

Education Consultative Forum

AGENDA

DATE: Monday 7 November 2011

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:

Raj Ray
Zarina Sheikh
Krishna Suresh

Husain Akhtar
Mrs Camilla Bath
Janet Mote

Reserve Members:

- | | |
|---------------------------|----------------------|
| 1. Ben Wealthy | 1. Christine Bednell |
| 2. Kairul Kareema Marikar | 2. Ramji Chauhan |
| 3. Nizam Ismail | 3. Lynda Seymour |
| 4. Krishna James | |

(Education Side Representatives overleaf)

Education Side Representatives:

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

Ms A Drew
Ms C Gembala

Ms J Lang
Ms L Money

Ms L Rowlands
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 Aamirah Khan
(secondary sector)
2. (Vacancy)

Denominational Representatives:

1. Mrs J Rammelt
2. Reverend P Reece

Contact: Mark Doherty, Democratic Services Officer
Tel: 020 8416 8050 E-mail: mark.doherty@harrow.gov.uk

AGENDA - PART I

1. APPOINTMENT OF MEMBERS

To note the appointment of Mrs Aamirah Khan as a Secondary Sector Parent Governor Member of the Education Consultative Forum.

2. ATTENDANCE BY RESERVE MEMBERS

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

Reserve Members may attend meetings:-

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

3. APOLOGIES FOR ABSENCE

To receive apologies for absence (if any).

4. DECLARATIONS OF INTEREST

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

- (a) all Members of the Forum;
- (b) all other Members present in any part of the room.

5. MINUTES (Pages 1 - 8)

That the minutes of the meeting held on 27 June 2011 be taken as read and signed as a correct record.

6. MATTERS ARISING

To consider any matters arising from the last meeting.

7. PUBLIC QUESTIONS

To receive questions (if any) from local residents or organisations under the provisions of Executive Procedure Rule 51 (Part 4D of the Constitution).

8. 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).

9. DEPUTATIONS

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

10. PRIMARY SCHOOL EXPANSION PROGRAMME AND RELATED SCHOOL ORGANISATION ISSUES (Pages 9 - 60)

Report of the Corporate Director of Children's Services.

11. INFORMATION REPORT - LOCAL AUTHORITY STRATEGIC ROLE FOR EDUCATION IN HARROW - UPDATE PAPER (Pages 61 - 72)

Report of the Corporate Director of Children's Services.

12. INFORMATION REPORT - OUTCOMES OF RISING 5 AND 11+ ALLOCATIONS FOR 2011-12 (Pages 73 - 80)

Report of the Head of Education Strategy and School Organisation.

13. INFORMATION REPORT - ACADEMIES UPDATE (Pages 81 - 86)

Report of the Head of Education Strategy and School Organisation.

14. INFORMATION REPORT - HARROW PUPILS' ATTAINMENT AND PROGRESS: SUMMER 2011 (PROVISIONAL) (Pages 87 - 94)

Report of the Corporate Director of Children's Services.

15. INFORMATION REPORT - THE NEW INSPECTION FRAMEWORK FOR SCHOOLS: JANUARY 2012 (Pages 95 - 100)

Report of the Corporate Director of Children's Services.

16. DATE OF NEXT MEETING

To note that the next meeting of the Forum is due to be held on 25 January 2012.

AGENDA - PART II - NIL

EDUCATION CONSULTATIVE FORUM

MINUTES

27 JUNE 2011

Chairman:	* Councillor Brian Gate	
Councillors:	* Husain Akhtar * Christine Bednell (1) * Zarina Khalid	* Kairul Marikar (2) * Janet Mote Raj Ray
Teachers' Constituency:	† Ms A Drew † Ms C Gembala Ms J Lang	* Ms L Money † Ms L Rowlands Ms L Snowdon
Governors' Constituency:	* Mrs C Millard † Mr N Ransley	† Mr K Sochall † Ms H Solanki
Elected Parent Governor Representatives:	(Vacancy)	(Vacancy)
Denominational Representatives:	* Mrs J Rammelt	† Reverend P Reece

* Denotes Member present
 (1), (2) Denotes category of Reserve Members
 † Denotes apologies received

42. Attendance by Reserve Members

RESOLVED: To note the attendance of the following duly constituted Reserve Members:

Ordinary Member

Councillor Camilla Bath
 Councillor Krishna Suresh

Reserve Member

Councillor Christine Bednell
 Councillor Kairul Marikar

43. Apologies for Absence

Apologies for absence had been received from Councillor Krishna Suresh, Ms Drew, Ms Gembala, Ms Rowlands, Mr Ransley, Reverend Reece and Mr Sochall.

44. Declarations of Interest

RESOLVED: That the following interests were declared:

Agenda Item: 10. INFORMATION REPORT - Local Authority Strategic Role for Education in Harrow; 11. School Expansion Programme; 12. INFORMATION REPORT – Update on the Potential Conversion of Seven High Schools to Academy Status; 13. INFORMATION REPORT - SEN and Disability Green Paper; 14. INFORMATION REPORT - Capital Update; 15. INFORMATION REPORT - Department for Education Consultation on School Funding Reform; 16. Consultation on the Changes to the Admissions Framework

Councillor Christine Bednell declared personal interests in that she was a Governor of Vaughan Primary and Whitmore High Schools. She would remain in the room during the discussions and decision making on these items.

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

Councillor Husain Akhtar declared personal interests 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 Kairul Marikar declared personal interests in that she was a Governor for Bentley Wood High School and Shaftsbury High School. She would remain in the room during the discussions and decision making on these items.

Councillor Janet Mote declared personal interests 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.

45. Appointment of Vice-Chairman

RESOLVED: That the Appointment of Vice-Chairman be deferred to the next meeting of the Forum.

46. Minutes

RESOLVED: That the minutes of the special meeting held on 1 March 2011 and the ordinary meeting held on 6 April 2011 be taken as read and signed as a correct record.

47. Matters Arising

There were no matters arising.

48. Public Questions, Petitions and Deputations

RESOLVED: To note that no public questions were put, or petitions or deputations received.

RECOMMENDED ITEMS

49. School Expansion Programme

An officer introduced a report which set out a proposal for a School Expansion Programme as part of the School Place Planning Strategy 2010-2013. He advised that:

- the plan was being devised to meet the projected demand for school places in Harrow;
- three key aspects of the School Expansion Programme were:
 - Permanent places - To expand some existing schools within the borough;
 - Temporary places - To plan bulge classes in existing schools;
 - Contingency Places - To highlight existing schools that could cater for additional bulge classes should they become necessary;
- it was proposed that an additional 6-8 permanent forms of entry would be established in the primary sector by 2016;
- officers would contact Governing Bodies to discuss the permanent expansion of their school;
- a meeting for Chairs of Governing Bodies and Headteachers would be held on 6 July 2011 to discuss the proposals.

In response to questions, officers advised that:

- eight additional bulge classes were established for the current Academic year to cater for the unprecedented demand for school places in the primary sector;
- London Councils estimated that approximately 70,000 additional permanent school places would need to be found over the next four years across London. The reason for the increased demand was

unknown and exceeded any projections. Possible factors included parents choosing state funded schools for their children rather than private funded schools;

- each permanent expansion would have a capital implication. It was anticipated the cost of permanent expansion would be spread over a number of financial years as it will take time for the expansion to work its way through the school;
- the total number of pupils in the borough was approximately 26,000.

Members commented that:

- Harrow was known for its good education;
- the introduction of Academies and Free Schools could complicate choices for parents;
- school place planning was an inexact science. The planning was complex and there were many aspects to it. Some areas could require more permanent places because of new housing developments concentrated in some areas;
- bulge classes may be used to meet demand as it arises, but it was hard for the school to plan long-term.

RESOLVED: To Recommend (to Cabinet): That

- 1) the Forum's comments on the proposal for a School Expansion Programme be noted, and that the following key aspects of the Programme be forwarded to Cabinet for consideration;
 - Permanent places - To expand some existing schools within the borough;
 - Temporary places - To plan bulge classes in existing schools;
 - Contingency Places - To highlight existing schools that could cater for additional bulge classes should they become necessary.

Reason for Recommendation: To ensure that sufficient places are available to fulfil the Local Authority's statutory responsibilities.

RESOLVED ITEMS

50. INFORMATION REPORT - Local Authority's Strategic Role for Education in Harrow

An officer introduced a report which provided the Forum with an update regarding the future strategic role of the Council for education in Harrow. She advised that:

- the Department for Education's (DfE) Schools' White Paper and Education Bill propose to change the need for Admissions and

Consultative Forums for example. It was necessary to examine whether the organisational structure was suitably fit for purpose;

- because there was an ongoing period of change, the annexe to the report was a dynamic document which changed frequently. Officers would keep a watching brief on the progress of legislation changes and provide updates through the relevant channels;

In response to questions, officers advised that:

- no schools were causing concern in relation to Ofsted Reports. Officers were continually striving to improve working partnerships;
- teams designed to support schools with preparations for Ofsted inspections would continue under HSIP;
- HSIP was unique in the country and had attracted a lot of positive attention both nationally and from the DfE;
- nine schools had confirmed that they would be closed due to strike action taking place on 30 June 2011.

RESOLVED: That the report be noted.

51. INFORMATION REPORT - Update on the Potential Conversion of Seven High Schools to Academy Status

An officer introduced a report which updated the Forum on the conversion of seven High Schools to Academies. He advised that:

- the Governing Bodies of seven schools in the Borough had decided to seek Academy status. These schools were Bentley Wood, Canons High, Harrow High, Hatch End, Nower Hill, Park High, and Rooks Heath College. They were expected to receive their new status on 1 August 2011;
- the terms and conditions of approximately 1,400 staff involved in the transition to Academy Status were protected under Transfer of Undertakings Protection of Employment (TUPE);
- the Council's Legal and Planning departments were working on the transfer of land from the school sites;
- as these schools were the first Academies in Harrow, the emphasis was very much on getting it right and making the transition as smooth as possible.

In response to questions, the officer advised that:

- no primary schools were actively seeking Academy status at this stage, although the progress being made was being monitored very closely by some primary schools in the borough;

- the cost to some primary schools may rise marginally, however the services and quality would improve across all Harrow's schools.

The Chairman stated that the Council was committed to supporting all Academies. Work would be done to ensure that the strong partnership and high standard of excellence in education would be maintained. It was agreed by the Chairman that a letter be drafted to all newly established Academy schools commending them on their new status.

RESOLVED: The report be noted.

52. INFORMATION REPORT - SEN and Disability Green Paper

An officer introduced a report which provided information on the Government's Green Paper titled Support and Aspiration: A new Approach to Special Educational Needs and Disability. He advised that the main proposals contained within the Green Paper included:

- involving parents in the assessment process to grant them more control of funding the support for their child's needs;
- replacing Special Need Statements with a single, more holistic plan;
- abolishing the School Action and School Action Plus system and replacing with a simpler school based category to assist teachers in focussing on raising attainment;
- allowing greater independence from Local Authorities in assessments by investigating whether voluntary groups could coordinate the package of support;
- providing parents with a greater choice of school and allowing parents and community groups the ability to establish special free schools.

In response to questions, the officer advised that:

- Shaftsbury High School had been involved in discussions surrounding transferring to Academy status, but had decided not to pursue this course of action at this stage. As one of only four Special Needs Schools in Harrow, there was concern over the potential future conversion of the school as the Borough was highly dependent the service they provide;
- the establishment of Hillingdon Manor, an independent school which provided specialist education for children with Autistic Spectrum Disorders, demonstrated that free schools devised for a special educational purpose could be beneficial for the borough;
- a response to the Green Paper would be circulated to Members of the Forum once finalised.

RESOLVED: That the report be noted.

