efficiency gains are achieved through reshaping service delivery and improving the way organisations in Harrow work together. The programme also includes a role for residents to take greater responsibility for themselves, their area and their communities.

28. The consultation about the future of the school clothing grant in Harrow will provide the opportunity to consider this policy in relation to corporate priorities.

Section 3 - Statutory Officer Clearance

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	22 October 2010		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	20 October 2010		

Section 4 - Contact Details and Background Papers

Contact: Madeleine Hitchens, Service Manager, Place Planning and School Admissions, 0208 424 1398
madeleine.hitchens@harrow.gov.uk

Background Papers: None

**REPORT FOR: Education Consultative
Forum**

Date of Meeting:	10 November 2010
Subject:	Future Operating Model of School Improvement Services
Key Decision:	No
Responsible Officer:	Heather Clements, Director of Schools, Quality Assurance and Commissioning
Portfolio Holder:	Brian Gate, Portfolio Holder Schools and Colleges
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	Appendix 1 – progress report to Children’s Services Programme Board

Section 1 – Summary and Recommendations

This report sets out the current position of the project to develop a Future Operating Model of School Improvement Services in Harrow.

Recommendations:

The Forum is requested to consider the proposals described in the report and in the Children’s Services Programme Board progress report (Appendix1). A copy of the full consultation paper will be provided to Forum members as soon as it is available.

Reason: To contribute to proposals that would support the future improvement of Harrow’s schools.

Section 2 – Report

The update report to the Children’s Services Programme Board (Appendix 1) describes the drivers that have led to the proposed establishment of a Harrow Schools Improvement Partnership (HSIP). In particular the reduced expectations of the Local Authority as a provider of School Improvement services and the much reduced funding available to the Local Authority for such services has made the development of a new way of working essential.

It is proposed that the Council retains a very small Quality Assurance and strategic school improvement function, mainly relating to schools causing concern.

Any local provision for traditional school improvement activities will only exist in the future if established with the support of schools. In essence it proposes that schools drive the establishment of the Harrow Schools’ Improvement Partnership with the Local Authority as a key partner.

The Partnership would manage a range of school improvement activities, determined by the Partnership itself, that would support future improvement in schools. Those activities would be provided by a number of different possible providers, e.g. schools themselves, current Local Authority school improvement staff, external experts. Detailed proposals about the HSIP are set out in the consultation paper (to follow).

The research phase of this project has suggested that headteachers wish to pursue this idea and a consultation document will be distributed to all schools in November. Schools will be asked to signal their level of commitment to the establishment of HSIP. If there is enough commitment at this stage, Cabinet in December will be asked to agree, in principle, that officers work with schools to develop the HSIP, for full implementation by September 2011.

An inevitable consequence of this new way of working is that fewer school improvement staff will be employed directly by the Local Authority. The impact of this on staff currently employed in the Council’s Achievement and Inclusion Service will be determined by the eventual shape of the HSIP. Any consequent employment implications will be dealt with under the Council’s “Protocol for Managing Change”.

Financial Implications

The school improvement service is heavily reliant on funding from specific grants and area based grant, both of which are not expected to continue in 2011/12. In the future it is anticipated that the service will be largely funded by schools and will work in partnership with the schools to develop services that schools wish to buy into. It is proposed that the Local Authority will make a significant financial contribution in the early years of the Partnership, partly to commission remaining statutory duties related to schools causing concern, Early Years provision and training, and Newly Qualified Teacher (NQT)

support and induction. This is being considered as part of the Medium Term Financial Strategy (MTFS).

The council funding will be lower than the current budget and the subsequent savings (£450,000) will contribute to the Council's savings targets in 2011-12 and in future financial years.

There is a risk of staffing reductions, with potential costs, in the Achievement and Inclusion Service depending on the HSIP's decisions on maintaining some current Local Authority staff in the Future Operating Model. Any subsequent costs will be considered as part of agreeing the project.

Risk Management Implications

Risks associated with this project, particularly the threat of significant staffing reductions, are recorded in the Programme Board Risk Register.

Equalities implications

An Equality Impact Assessment will be carried out before the proposed Future Operating Model is reported to Cabinet.

Corporate Priorities

The proposed arrangements for the development of a HSIP would support the future improvement of Harrow's schools. This would enhance the work of schools at the heart of the community and maintain the current focus on narrowing the attainment gap for vulnerable pupils.