53. INFORMATION REPORT - Capital Update

An officer introduced a report which outlined progress in the 2011/12 Capital Programme for Schools. She advised that:

- several business cases, including amalgamation and rebuild projects, had been approved and signed off by all relevant parties;
- all current projects were on target, with critical projects due to be completed over the summer period;
- the Capital Strategy for Harrow was currently under review. A new regime for Council Capital was due to be established which could provide greater access to Capital funding for schools projects.

Members commended the officer and her team for the work they had undertaken, in particular the progress made with the potential expansion of Marlborough Primary School.

RESOLVED: That the report be noted.

54. INFORMATION REPORT - Department for Education Consultation on School Funding Reform

An officer introduced a report which updated the Forum on the proposals contained within the Department for Education (DfE) consultation document regarding the introduction of a new national school funding regime. She advised that:

- the school funding regime would apply to all schools including maintained, academies and free schools;
- the first of two consultation documents focussed on underlying principles. The second, which would detail more complex areas such as Special Educational Needs, was expected later this year;
- proceeding with a national funding system for schools would decrease the responsibility for Local Authorities with regards to funding. This raised particular issues surrounding the future of the Schools Forum, which was not addressed in the consultation paper;
- it was envisaged that the new funding regime would be implemented by 2014. More information would become available later in the year.

RESOLVED: That the report be noted.

55. Consultation on the Changes to the Admissions Framework

An officer introduced a report which provided a draft response to the Government's consultation on the changes to the Admissions Framework. He advised that:

- the consultation commenced on 27 May 2011 and was due to close on 19 August 2011;

- the Government intended to publish its response to the consultation by the end of September 2011, with a view to the revised Admission Code and Admission Appeals Code coming into practice in 2012;
- the Government stated that the intention was to simplify the Codes and make them easier to understand.

In response to questions, officers advised that:

- once agreed, the new Admissions Code would need to be strictly adhered to in terms of the minimum distance requirement. Parents would have the opportunity to be placed on waiting lists for their preferred schools or could appeal against the decision to refuse their child entry. If the Authority's decision to refuse a child entry resulted in an Appeal, it would be a decision for an independent Education Admissions Appeals Panel to determine whether the decision to refuse entry was unreasonable, or whether a mistake had been made in applying the criteria;
- a distance criteria of up to two miles applied to in year school applications. The decision would be taken to a Fair Access Panel if this distance was exceeded;
- Harrow continued to adopt the sibling link criteria. The decision to adopt this criterion would be a decision for each Academy, and not the Authority.

In response to questions contained within the consultation paper, Members stated that:

- although increasing Published Admission Numbers for 'popular' and 'successful' schools could have a positive short-term impact, fears were raised that the opinion of parents concerning the popularity of schools had the potential to change over time;
- the Pupil Premium for England was set at £430. This did not take into account the higher cost of living in certain areas of the country.

RESOLVED: That the response to the Government's consultation on changes to the Admissions Framework be noted, and the Forum's comments be considered for inclusion in the final response.

56. Date of Next Meeting

RESOLVED: That the next meeting of the Forum would take place on 7 November 2011.

(Note: The meeting, having commenced at 7.32 pm, closed at 9.20 pm).

(Signed) COUNCILLOR BRIAN GATE
Chairman

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 November 2011
Subject:	Primary School Expansion Programme and Related School Organisation Issues
Key Decision:	No
Responsible Officer:	Catherine Doran, Corporate Director Children's Services
Portfolio Holder:	Councillor Brian Gate, Portfolio Holder for Schools and Colleges
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Annexe A: Primary School Expansion Programme Consultation Document and Background Papers 1-3

Section 1 – Summary and Recommendations

This report provides information on the Council's primary school expansion programme and related school organisation issues including proposals for secondary school strategy, up-dates on free schools and academies, and school admissions.

Recommendations:

The Education Consultative Forum is invited to note this report and offer comments.

Section 2 – Report

Introduction

1. The local authority has a statutory responsibility to provide sufficient school places for its area. There are several key strands to delivering sufficient school places. This report provides information on the Primary School Expansion Strategy, planning for the Harrow secondary school strategy, current developments with free schools and academies, and admissions.

Primary School Expansion Strategy

2. In July 2011, Cabinet agreed a school expansion programme as part of the school place planning strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes that will be opened if required.

Estimated Expansion

3. Harrow Council commissions the Greater London Authority (GLA) to provide pupil projections. The borough is divided into 6 planning areas for the purpose of primary school place planning. 5 planning areas are geographic and 1 planning area contains all the voluntary aided schools. The projections for each planning area were used to estimate the number of additional reception places required. Overall the projections indicate that there will be 2,851 pupils requiring a reception place in September 2017. This is the predicted peak of the demand. There are currently 2,550 permanent reception places in Harrow. Using the projections and a planning factor of 5%, at the peak of the increase, it is estimated that up to 15 additional forms of entry would be required. Without the planning factor, this equates to approximately an additional 11 reception classes. (Detailed projections are available at Annexe A, Background Paper 1.)

Representative Headteacher Working Group

4. A representative group of primary headteachers was established to work with officers to develop the primary school expansion programme and ensure that there was an on-going dialogue with schools about the programme. The group met on three occasions. The group developed a set of guiding principles to identify schools for potential expansion. The principles covered a range of factors including school site and building capacity, quality of education, popularity and location. These were then applied to schools to indicate which schools would be most suitable to consider for expansion. The group also advised officers on the consultation mechanisms and provided feedback to the Primary Headteachers' Executive.

Consultation

5. In accordance with the Place Planning Strategy, a consultation was launched on 10 October 2011 and will close on 11 November 2011. The consultation is seeking views on a set of proposals affecting schools across Harrow. Consultees include all schools in Harrow, Diocesan and faith organisations, neighbouring local authorities and interested parties, including MPs and voluntary sector organisations.
6. The consultation document sets out the challenge for Harrow to meet in respect of increased demand for school places and proposes permanent expansion of 11 schools from September 2013. This would be preceded by temporary expansion from September 2012. Following further consideration of the projections and the experience of managing bulge year groups, there has been an increase in the number of proposed permanent expansions. This would provide greater certainty for both schools and parents and it is believed will be a sustainable level of increased places.
7. The following documents have been published for the consultation and copies of these documents are at Annexe A.
 - Detailed consultation document and response form
 - Background Paper 1 – Demographic Information
 - Background Paper 2 – Map of the Borough
 - Background Paper 3 – Schools by Planning Area

Capital

8. There are considerable capital implications in the proposals for expansion. During the consultation, school site feasibility studies will be completed for those schools proposed for expansion. This will provide an expansion solution for the schools, a phased capital programme and an indication of capital investment.
9. Capital funding for the expansion programme will be available from:
 - The government's funding to local authorities for schools. Although the details for 2012-13 are yet to be finalised, it is assumed that the funding will be similar to the funding for 2011-12 which was £7m.
 - As part of the Council's budget making process, contingency funding is being proposed in case government funding is not sufficient at any point.
 - In July 2011 the Government launched the Priority School Building Programme to rebuild approximately 200 of the schools in the poorest condition across the country through a privately financed programme. Working with schools meeting the threshold for the poorest condition, officers have submitted applications for 11 schools. Where these schools are proposed for expansion, although this is subject to consultation and Cabinet decisions, the submissions are for expanded schools. The applications were submitted on 14 October 2011. The government will announce in December which schools are invited

to the next stage. The application at this stage does not constitute formal commitment from the schools or the government. There are few details on this scheme, but it has been considered that an application at this stage constitutes an expression of interest and recognition of a need to address the most serious condition issues. This initiative may provide an opportunity to expand any Harrow school that makes a successful application.

Next Steps

10. At the end of the consultation, all responses will be considered, along with the outcome of the feasibility studies, and a report will be presented to Cabinet in December. The Cabinet report will recommend to Cabinet those schools that should be taken forward to the statutory process for permanent expansion.

Secondary School Strategy

Secondary School Projections

11. The available projections for high schools indicate that there will be a small shortfall of Year 7 secondary school places in September 2015. The shortfall will increase as the pupil numbers rise and there will be a need for approximately 9 additional forms of entry by September 2020. Further details of the projections are included in the consultation Background Paper 1 (pages 19-21). However, these are preliminary projections and further analysis and development is required.
12. There are a number of associated matters including the number of pupils coming into the borough during their secondary education, provision for pupils with low levels of English language, the potential for schools to expand, pupils with special needs and a potential new school.
13. Officers have had initial discussions with the High School Headteachers Executive. It is proposed that options to address the pupil growth are developed in partnership with the high schools.
14. There will be a strong interface with this work and the work with the High School Headteachers Executive. This work will commence in November and initial outputs will be produced in the Spring.

Academies

15. 7 high schools converted to academy status on 1 August 2011. The council is currently developing its offer of services for purchase by all schools. Some residual local matters from the conversion are being resolved. The government is undertaking a number of consultations on school funding which arise from the impact of the academies policy. The Schools Forum is considering the impact of these proposals for Harrow community schools.
16. At this time the local authority is unaware of any other schools investigating formal agreement to convert to academy status.

Free Schools

17. On Monday 10 October 2011 the Government announced that 79 new state funded schools would open from September 2012 onwards. The Department for Education (DfE) will work with the proposers to develop their vision into plans to open the schools. As part of this stage the local authority will be consulted on the proposals and site issues will be addressed.
18. One of the successful schools is St Chaitanya's School, proposed by the I-Foundation. The proposal is for an all through school, with 2 forms of entry in the primary school and 6 forms of entry in the secondary school. The school would be located in Harrow and officers are waiting for guidance from the DfE on this process. Officers have an established relationship with the I-Foundation and worked in partnership to support the opening of the Krishna-Avanti Primary School.

Admissions Policy Up-date

Pupil Numbers in September 2011

19. There has been a particular pressure for infant school places in the south east of the borough. To address this, an additional class in Camrose Primary School has been opened in Year 1. This is the first time that an additional class has been opened in a year group other than in Reception. This indicates the need to ensure a sufficient number of permanent expansions to meet demand across the year groups.

Outcomes of the allocation of places for Reception class and 11+ transfer for the 2011-12 academic year

20. The outcomes of the allocation of places for community schools into Reception classes and Year 7 (11+ transfer) for the 2011-12 academic year in accordance with first preferences is presented in the table below:

ALLOCATIONS	2011-12	2010-11	2009-10
Reception	79%	77%	74%
11+ transfer	81%	87%	N/A

21. To meet the demand for reception places, 8 bulge classes were opened for September 2011. All on time Harrow applicants were offered a school place to start in September 2011.
22. All Harrow applicants were offered a high school place to start in September 2011.

Government's Consultation Code of Practice

23. The Government undertook a review and consultation on the Schools Admissions Code of Practice and School Admissions Appeals Code. Some of the key proposals for change were about the exceptions to the infant class size regulation (circumstances where an additional teacher is not required if there are more than 30 pupils in a class), the abolition of the requirement to establish an Admissions Forum and removing the requirement for in-year co-ordination. The new Code is proposed for implementation for school admissions in September 2013.
24. The outcome of the consultation is expected to be received early in November 2011. There are implications for the current admissions arrangements and the annual consultation that takes place between November and January.

Harrow Admissions Arrangements Consultation

25. As the admissions authority for community schools in Harrow. The annual consultation will commence in November. Outcomes will be reported to Harrow Admissions Forum and then determined by Cabinet before 15 April 2012 for implementation in September 2013. The final detail of the consultation will be informed by the new Schools Admissions Code of Practice.

Financial Implications

Revenue

26. Any school expansion programme will inevitably have significant financial implications. School revenue budgets are funded from the Dedicated Schools Grant (DSG). As the Department for Education (DfE) allocates DSG based on pupil numbers, any increase in pupil numbers results in additional revenue funding for the expanding school. The revenue funding is allocated to schools based on the Harrow Schools' funding formula. As school budgets are based on pupil numbers in the January prior to the start of the financial year, there is always a funding lag when schools increase their pupil numbers. To ensure that schools who agree to an expansion are not financially penalised the Harrow school funding formula provides 'Additional Class Funding' for the period from September to the end of March, following which the mainstream funding formula will take effect. This ensures that schools have adequate funding for at least the average costs of a teacher.

Capital

27. During the consultation, there will be work on the school sites to assess their needs. From this work, costings for each school will be developed. The outcome of this work will inform the final proposals for permanent expansions.
28. It is expected that the majority of the capital funding will be from the government's Department for Education (DfE). As part of the government's reduction in public spending, the allocation of funding from the DfE is under consideration. The government has confirmed that its priorities are to improve the condition of school buildings and to

ensure that there are sufficient school places. The government will confirm its allocation to all local authorities, including Harrow, in December for 2012-13. If funding levels are maintained, it is assumed that there will be approximately £7m per year for the next three years.

29. Funding the expansion programme is also being considered as part of setting the Council's 2012/13 to 2016/17 Capital Programme in the Medium Term Financial Strategy (MTFS). In 2011/12 the DfE acknowledged the need to provide additional places through the allocation of £3.2m of basic need capital grant. A national review of schools' capital is currently underway and no funding has been confirmed for 2012/13 onwards, though for planning purposes it is expected to be in line with the 2011/12 allocation.
30. The capital costs of this expansion programme will be phased over several years as not all additional accommodation will be required at the same time for each school. As part of the Council's budget process, contingency funding is being proposed in case government funding is not sufficient at any point.
31. The Council has a small capital fund available for those schools that have a bulge class in September 2012 and which would proceed to a permanent expansion. Schools will be invited to bid for this funding for essential works to accommodate bulge classes where this is necessary.
32. The Government launched the Priority School Building Programme in the summer which aims to rebuild the schools in the poorest condition across the country through Private Finance Initiative (PFI). Although there were few details of the programme and many concerns about PFI, Harrow has submitted applications for 11 schools. Where these schools are proposed for expansion, the enlarged size has been part of the application. The outcome of the applications will be announced by the government in December. At this stage, the application does not constitute formal commitment to enter the programme.

Equalities Implications

33. An Initial Equalities Impact Assessment has been undertaken on the school expansion programme. The conclusion of this assessment is that the implications are positive or neutral in that the school expansion programme will ensure sufficient school places for the increasing numbers of children in Harrow. Harrow's schools are successful and inclusive and provide a diversity of provision, and the school expansion programme will build on the positives that already exist in Harrow's schools.
34. As proposals for permanent expansion are brought forward, there will be Equalities Impact Assessments undertaken on specific proposals.
35. Any future decisions must be taken in accordance with the public sector equality duty. A public authority must, in the exercise of its functions, have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Performance Issues

- 36. Harrow is a high performing Local Authority and the large majority of local services are judged to be good or better by Ofsted. Schools in Harrow perform well in comparison to national and statistically similar local authorities. Most primary schools and all secondary schools are judged good or outstanding.
- 37. The Schools White Paper and Education Bill maintain a focus on driving up standards in schools, and place more of the responsibility with the schools directly for their improvement. The role of the Local Authority in measuring performance and driving improvement is changing significantly and will reduce from its current level. However, the Local Authority will maintain a strategic oversight and enabling role in local education, and is likely to retain some role in monitoring educational achievement and key measures such as exclusions and absence. The exact nature of the respective roles and responsibilities is still emerging and is being discussed with the schools.
- 38. Although the national indicator set has been abolished by the Department for Communities and Local Government, all of the key education indicators remain in place and continue to be reported to the Department for Education (DfE). This situation remains under review and the DfE is yet to provide clear guidance on if and how educational performance will be judged at a borough level.
- 39. There are implications for the provision of performance and management information to other services within Children's Services where schools' data is not transferred to and held by the Council. This includes data from potential academies and other schools not taking up some interdependent SLAs.

Environmental Impact

- 40. The school expansion programme will have an environmental impact that will need to be considered. Schools account for 50% of the council's total carbon emissions (62% of emissions under the Carbon Reduction Commitment scheme – [CRC]) and will need to play a full part in reducing these emissions by 4% per annum, as set out in the council's climate change strategy.
- 41. The government's position on whether the council or academies are responsible for emissions under the CRC is yet to be clarified.

Risk Management Implications

42. Risk is included on the Corporate and Directorate risk registers.
43. The directorate and corporate risk management implications for the council arising from school place planning are included on the directorate and corporate risk registers.

Corporate Priorities

44. These considerations will support the Council's Corporate Priorities for 2011-2012:
- United and involved communities: A Council that listens and leads.
 - Supporting and protecting people who are most in need.

Section 3 - Statutory Officer Clearance

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	20 October 2011		
Name:	Jessica Farmer	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	24 October 2011		

Section 4 - Contact Details and Background Papers

Contact: Johanna Morgan, Education Professional Lead, Education Strategy and School Organisation, 020 8736 6841.

Background Papers: Cabinet Report 21 July 2011, School Expansion Programme

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Primary School Expansion Programme

Consultation about Proposals for the Permanent Expansion of Primary Schools from September 2013

The consultation runs from
Monday 10 October to Friday 11 November 2011

Please complete the consultation response form electronically via the website: <http://harrow-consult.limehouse.co.uk/portal>

Alternatively you can send completed response forms to:
Education Strategy and School Organisation Team, Harrow Council,
Harrow Teachers' Centre, Tudor Road, Wealdstone HA3 5PQ.
If you are a parent, you can complete the response form and send it to your child's school.

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Response Form	pages 13 – 14

Specific queries or requests for additional information, or for assistance with this consultation, can be addressed to:

- Your child's school.
- By phone: 020 8420 9270
- By email: schoolreorganisation@harrow.gov.uk

The deadline for responses to this consultation is Friday 11 November 2011.

Consultation paper

Harrow's Challenge

In common with many local authorities, Harrow needs to create more primary school places to meet the growing demand for places. Harrow's schools are successful and popular with parents and pupils. Our challenge is to find ways to increase the number of places while ensuring that educational standards are maintained. This consultation seeks views on our proposals to increase the number of primary school places across the borough.

Why has this happened?

Across London the population is growing. There are many reasons for this increase including higher birth rates, migration patterns, housing occupancy and the impact of the economy on decisions families make about where they live and about schooling for their children.

The biggest factor in Harrow is the increase in birth rates. This has risen consistently since 2002 and is predicted to continue to rise until 2014.

What are the pupil projections telling us?

The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. Many London Boroughs use this service. Pupil projections provide the best estimate of the number of pupils that will require a school place in Harrow in the future. It is not a science and can only be a best estimate. Our school expansion programme aims to increase the number of school places in line with the expected pupil numbers.

The GLA use a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow, housing development. Our projections are provided at *Background Paper 1 – School Roll Projections* available on request and on the Harrow Council website.

http://www.harrow.gov.uk/info/49/education-consultations/2450/primary_school_expansion_programme

The demand for Reception class places in Harrow schools is increasing:

- In January 2006 there were 2,224 Reception aged pupils in Harrow Schools
- In January 2011, there were 2,637 Reception aged pupils
- In January 2017 it is projected there will be 2,851 Reception aged pupils

In Harrow's primary sector schools in September 2011 there were a total of 2,550 permanent Reception class places. With temporary additional places this increased to 2,800. In order to ensure sufficient school places to meet the predicted increased demand on the next few years, we need to increase the number of places by at least 330 places.

Classes in primary schools are usually organised into groups of 30 pupils. The number of school places in each year group is usually a multiple of 30. For example if there are 3 Reception classes, then there are 90 places. When planning places, we assume that each class will have 30 places. Therefore to ensure sufficient places for the number of expected pupils, 11 extra Reception classes are required.

When planning school places it is usual to include some extra places or surplus places. This allows for an element of parental preference and flexibility in the system to manage pupil movement in, out and around the borough. The proposed increase of 330 places does not include any surplus places and we would need to make contingency provision for temporary additional Reception classes to meet fluctuations in demand.

Will this increase in population affect all parts of Harrow?

For the purposes of school place planning and pupil projections for primary sector schools, Harrow is divided into six primary planning areas. Five planning areas are geographically based; central, north east, south east, north west and south west, and one for the voluntary aided or faith schools. The geographical planning areas include a number of community schools that attract a significant percentage of their pupils from the Wards in the planning area. A map of the borough and planning areas is in *Background Paper 2*. Schools are listed by planning area in *Background Paper 3*. Both are available on the Harrow Website.

The population growth is across the whole of the borough, but it varies between primary planning areas. Schools have been identified in each planning area that it is proposed could be increased in size to provide more local school places.

What action has been taken so far?

In September 2009, we needed to offer parents more Reception class places than we had available in all our schools and we opened additional temporary Reception classes for one year only. Reception classes are for children in the academic year that they reach 5 years of age. This demand has continued and since then we have been opening temporary additional classes to meet the increased demand for Reception class places. We added five temporary Reception classes in September 2009, five temporary Reception classes in September 2010 and eight temporary Reception classes in September 2011. We are now planning to open more Reception classes in September 2012 and in subsequent years, including 11 permanent expansions of schools.

In February 2010 Harrow Council agreed its School Place Planning Strategy 2010-13 and in July 2011, agreed to implement a school expansion programme. A key element of the Place Planning Strategy is the pupil projections.

Harrow has been discussing this school expansion programme with schools, including working with a representative group of headteachers. Working in partnership with schools is essential because it will be the schools that deliver the solution with support from the council. It is through working with schools that we have been able to increase the number of additional temporary Reception class places.

Officers have also made preliminary contact with voluntary aided schools' boards and organisations.

What are the proposals?

Harrow Council proposes to expand 11 schools and to open additional temporary Reception classes as required to meet the full extent of the demand and any fluctuations that arise and to allow some flexibility and choice in the school system. The majority of Harrow's schools will be involved in the school expansion programme either through permanent expansion or temporary additional Reception classes.

For each planning area the proposals for increasing school places are outlined providing details of the schools and the timescales for expansion. Details of the projections across the borough and by primary planning area are in *Background Paper 1*.

Within this consultation, the proposals concentrate on community schools in planning areas. Any proposals received from voluntary aided schools that contribute to the primary school expansion programme would be welcomed. They will be taken into consideration when the consultation responses are analysed.

The table below provides a summary of the proposals. The proposals by planning area can be viewed on pages 7 – 11.

Proposed Schools for extra permanent places	Primary Planning Area	Current Permanent Places	Proposed Permanent Places
Stanburn First School / Stanburn Junior School	North East	330	360/390
Aylward Primary School			
Camrose Primary School	South East	360	420
Kenmore Park schools or Glebe School			
Belmont Primary School	Central	420	510
Marlborough Primary School			
Pinner Park Infant and Nursery School / Pinner Park Junior School			
Vaughan Primary School	South West	510	570
Welldon Park Infant School / Welldon Park Junior School			
Cedars Manor Primary School	North West	450	510
Pinner Wood Primary School			

How were schools identified?

There are numerous ways to identify schools for expansion. All schools were invited to consider expansion either as a permanent expansion or to take a bulge class and some schools were also approached directly in areas of early pressure. In addition, working with headteachers, a set of guiding principles were developed that could be applied to schools to give a ranking of the potential for expansion. The principles included initial assessments of available accommodation, site size, popularity of the school, school standards. These were guiding principles to assist in the consideration of schools. The consultation responses will also inform the final proposals to increase capacity.