Section 3 - Statutory Officer Clearance

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	22 October 2010		
Name:	Helen Ottino	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	27 October 2010		

Section 4 - Contact Details and Background Papers

Contact: Adrian Parker, Head of Achievement and Inclusion Service –
0208 736 6503

Background Papers: None

Appendix 1

Children's Services Programme Board Report 13.10.10

Project Title:
Future Operating Model for School Improvement services

Lead Officer:
Adrian Parker

Project Outline:

To re-configure Harrow Council's School Improvement Service in the light of:

- 1) changing national expectations, and resourcing, of Local Authority School Improvement services;
- 2) local expectations of the Council's School Improvement service;
- 3) contribution to budget reductions, and;
- 4) contribution to "New Deal for Residents" programmes.

It is proposed that the Council retains a very small Quality Assurance and strategic school improvement function, mainly relating to schools causing concern.

At this stage, there remains uncertainty about the Local Authority's future role around the accountability of schools, currently discharged through School Improvement Partners. This will probably be determined as part of the Comprehensive Spending Review (CSR).

Any local provision for traditional school improvement activities will only exist if established with the support of schools in what is, currently, being described as the "Harrow School Improvement Partnership" (HISP)

The outcome of the consideration of these strands will have significant implications for current School Improvement Partner, advisory and support staff within the Achievement and Inclusion (A&I) Service.

Currently, the proposals do not include other teams within A&I as they are all very largely funded outside Council budgets. Further consideration is being given to the placing of those teams (Teachers' Centre, EMAS, BHEBS, HTS) in any new organisational structure.

Update:

In the light of known national and local developments around School Improvement services, and known and projected funding reductions, a research paper has been drafted that describes a possible way forward for the School Improvement service in Harrow. (Copies available) In essence it proposes that schools drive the establishment of a "Harrow Schools' Improvement Partnership" with the Local Authority as a key partner.

The research paper has now been:

- circulated to A&I staff
- shared with Headteacher Executives
- discussed at CSB
- discussed with a large number of headteachers at Heads and Directors (30 September), with a small representative group of primary headteachers and with all special school headteachers.

A meeting with High School Headteachers' Executive is planned after half term as they wish to discuss it after the CSR announcement.

Feedback from headteachers suggests that:

- there is a desire to establish some sort of local school improvement infrastructure
- school to school support is and will be important but needs a framework for schools to make best use of that support
- schools would want a core and permanent provision of, possibly, (i) strategic guidance and advice, (ii) expert and experienced quality assurance (iii) limited curriculum advice and support
- schools want to be involved in defining and establishing that core provision, possibly retaining some existing Local Authority staff but also looking wider where that expertise does not currently exist, e.g. Special School leadership
- additional provision for Governor Services, NQT induction and possibly other areas would be supported by schools, but would need to be decided with schools in the next stages of development
- some current LA provision might be re-configured to better meet the needs of schools, e.g. Special School support, EYFS
- the management and governance model, building on the most efficient and effective aspects of the G2O core group and Schools Forum, appears to offer a way forward
- schools recognise and value particular experience and expertise in current Local Authority staff but also know that the current provision is unaffordable going forwards. They also recognise the employment sensitivities that this demands in discussing future developments.
- funding for any future arrangements is a crucial issue, particularly in the forthcoming years that will be affected by the CSR announcement and resultant policy
- they acknowledge the Local Authority's commitment to establishing some future framework, not the least through a funding contribution that has not been made available by many other Authorities
- a transition and development stage through to full implementation from September 2011 is a realistic timescale

Next Steps:

- formal proposal consulted on - November 2010 – aimed at establishing level and scope of schools' commitment to this initiative
- Cabinet paper – December 2010
- Protocol for Managing Change (PFMC) paper to follow Cabinet approval for whatever way forward is agreed. This probably needs to be aligned

with re-organisation proposals and PFMC in other areas of Children's Services.

Progress:

Headteachers are increasingly aware of and committed to the need to develop a new model of local school improvement support.

The research phase has been helpful in discussing the issue with a significant number of headteachers.

The consultation period over a future operating model will run into the preparation of the Cabinet paper and will not be finished before the early draft of the Cabinet paper is required.