Where separate infant schools were identified for expansion, the separate junior school would be increased accordingly.

What is the difference between temporary additional Reception classes and permanent expansion?

A temporary additional Reception class is an increase in the intake of a school for that year only. The pupils in that class then progress through the school (and on to the junior school of separate schools on the same site). These classes are sometimes referred to as 'bulge classes', which reflects the effect of the increased numbers of pupils passing through the school.

The permanent expansion of a school is when there is an increase in the number of places in Reception usually by 30 places. The increased number of pupils will be admitted year on year. The effect is to increase the size of a school by 90 pupils in a separate infant school, by 120 in a separate junior school, and by 210 in a combined primary school.

How will extra pupils be accommodated in schools?

The council will work with schools on reviewing their accommodation to ensure that there is sufficient accommodation for the extra pupils. There will be close reference to the government's guidance on school accommodation to ensure consistency, but each school will have its own accommodation solution reflecting the nature of the school building, its size and type of school (i.e. a separate infant or junior school or combined primary school). As part of Harrow's school reorganisation to change the age of transfer implemented in September 2010, accommodation has become available including specialist classrooms and general classrooms. Wherever possible this accommodation will be re-commissioned as teaching classrooms. In addition, where there are schools that have been larger in the past, there is an expectation that accommodation will be reinstated for teaching purposes.

What is the cost of the primary school expansion programme and who will fund it?

During the consultation, there will be work on the school sites to assess their needs. From this work, costings for each school will be developed. The outcome of this work will inform the final proposals for permanent expansions.

It is expected that the majority of the capital funding will be from the government's Department for Education (DfE). As part of the government's reduction in public spending, the allocation of funding from the DfE is under consideration. The government has confirmed that its priorities are to improve the condition of school buildings and to ensure that there are sufficient school places. The government will confirm its allocation to all local authorities, including Harrow, in December for 2012-13. If funding levels are maintained, it is assumed that there will be approximately £7m per year for the next three years.

The capital costs of this expansion programme will be phased over several years as not all additional accommodation will be required at the same time for each school. As part of the Council's budget process, contingency funding is being proposed in case government funding is not sufficient at any point.

The Council has a small capital fund available for those schools that have a bulge class in September 2012 and which would proceed to a permanent expansion. Schools will be invited to bid for this funding for essential works to accommodate bulge classes where this is necessary.

The revenue funding for schools is provided through the Harrow Schools' funding formula. The Schools' Forum, a representative group of headteachers and governors, makes decisions about the formula and how funding is allocated to schools. To assist schools that have temporary additional Reception classes, there is an 'Additional Class Funding Formula' that provides schools with revenue funding based on the average costs of a teacher. The Government are in the process of consulting on a National Funding Formula for all schools. The focus on the formula is on pupil numbers, and how much flexibility there will be in future for an additional class funding formula is unknown.

What happens if these proposals do not produce enough places?

It is believed that the proposed primary school expansion programme will provide sufficient places and that these places will remain filled for as far as can be predicted. Schools that could provide temporary Reception class places additional to the permanent places will be identified to meet any increases in demand. Harrow Council has a legal duty to ensure sufficient school

places for the children in its area, and if necessary further proposals for school expansions to provide more places could be brought forward in consultation with the schools.

When will we know the outcome of the consultation?

The consultation runs from Monday 10 October to Friday 11 November 2011. A report will be presented to Harrow Cabinet, the decision making body of local elected councillors, on 15 December 2011. This report will present the councillors with the outcome of the consultation and make proposals about those schools for permanent expansion. Harrow Cabinet will decide which schools will be subject to the statutory processes to increase the size of the schools.

What are the next steps after Cabinet?

The statutory processes to expand schools involve several formal stages (indicative timescales are included):

- statutory consultation – for 4 weeks during February/March 2012;
- consideration of the outcome of the consultation and decision whether to publish statutory proposals – March 2012;
- publication of statutory notices / proposals – for 4 weeks during April 2012;
- decision whether to approve the proposals for implementation – June 2012.

When the statutory processes are completed, implementation planning will be progressed by the council and the schools. This will include building works to the schools' accommodation. The additional places will be offered at the schools within the timescales for their additional temporary Reception classes and permanent expansions.

How do I respond to this consultation?

Please respond to this consultation via the website: <http://harrow-consult.limehouse.co.uk/portal> Alternatively you can complete the response form and send it to your child's school or to the Education Strategy and School Organisation Team, Harrow Council, Harrow Teachers' Centre, Tudor Road, Wealdstone HA3 5PQ.

The deadline for responses to this consultation is Friday 11 November 2011.

Proposals by Primary Planning Area

North East Primary Planning Area

There are currently 330 permanent Reception class places in the North East Primary Planning Area.

Schools	Reception Places
Aylward	60
Stanburn	90
Weald	90
Whitchurch	90
Total	330

Temporary additional reception places have been opened in the North East planning area as follows:

Year	School	Additional Reception Places
2010	Weald Infant and Nursery School.	30
2011	Weald Infant and Nursery School.	30
	Stanburn First School.	30

The projections indicate that by September 2017 there will be 365 pupils. The proposal for this planning area is to increase the permanent provision by at least 30 places, supplemented by temporary additional reception classes.

The Stanburn schools are proposed for expansion in this primary planning area. However, views are being sought in this consultation about expanding Aylward Primary School also. This is because with only four community school sites in the North East planning area it would be difficult for the schools to meet demand, if it is sustained at the predicted high level, through temporary additional reception classes. Also, demand for school places in the North East Primary Planning Area is already filling available places and there is significant new housing development in this planning area at the site of the former government offices off Honeypot Lane.

The proposals are:

Year	Temporary Reception Classes	Permanent Expansion
September 2012	Aylward School. One class in another school.	
September 2013	One class if required.	Stanburn First School and Stanburn Junior School.* Aylward School.

* Note as these are separate schools, Stanburn Junior School would be expanded from September 2014 when the pupils from the 2011 additional reception intake progress on to the junior school.

South East Primary Planning Area

There are currently 360 reception places in the South East Primary Planning Area.

Schools	Reception Places
Camrose	30
Glebe	60
Kenmore Park	90
Priestmead	90
Stag Lane	90
Total	360

Temporary additional reception places have been opened in the South East planning area as follows:

Year	School	Additional Reception Places
2009	Glebe Primary School	Increased permanent places by 8 from 52 to 60
2010	Kenmore Park Infant and Nursery School	30
2011	Kenmore Park Infant and Nursery School Glebe Primary School	30 30

The projections indicate that by September 2017 there will be 397 pupils. The proposal for this planning area is to increase the permanent provision by 60 places, supplemented by bulge classes.

Two temporary additional reception classes have been opened in this primary planning area in September 2011, which are filling with pupils. If this increased demand is sustained there may need to be further consideration of permanently increasing an additional school to meet the increased demand that is predicted, though this is not proposed within this consultation.

The Krishna-Avanti Primary School Admissions Policy states the school has applied for planning permission and, subject to obtaining this permission and capital funding, intends to incrementally expand into a two form of entry school. This proposed expansion is separate from this consultation. If this expansion occurs, the impact on meeting demand from this area would need to be monitored.

The proposals are:

Year	Temporary Reception Classes	Permanent Expansion
September 2012	Camrose Primary School. Glebe Primary School.	
September 2013		Camrose Primary School. Glebe School or Kenmore Park Infant and Nursery School and Kenmore Park Junior School*

* Note as these are separate schools, Kenmore Park Junior School would be expanded from September 2013 when the pupils from the 2010 additional reception intake progress on to the junior school.

Glebe Primary School and the Kenmore Park schools are located comparatively close to each other for meeting the need from Harrow residents, and close to St Bernadette's Catholic Primary School and the borough boundary. Views are being sought in this consultation about expanding either or both of these schools.

Central Primary Planning Area

There are currently 420 reception places in the Central Primary Planning Area.

Schools	Reception Places
Belmont	60
Elmgrove	90
Marlborough	60
Norbury	60
Pinner Park	90
Whitefriars	60
Total	420

Temporary additional reception places have been opened in the Central planning area as follows:

Year	School	Additional Reception Places
2009	Belmont School. Elmgrove Infant School.	30 Increased permanent places by 8 from 82 to 90
2010	Norbury School.	30
2011	Norbury School. Pinner Park Infant and Nursery School.	30 30

The projections indicate that by September 2016 there will be 481 pupils. The proposal for this planning area is to increase the permanent provision by 90 places.

The proposals are:

Year	Temporary Reception Classes	Permanent Expansion
September 2012	Belmont School. Marlborough Primary School. Pinner Park Infant and Nursery School.	
September 2013		Belmont Primary School. Marlborough Primary School (see note). Pinner Park Infant and Nursery School and Pinner Park Junior School*

* Note as these are separate schools, Pinner Park Junior School would be expanded from September 2014 when the pupils from the 2011 additional reception intake progress on to the junior school.

Note: There are planned capital building works at Marlborough Primary School and permanent expansion would be phased from a date to be identified to fit with the building works.

South West Primary Planning Area

There are currently 510 reception places in the South West Primary Planning Area.

Schools	Reception Places
Earlsmead	60
Grange	60
Heathland	90
Newton Farm	30
Roxbourne	90
Roxeth	60
Vaughan	60
Welldon Park	60
Total	510

Temporary additional reception places have been opened in the South West planning area as follows:

Year	School	Additional Reception Places
2009	Grange First School. Welldon Park Infant and Nursery School.	30 30
2010	Roxeth Primary School.	Increased places by 4 from 56 to 60
2011	Grange Primary School.	30

The projections indicate that by September 2016 there will be 575 pupils. The proposal for this planning area is to increase the permanent provision by 60 places.

The proposals are:

Year	Temporary Reception Classes	Permanent Expansion
September 2012	Vaughan Primary School. Welldon Park Infant and Nursery School.	
September 2013		Vaughan Primary School. Welldon Park Infant and Nursery School and Welldon Park Junior School*.

* Note as these are separate schools, Welldon Park Junior School would be expanded from September 2015 when the pupils from the 2012 additional reception intake progress on to the junior school.

North West Primary Planning Area

There are currently 450 reception places in the North West Primary Planning Area.

Schools	Reception Places
Cannon Lane	90
Cedars Manor	60
Grimsdyke	60
Longfield	90
Pinner Wood	60
West Lodge	90
Total	450

Temporary additional reception places have been opened in the North West planning area as follows:

Year	School	Additional Reception Places
2009	Cedars Manor School.	30
2010	Longfield Infant School.	30
	Pinner Wood School.	30
2011	Cedars Manor School.	30

The projections indicate that by September 2013 there will be 499 pupils. The proposal for this planning area is to increase the permanent provision by 60 places.

The proposals are:

Year	Temporary Reception Classes	Permanent Expansion
September 2012	Cedars Manor School. Pinner Wood School.	
September 2013		Cedars Manor School. Pinner Wood School.

Primary School Expansion Programme – Response Form
The consultation runs from Monday 10 October 2011 to Friday 11 November 2011

Tick the relevant boxes to show your views. **Please return only one form.**

For the purposes of school place planning Harrow is divided into five geographic Primary Planning Areas: Central, North East, South East, North West, and South West. Schools are proposed for expansion in each of these Primary Planning Areas. For a list of schools in each Primary Planning Area please refer to *Background Paper 3* in the consultation papers by following this link http://www.harrow.gov.uk/info/49/education-consultations/2450/primary_school_expansion_programme

Do you agree with the proposals for an individual Primary Planning Area?

Yes No Not sure

Please state which Primary Planning Area:

Do you have any comments about the proposals? - *Please outline them below*

.....

Do you agree with the proposals for the permanent expansion of an individual school?

Yes No Not sure

Please state which school:

Do you have any comments about the proposals for this school? - *Please outline them below*

.....

Your responses to these questions will be collated with all the other responses and reported to Harrow Cabinet.

We would like to know about you - Which category describes you best?

a) Individual respondent

Parent/carer School Staff School Governor
 Pupil Harrow Resident Other – Please tell us.....

Please give your post code

Are you registered disabled?

Yes No

To which one of these groups do you consider you belong?

These ethnic groups are based on the 2011 Census categories but include categories to reflect the communities in Harrow and are listed alphabetically below. Please choose ONE section from A to E and then tick or write in the appropriate box to indicate your ethnic background.

A. Asian or Asian British

Afghan Bangladeshi Indian
 Pakistani Sinhalese Sri Lankan Tamil

Any other Asian background, please write in

B. Black or Black British

African Caribbean Ghanaian
Nigerian Somali
Any other Black background, please write in

C. Other Ethnic Group

Arab Chinese
Iranian Iraqi
Kurdish Lebanese
Any other ethnic group, please write in

D. Mixed

White and African White and Caribbean
White and Asian
Any other Mixed background, please write in

E. White

Albanian British
Gypsy/Roma Traveller Irish
Irish Traveller Polish
Romanian Serbian
Any other White background, please write in

Religion

No religion Agnostic Baha'i Buddhism Christianity Hinduism
 Humanist Islam Jainism Judaism Rastafarian Sikhism
 Zoroastrian Prefer not to say other (please specify)

Prefer not to say

b) Are you representing an organisation or governing body?

Yes No

If yes, what type of organisation?

School governing body Representative organisation
Voluntary or community group Local authority
Health agency Other

What is the name of your organisation?

The information you provide in your response will be subject to the Freedom of Information Act 2000, which allows public access to information held by the Council. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated email confidentiality statement, will necessarily exclude the public right of access

Introduction

The School Roll Projections 2012 – 2021 Report is prepared by the Education Performance Team 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, 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 updated annually. The report has 3 Sections:

- Section 1: Methodology and Projections
- Section 2: School Roll Projections
- Section 3: Accuracy and Methodology

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

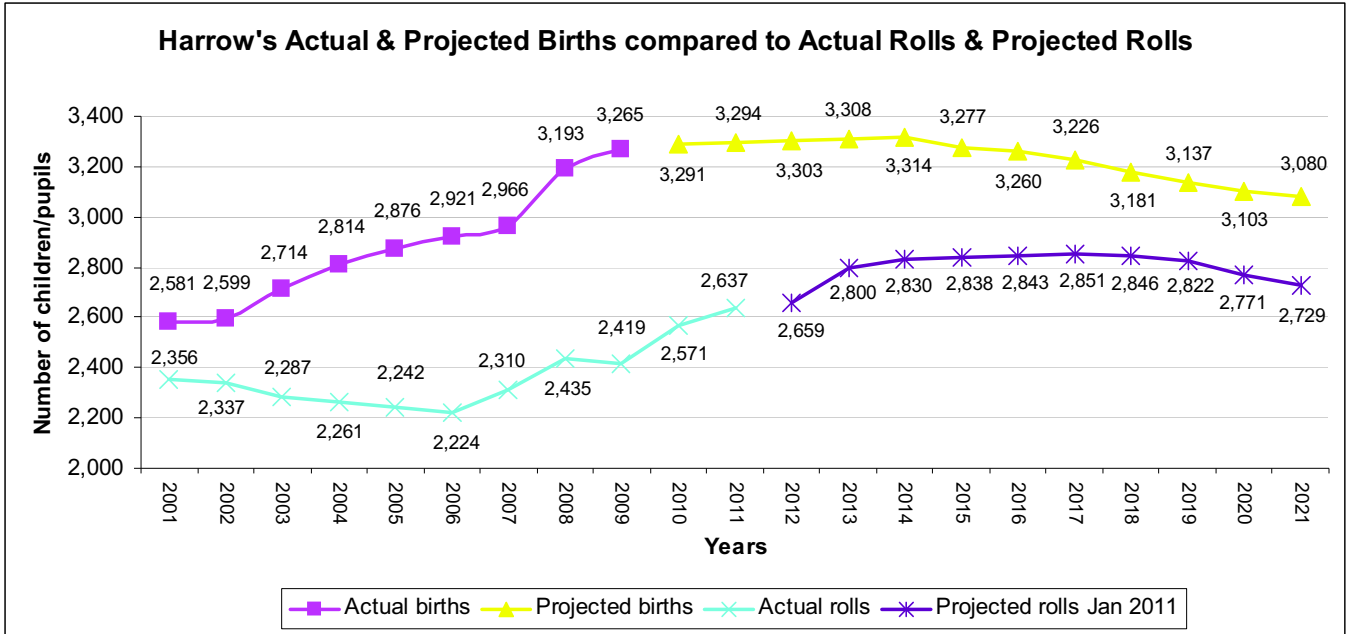
The projections are prepared for Harrow by the Greater London Authority's (GLA) School Roll Projection Service (SRP) and are based upon the latest 2010 round of population projections released by the GLA and school roll data collected in the January 2011 School Census and previous School Censuses. The 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.

The report also addresses the accuracy of the school roll projections that are supplied by the GLA. The 2007 to 2010 GLA projections are analysed to see how well they have predicted the 2011 school roll.

Birth Rates

There has been an increase in live births from 2,581 in 2001 to 3,265 in 2009 and this is projected to rise to 3,314 by 2014¹. 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. These figures are demonstrated in the following graph.



Actual & Projected Births source: Harrow Borough Preference - 2010 Round Ward.xls

Actual & Projected Rolls source: Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

Population Projections

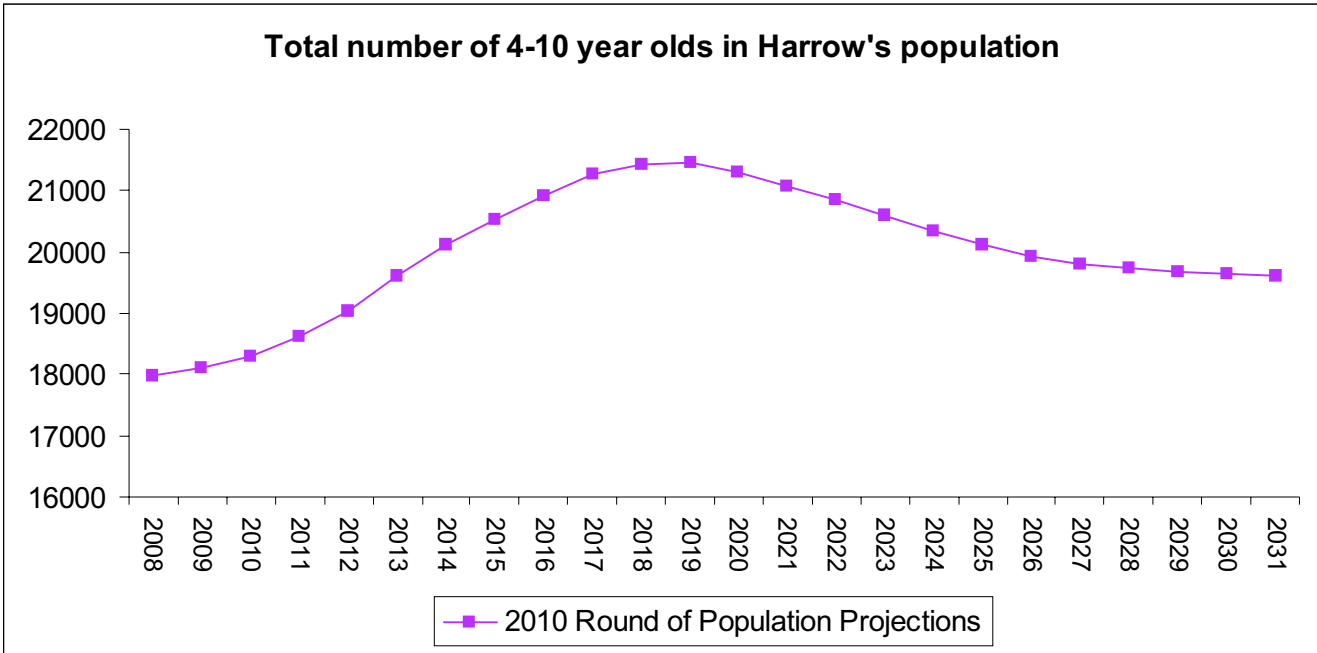
The 2010 round population projections² are represented in the following two graphs. These projections show an increase in 4-10 year olds in the population over the next few years and suggest that the population will rise by some 13% to a peak around 2019 with a subsequent slight decline.

The number of 11-15 year olds in the population has fallen from 2010 to 2011 and will continue to gently fall up until 2015 and then will continue to rise steadily to a peak in 2024 before starting to decline slowly again.

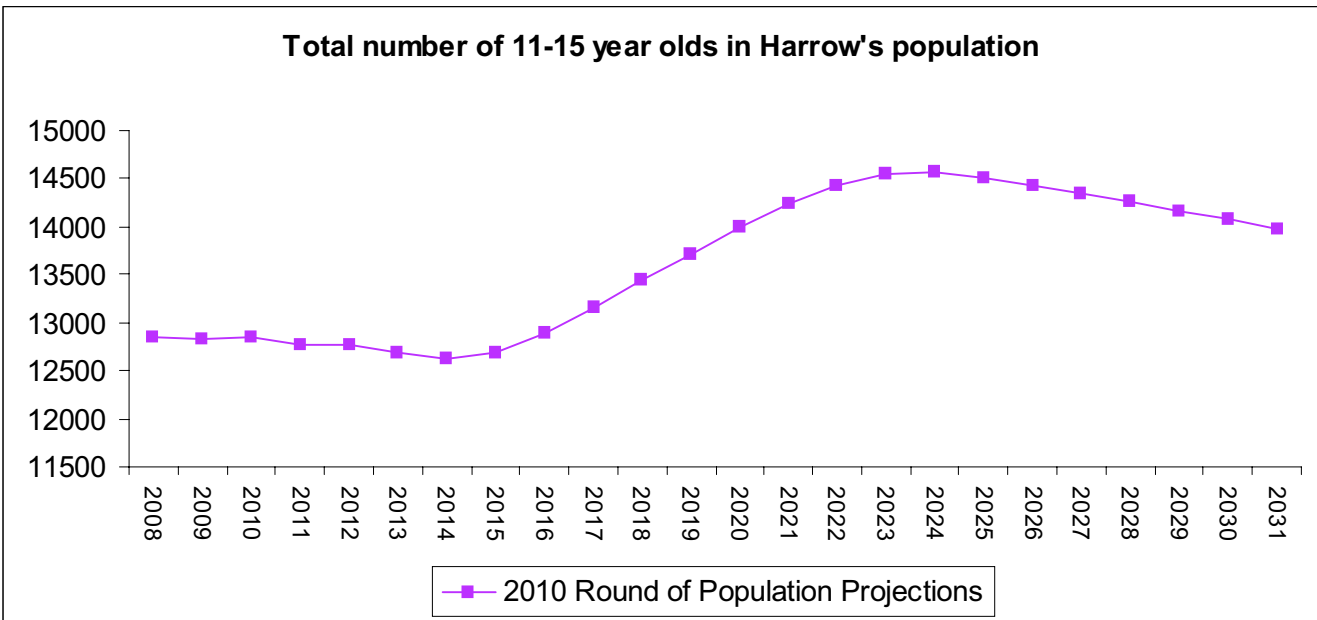
Factors that are reflected in the GLA's population projections include national and London population trends, births, fertility rates and migration rates. These population projections do take account of the proposed number of new housing units but not the type of housing (whether social or private, flats or houses, and the number of bedrooms).