Key dates:

	Sept - Oct	Nov	Dec	Jan-August 2011
Project phase	Research phase	Consultation phase	Agreement phase	Implementation period
Key activities	<ul style="list-style-type: none"> • Meetings with headteachers to research acceptance of principles, proposed model, etc • Director's meeting (30/9/10) • VSS process • Proposal review (October) 	<ul style="list-style-type: none"> • Formal consultation with members, schools and unions on way forward 	<ul style="list-style-type: none"> • Proposal to Cabinet (December) • Consequent A&I restructuring paper, in line with "Protocol for Managing Change" 	<ul style="list-style-type: none"> • Proposal implementation-fully by 1/9/11

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**REPORT FOR: Education Consultative
Forum**

Date of Meeting:	10 November 2010
Subject:	INFORMATION REPORT – Harrow Pupils' Attainment and Progress - Summer 2010
Responsible Officer:	Heather Clements, Director of Schools, Quality Assurance and Commissioning
Exempt:	No
Enclosures:	None

Section 1 – Summary

This report sets out the provisional results for Harrow pupils in the relevant assessments for their age in summer 2010. All are subject to a number of checks and revisions, such that final results are not all available until early 2011. At that time, an updated report will be available.

The Forum is requested to note the successes of Harrow's schools in summer 2010.

FOR INFORMATION

Section 2 – Report

Early Years Foundation Stage (EYFS) – 0-5 years old

In 2010, all key indicators for EYFS pupils improved from 2009, i.e.

- The percentage of pupils achieving the expected score of 6+ in Communication, Language and Literacy (CLL) has increased to 56% and for 6+ points in Personal Social Emotional (PSE) development to 72%.
- The wider measure of pupils attaining 6+ in both PSE and CLL development has increased to 53% and is above the 2009 national averages (the national data for 2010 not yet available).
- The gap between average pupil scores and that of the lowest 20% has decreased to 37.6%. However this gap remains higher than that nationally.

	2010 (%)	2010 results compared to 2009	2009 (%)	Local Authority Target 2010 (%)
% achieving 6+ in Personal Social Emotional development (PSE)	71.9	2.3	69.6	74
% achieving 6+ in Communication Language and Literacy development (CLL)	56	1.7	54.3	55
% achieving 6+ in PSE AND CLL	52.6	2.6	50	52
% achieving at least 78+ points across Foundation Stage Profile	71.3	1.8	69.5	75
% achieving at least 78+ AND 6+ in PSE AND CLL	52.5	2.5	50	52
LA % gap between median and bottom 20%	37.6	-0.8	38.4	33.9

Key Stage 1 – 5-7 years old

Results at the end of Key Stage 1 show a mixed picture of achievement. Attainment at Level 2+, the expected attainment for end of Key Stage 1, remains higher than the national average with a slight improvement from 2009 in Writing and Science. However, attainment at the higher level of Level 3 has fallen this year in Writing, Mathematics and Science. Boys continue to do less well than girls in all subjects at Level 2+ but do better than girls at Level 3 in Mathematics and Science.

% of Pupils Attaining	Harrow 2010			Harrow 2009 (All Pupils)	Harrow 2010 Change from 2009	National 2010	National 2009
	Boys	Girls	All				
Reading L2+	82	90	86	86	0	85	84
Writing L2+	79	89	84	83	1	81	81
Maths L2+	88	92	90	91	-1	89	89
Science L2+	87	91	89	88	1	89	
Reading L3+	25	31	28	28	0		26
Writing L3+	12	21	16	17	-1		12
Maths L3+	26	22	24	26	-2		21
Science L3+	24	21	23	26	-3		

Key Stage 2 – 7-11 years old

The provisional data shows some significant areas of improvement in 2010. Harrow pupils achieve higher than nationally in all subjects at the expected level, Level 4+, and much higher than nationally in Maths and English at the higher level, Level 5. They have improved on 2009 results, particularly at Level 5 in English. More pupils are making the expected 2 levels of progress within Key Stage 2 than in previous years in both Maths and English. In line with national results, boys are still doing less well than girls in English but better than girls in Mathematics. (see table on next page)