¹ GLA's Harrow Borough Preference - 2010 Round Ward.xls

² Source: GLA File: Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls



Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls



Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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 DfE.
- iii) Projections for primary schools by Planning Areas.

i) Projections for Reception to Year 6 Pupils

According to the 2011 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 beyond the 2016/17 academic year.

The number of available places has been increased in accordance to the rise in school roll projections, with 5 'bulge' classes in some schools in September 2009, 5 'bulge' classes in some schools in September 2010 and another 8 'bulge' classes in September 2011. We are now planning to open more reception classes in September 2012 and for the foreseeable future. The current 18,157 places increases to 18,400 in 2016/17, partly accounted for by the new Hindu school, which becomes fully occupied in September 2015.

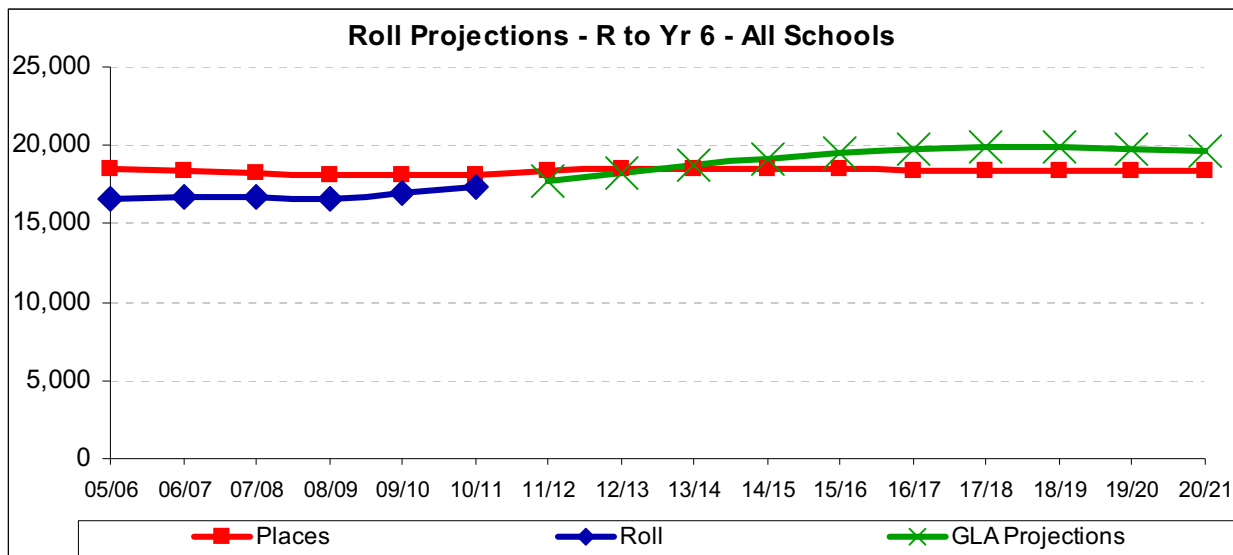
Together the data indicates that we will move from a current small surplus of places to a deficit in the 2013/14 academic year. The surplus place % is calculated from the projected pupil number and the places available. A surplus of 5% is required to enable the local authority to manage fluctuations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

Table 1: School roll projections for Reception – Year 6 in all schools in Harrow

Primary projection area: All Schools (Includes VA)				
Years R to 6 only				
Year	January actual number on roll	Projected demand (GLA)	Places available*	Surplus places GLA (%)
05/06	16,633		18,489	10.04%
06/07	16,654		18,391	9.59%
07/08	16,686		18,259	6.92%
08/09	16,637		18,109	6.74%
09/10	16,920		18,125	5.96%
10/11	17,326		18,157	4.93%
11/12		17,694	18,349	3.57%
12/13		18,279	18,471	1.04%
13/14		18,779	18,476	-1.64%
14/15		19,154	18,526	-3.39%
15/16		19,485	18,546	-5.06%
16/17		19,748	18,400	-7.33%
17/18		19,927	18,330	-8.71%
18/19		19,957	18,330	-8.88%
19/20		19,796	18,330	-8.00%
20/21		19,584	18,330	-6.84%

Note: The shaded areas represent actual figures recorded and unshaded are projections. The 'Places available' figure for 2009/10, 2010/11 and 2011/12 include actual increased PANs and bulge classes; and for 2012/13 planned increases to PANs.

Chart 1: Current number on roll compared to roll projections* and places available for Year R – 6 in all schools in Harrow



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

ii) **Projections for Reception Pupils Only**

Reception numbers have risen from 2,224 in January 2006 to 2,637 in January 2011. GLA projections are indicating that this increase will continue from 2,659 in January 2012 to 2,851 in January 2017.

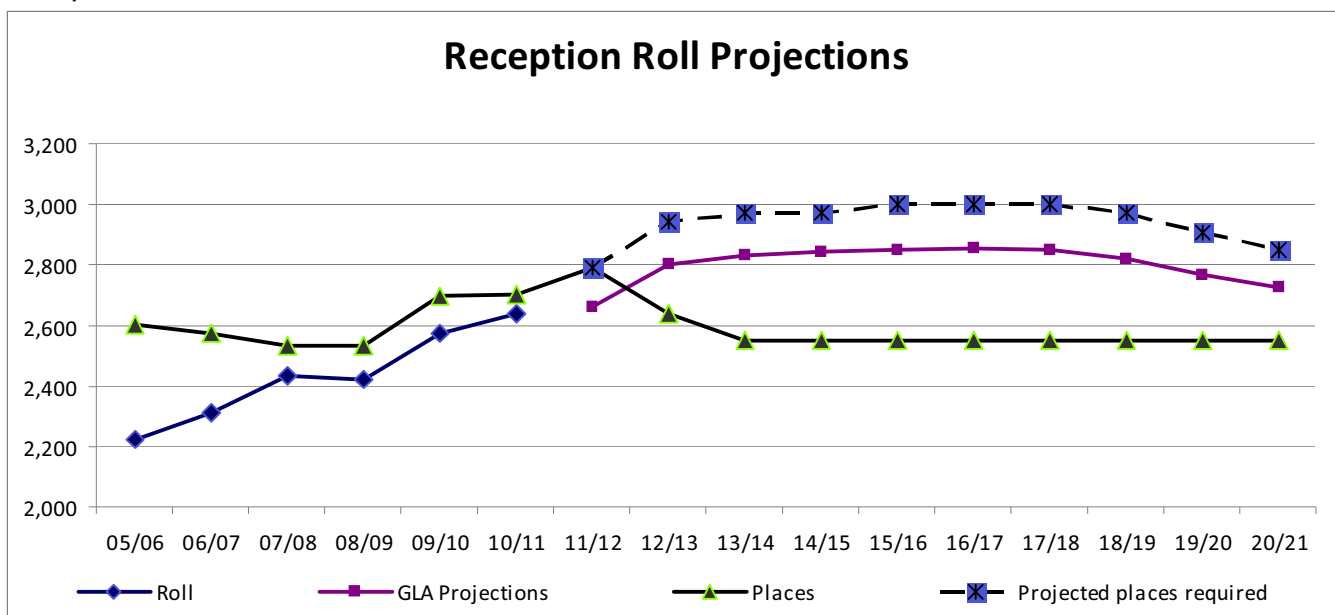
Harrow aims to maintain a minimum 5% surplus across the borough in both the primary and secondary sectors and the following table and graph summarise the number of reception places required to achieve this aim.

Table 2: School roll projections for Year Reception in all schools in Harrow

Primary projection area: All Schools (Includes VA)						
Year Reception						
School Year	January actual number on roll	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			2,605		
06/07	2,310			2,575		
07/08	2,435			2,530		
08/09	2,419			2,530		
09/10	2,571			2,696		
10/11	2,637			2,700		
11/12		2,659	2,792	2,800	0	2,800
12/13		2,800	2,940	2,700	8*	2,940
13/14		2,830	2,972	2,550	14	2,970
14/15		2,838	2,980	2,550	14	2,970
15/16		2,843	2,985	2,550	15	3,000
16/17		2,851	2,994	2,550	15	3,000
17/18		2,846	2,988	2,550	15	3,000
18/19		2,822	2,963	2,550	14	2,970
19/20		2,771	2,910	2,550	12	2,910
20/21		2,729	2,865	2,550	10	2,850

- * Proposed Additional FE calculates additional places needed to maintain 5% surplus which is approx 4 extra classes. 2012/13 proposed total additional FE is 13.
 - ** Places available 2009/10, 2010/11 and 2011/12 include actual increased PANs and bulge classes
- Notes: The 'Reception Places available' column includes:
- In 2011/12 the temporary additional Reception places opened in September 2011.
 - In 2012/13 the additional temporary Reception places published in the Guide to Primary Schools 2012-2013 (4 classes to be opened if required and 1 subject to planning and capital)

Chart 2: Current numbers on roll compared to roll projections and places available for Year Reception in all schools in Harrow



The number of permanent reception places consolidated in September 2011 to 2,550. This excludes any temporary bulge classes and includes permanent increases in planned admission numbers in three schools to multiples of 30.

iii) **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 Weald Whitchurch	Main Wards: Belmont Stanmore Park Canons
	Other Wards: Harrow Weald Edgware Queensbury Wealdstone Kenton East Kenton West

Table 3: Reception projections for the North East Planning Area

Primary projection area: North East (Community Schools only)						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	285			330		
06/07	305			330		
07/08	323			330		
08/09	316			330		
09/10	325			330		
10/11	346			360		
11/12		348	365	390	-1	360
12/13		372	391	330	2	390
13/14		361	379	330	2	390
14/15		362	380	330	2	390
15/16		363	381	330	2	390
16/17		364	382	330	2	390
17/18		365	383	330	2	390
18/19		361	379	330	2	390
19/20		356	374	330	2	390
20/21		350	368	330	1	360

Table 3 shows GLA roll projections for the Reception year group for the North East Planning Area. The projections show a slight increase in pupil numbers between now and September 2012, followed by a small drop, at which point the numbers stabilise for the next few years. The current small surplus of places will become a small deficit in 2012/13, which looks to continue up until at least 2019/20.

Table 4: Primary projections for the North East Planning Area

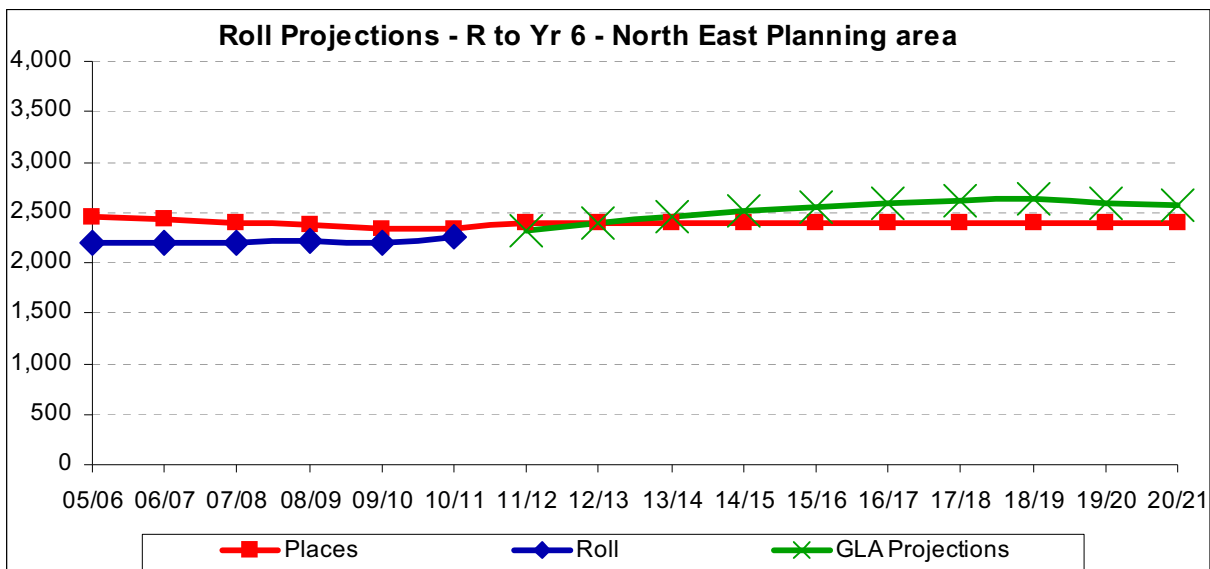
Primary projection area: North East (Community Schools only)

Years R to 6 only

Year	January actual number on roll	Projected demand (GLA)	Places available	Surplus places GLA (%)
05/06	2,206		2,460	10.33%
06/07	2,193		2,430	9.75%
07/08	2,203		2,400	8.21%
08/09	2,210		2,370	6.75%
09/10	2,207		2,340	5.68%
10/11	2,254		2,340	3.68%
11/12		2,312	2,400	3.67%
12/13		2,395	2,400	0.21%
13/14		2,460	2,400	-2.50%
14/15		2,514	2,400	-4.75%
15/16		2,560	2,400	-6.67%
16/17		2,602	2,400	-8.42%
17/18		2,623	2,400	-9.29%
18/19		2,626	2,400	-9.42%
19/20		2,602	2,400	-8.42%
20/21		2,578	2,400	-7.42%

Table 4 and Chart 3 show GLA roll projections for the North East Planning Area. The projections show an increase in pupil numbers between now and 2018 and suggest that the current small surplus of places will become a deficit in 2013/14, this expected deficit will continue to increase up until 2020/21.

Chart 3: Current number on roll compared to roll projections* and places available for the North East Planning Area



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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 Cedars Manor Grimsdyke Longfield Pinner Wood West Lodge</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 5: Reception projections for the North West Planning Area

Primary projection area: North West (Community Schools only)						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	402			510		
06/07	435			480		
07/08	432			450		
08/09	430			450		
09/10	451			480		
10/11	498			510		
11/12		471	495	480	1	510
12/13		494	519	450	2	510
13/14		499	524	450	3	540
14/15		499	524	450	3	540
15/16		499	524	450	3	540
16/17		499	524	450	3	540
17/18		497	522	450	3	540
18/19		491	516	450	2	510
19/20		481	505	450	2	510
20/21		473	497	450	2	510

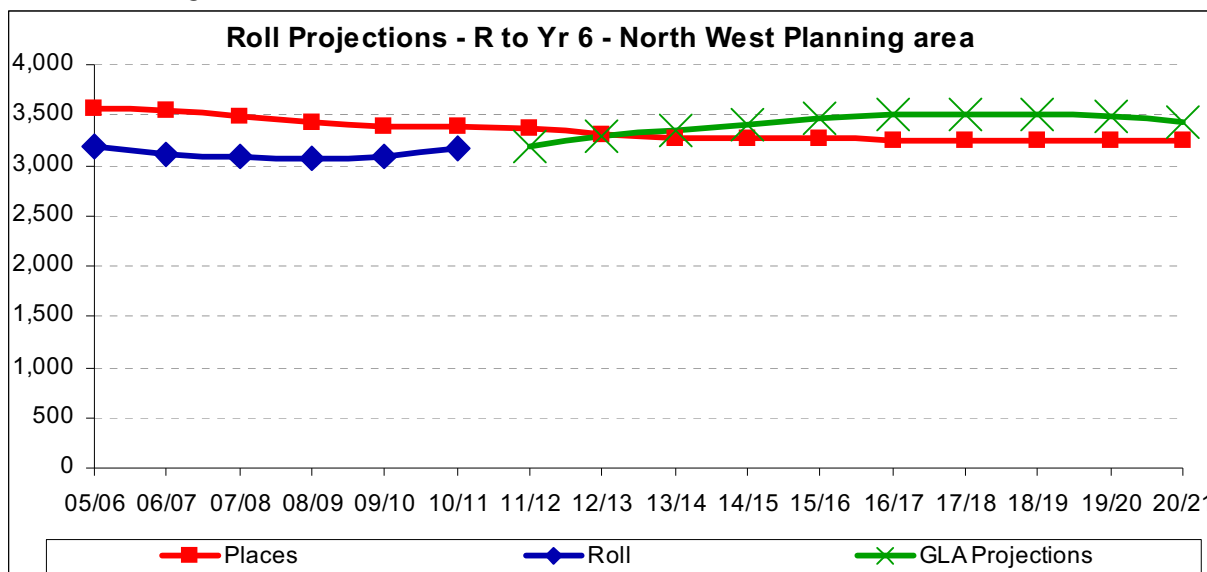
Table 5 shows GLA roll projections for the Reception year group for the North West Planning Area. The projections generally remain in-line with the 2010/11 actual roll of 498.

Table 6: 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	Projected demand (GLA)	Places available	Surplus places GLA (%)
05/06	3,181		3,570	10.90%
06/07	3,109		3,540	12.18%
07/08	3,098		3,480	10.98%
08/09	3,064		3,420	10.41%
09/10	3,084		3,390	9.03%
10/11	3,162		3,390	6.73%
11/12		3,195	3,360	4.91%
12/13		3,286	3,300	0.42%
13/14		3,353	3,270	-2.54%
14/15		3,413	3,270	-4.37%
15/16		3,463	3,270	-5.90%
16/17		3,497	3,240	-7.93%
17/18		3,514	3,240	-8.46%
18/19		3,513	3,240	-8.43%
19/20		3,478	3,240	-7.35%
20/21		3,435	3,240	-6.02%

The GLA roll projections in Table 6 and Chart 4 anticipate a significant increase in pupil numbers in the North West Planning Area with a projected deficit of –8.55% by 2017/18.

Chart 4: Current number on roll compared to roll projections* and places available for the North West Planning Area



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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:

Schools: Camrose Glebe Kenmore Park Priestmead Stag Lane
--

Main Wards: Edgware Queensbury Kenton East Kenton West

Other Wards: Belmont Canons
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Table 7: Reception projections for the South East Planning Area

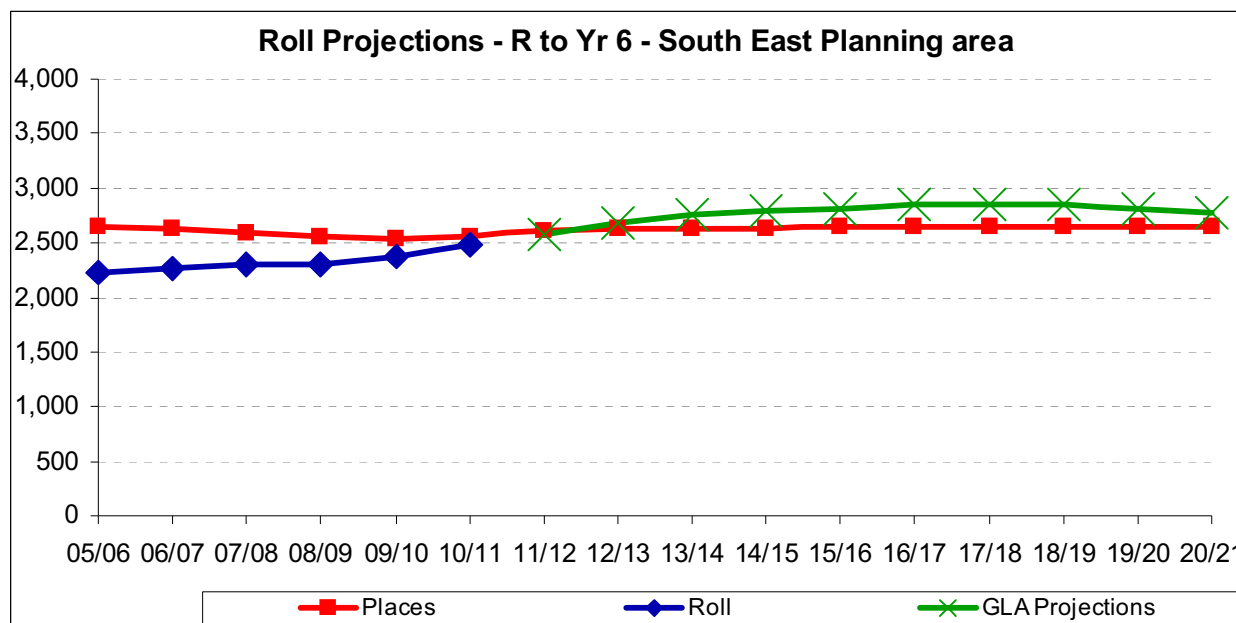
Primary projection area: South East (Community Schools only)						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	293			367		
06/07	296			367		
07/08	334			352		
08/09	332			352		
09/10	348			360		
10/11	380			390		
11/12		380	399	420	-1	390
12/13		399	419	390	1	420
13/14		393	413	360	2	420
14/15		395	415	360	2	420
15/16		395	415	360	2	420
16/17		397	417	360	2	420
17/18		395	415	360	2	420
18/19		392	412	360	2	420
19/20		386	405	360	2	420
20/21		381	400	360	2	420

Table 8: 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	Projected demand (GLA)	Places available	Surplus places GLA (%)
05/06	2,229		2,646	15.76%
06/07	2,268		2,623	13.53%
07/08	2,295		2,593	11.49%
08/09	2,307		2,563	9.99%
09/10	2,371		2,541	6.69%
10/11	2,480		2,561	3.16%
11/12		2,575	2,611	1.38%
12/13		2,676	2,631	-1.71%
13/14		2,759	2,624	-5.14%
14/15		2,795	2,632	-6.19%
15/16		2,821	2,640	-6.86%
16/17		2,846	2,640	-7.80%
17/18		2,855	2,640	-8.14%
18/19		2,844	2,640	-7.73%
19/20		2,807	2,640	-6.33%
20/21		2,772	2,640	-5.00%

Table 8 and Chart 5 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 significant deficit in 2013/14, this will continue to rise and is indicated to peak in 2017/18 at -8.26%.