% of Pupils Attaining	Harrow 2010			Harrow 2009	Harrow 2010 Change from 2009	National 2010	National 2009
	Boys	Girls	All				
English L4+	80	87	83	83	0	81	80
English L5	32	42	37	26	11	33	29
English 2 LP*			88	84	4		82
Maths L4+	82	80	81	81	0	80	79
Maths L5	44	38	41	42	-1	35	34
Maths 2 LP*			86	84	2		81
Both Maths and English L4+	75	77	76	75	1	74	72
Both Maths and English L5			27	25	2	23	20

*2 LP = the percentage of pupils achieving 2 levels of progress from the end of Key Stage 1

Key Stage 3 – 11-14 years old

In 2010, attainment at the expected outcome, Level 5, at the end of Key Stage 3 in Mathematics was almost exactly the same as Harrow outcomes for 2009, and in line with national averages. Attainment in Science and English fell slightly below Harrow's averages of 2009, and are also below national averages. At Level 6 in English, Harrow's attainment in English and Science was in line with the 2009 outcomes, but below the national average. Attainment in Mathematics was in line with 2009 outcomes locally and just above the national average.

Level 5

English L5+	Harrow	England
2009	77.5	76
2010	75	79

Maths L5+	Harrow	England
2009	81.8	79
2010	80	80

Science L5+	Harrow	England
2009	77.3	76
2010	75	80

Level 6

English L6+	Harrow	England
2009	37.8	38
2010	38	43

Maths L6+	Harrow	England
2009	59.6	56
2010	59	58

Science L6+	Harrow	England
2009	46.1	43
2010	44	48

Key Stage 4 – 14-16 years old

This year's GCSE results for all 16 year olds in Harrow show another display of excellent outcomes. Almost 61% of students in Harrow have achieved the national benchmark figure of five A*-C grades including English and Maths, which is in line with last year's outcome and well above national averages. Many schools this year have achieved their best ever outcomes. The number of students achieving at least five A*-C grades in any combination of subjects, increased significantly to 78% from 74.5 % last year. This means that, overall, Harrow's secondary school results have increased for the sixth year running. (see table)

School	2010 % of students gaining 5A*- C grades, including Eng and Maths	2009 % of students gaining 5A*- C grades, including Eng and Maths	2010 results compared to 2009	2010 % of students gaining 5A*-C grades	2009 % of students gaining 5A*-C grades	2010 results compared to 2009
Bentley Wood High	61	58	3	75.6	73	2.6
Canons High	53	46	7	75	73	2
Harrow High	31	43	-12	75	74	1
Hatch End High	55	59	-4	80	73	7
Nower Hill High	79	75	4	84	84	0
Park High	66	72	-6	75	80	-5
Rooks Heath	53	42	11	84	68	21
The Sacred Heart	75	86	-11	89	91	-2
Salvatorian RC	74	67	7	77	70	7
Whitmore High	60	64	-4	72	73	-1
Kingsley	0	0	0	0	0	0
Shaftesbury	0	0	0	0	0	0
Total	61	61	0	78	75	3

School Sixth Forms – 16-19 years old

More than 1,350 students sat exams within the Harrow Sixth Form Collegiate, up from 1,200 last year.

The overall pass rate, at A Level, A*-E grades was 98.2 per cent, compared to a national pass rate of 97.6 per cent.

More than one in five exam entries were graded A* or A, with 22.5 per cent earning the top marks. 48.9 per cent were awarded A*-B grades, up from 46 per cent last year and 74.4 per cent of grades were A*-C.

The provisional headline figures are:

Harrow Schools' Sixth Forms 2008-9	Harrow Schools' Sixth Forms 2009-10	National 2009-10
	A*-A – 22.5%	A*-A – 27%
A-B – 46%	A*-B – 48.9%	A*-B – 52%
A-C – 78%	A*-C – 74.4%	A*-C – 75.3%
A-E – 99%	A*-E – 98.2	A*-E – 97.6%

Section 3 – Further Information

These provisional results are subject to a number of checks and revisions, such that final results are not all available until early 2011. At that time, an updated report will be available.

Section 4 – Financial Implications

There are no financial comments in relation to this report.

Section 5 – Corporate Priorities

Not applicable to this report.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	22 October 2010		

Section 6 - Contact Details and Background Papers

Contact:

Adrian Parker, Head of Achievement and Inclusion Service – 0208 736 6503

Background Papers:

None