Chart 5: Current number on roll compared to roll projections* and places available for the South East Planning Area



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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:

<p>Schools: Earlsmead Grange Heathland Newton Farm Roxbourne Roxeth Vaughan Welldon Park</p>	<p>Main Wards: Rayners Lane Roxbourne Roxeth West Harrow Harrow on the Hill</p> <p>Other Wards: Headstone South Greenhill</p>
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Table 9: Reception projections for the South West Planning Area

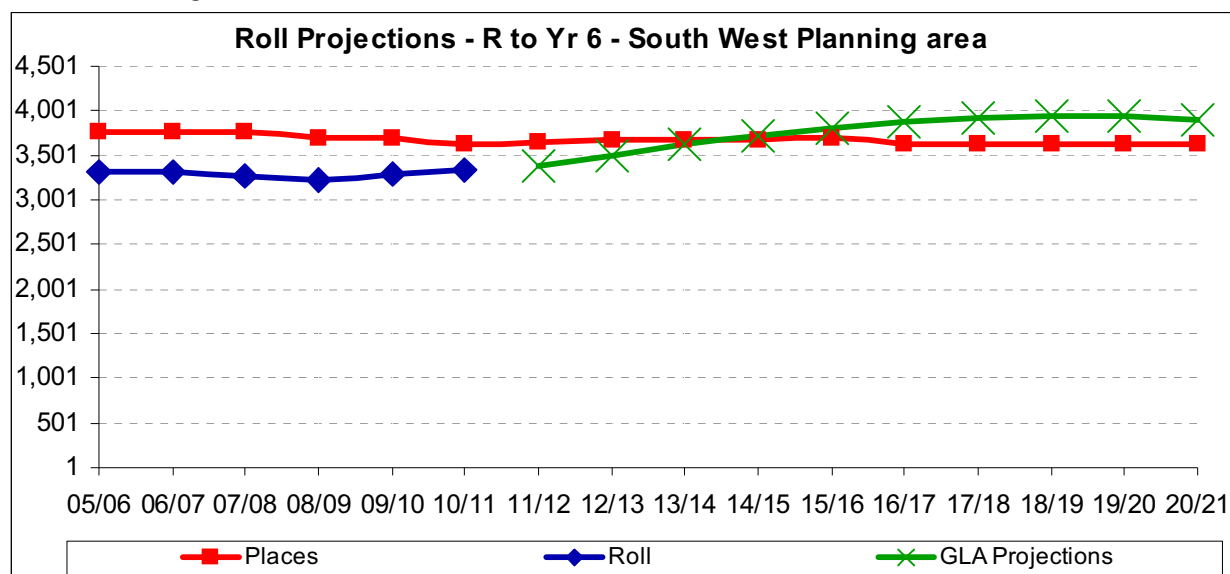
Primary projection area: South West (Community Schools only)						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	437			536		
06/07	446			536		
07/08	490			536		
08/09	469			506		
09/10	505			566		
10/11	496			510		
11/12		515	541	540	0	540
12/13		539	566	540	1	570
13/14		566	594	510	3	600
14/15		571	600	510	3	600
15/16		573	602	510	3	600
16/17		575	604	510	3	600
17/18		574	603	510	3	600
18/19		569	597	510	3	600
19/20		557	585	510	3	600
20/21		548	575	510	2	570

Table 10: 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	Projected demand (GLA)	Places available	Surplus places GLA (%)
05/06	3,313		3,752	11.70%
06/07	3,325		3,752	11.38%
07/08	3,274		3,752	12.74%
08/09	3,219		3,692	12.81%
09/10	3,302		3,692	12.27%
10/11	3,342		3,636	9.74%
11/12		3,387	3,640	6.95%
12/13		3,503	3,674	4.65%
13/14		3,620	3,678	1.58%
14/15		3,707	3,682	-0.68%
15/16		3,802	3,686	-3.15%
16/17		3,869	3,630	-6.58%
17/18		3,927	3,630	-8.18%
18/19		3,950	3,630	-8.82%
19/20		3,935	3,630	-8.40%
20/21		3,896	3,630	-7.33%

Roll projections in Table 10 and Chart 6 show a steady rise in pupil numbers over the next few years, but indicate that places will continue to meet demand, although with a steadily diminishing surplus (3 pupils per year group by 2015/16).

Chart 6: Current number on roll compared to roll projections* and places available for the South West Planning Area



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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:

Schools: Belmont Elmgrove Marlborough Norbury Pinner Park Whitefriars
--

Main Wards: Wealdstone Marlborough Headstone South Greenhill Headstone North
Other Wards: Harrow Weald Hatch End Belmont Kenton West West Harrow

Table 11: Reception projections for the Central Planning Area

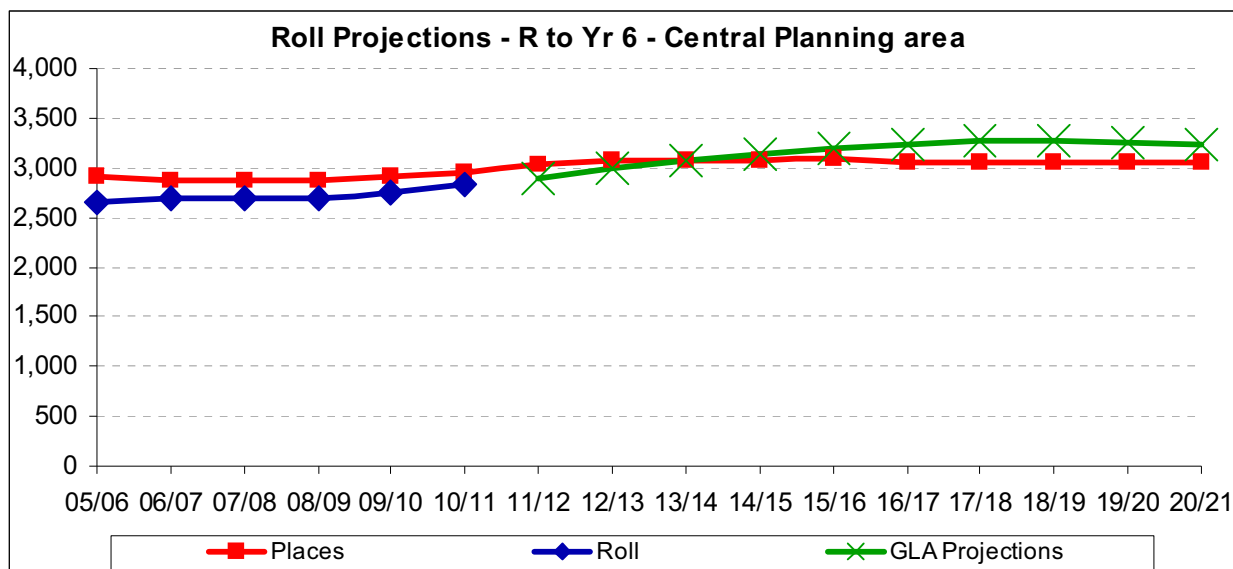
Primary projection area: Central (Community Schools only)						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	374			412		
06/07	388			412		
07/08	407			412		
08/09	403			412		
09/10	436			450		
10/11	440			450		
11/12		444	466	480	0	480
12/13		466	489	480	0	480
13/14		479	503	420	3	510
14/15		477	501	420	3	510
15/16		479	503	420	3	510
16/17		481	505	420	3	510
17/18		481	505	420	3	510
18/19		479	503	420	3	510
19/20		471	495	420	3	510
20/21		464	487	420	2	480

Table 12: Primary projections for the Central Planning Area

Primary projection area: Central (Community Schools)				
Years R to 6 only				
Year	January actual number on roll	Projected demand (GLA)	Places available *	Surplus places GLA (%)
05/06	2,660		2,914	8.72%
06/07	2,685		2,884	6.90%
07/08	2,702		2,884	6.31%
08/09	2,693		2,884	6.62%
09/10	2,750		2,922	5.27%
10/11	2,833		2,960	2.80%
11/12		2,904	3,028	4.10%
12/13		3,000	3,066	2.15%
13/14		3,081	3,074	-0.23%
14/15		3,140	3,082	-1.91%
15/16		3,196	3,090	-3.46%
16/17		3,239	3,060	-5.95%
17/18		3,275	3,060	-7.12%
18/19		3,285	3,060	-7.39%
19/20		3,266	3,060	-6.67%
20/21		3,234	3,060	-5.56%

Table 12 and Chart 7 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 2015/16.

Chart 7: Current number on roll compared to roll projections* and places available for the Central Planning Area



* Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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.

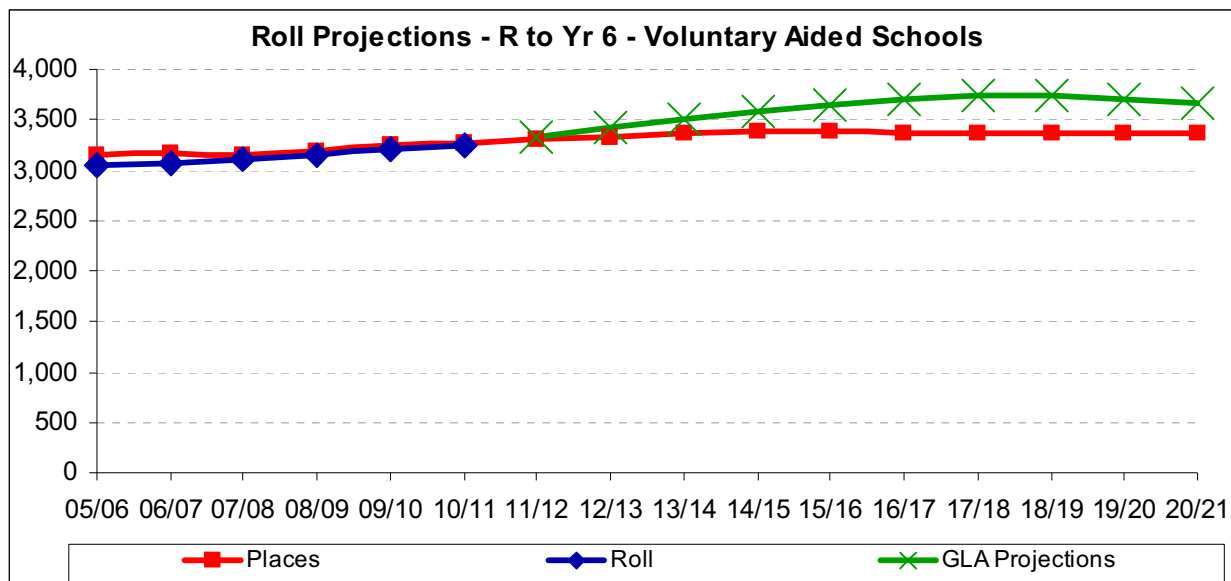
Table 13: Reception projections for Voluntary Aided schools

Primary projection area: Voluntary Aided schools						
Year Reception						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Reception Places available	Proposed Additional FE required*	Total Reception Places Proposed
05/06	433			450		
06/07	440			450		
07/08	449			450		
08/09	469			480		
09/10	506			510		
10/11	477			480		
11/12		501	526	480	2	540
12/13		530	557	510	2	570
13/14		532	559	480	3	570
14/15		534	561	480	3	570
15/16		534	561	480	3	570
16/17		535	562	480	3	570
17/18		534	561	480	3	570
18/19		530	557	480	3	570
19/20		520	546	480	2	540
20/21		513	539	480	2	540

Table 14: Primary projections for Voluntary Aided schools

Primary projection area: Voluntary Aided Schools				
Years R to 6 only				
Year	January actual number on roll	Projected demand (GLA)	Places available *	Surplus places GLA (%)
05/06	3,044		3,147	3.27%
06/07	3,073		3,162	2.81%
07/08	3,114		3,150	1.14%
08/09	3,144		3,180	1.13%
09/10	3,206		3,240	0.81%
10/11	3,255		3,270	0.52%
11/12		3,321	3,300	-0.64%
12/13		3,419	3,330	-2.67%
13/14		3,506	3,360	-4.35%
14/15		3,585	3,390	-5.75%
15/16		3,643	3,390	-7.46%
16/17		3,695	3,360	-9.97%
17/18		3,733	3,360	-11.10%
18/19		3,739	3,360	-11.28%
19/20		3,708	3,360	-10.36%
20/21		3,669	3,360	-9.20%

Chart 8: Current number on roll compared to roll projections* and places available for Voluntary Aided Schools



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Secondary Schools

Secondary school roll projections are presented on the basis of Years 7 to 11 (11 to 15 year olds). 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.

Table 15: Secondary projections for years 7 to 11 in all High Schools

Secondary projections: All High Schools (includes Voluntary Aided)				
Years 7 to 11 only				
Year	January actual number on roll	Projected demand (GLA)	Places available	Surplus places GLA (%)
07/08	10,739		9,122	
08/09	10,659		9,072	
09/10	10,538		9,060	
10/11	10,473		11,040	
11/12		10,420	11,130	6.38%
12/13		10,326	11,160	7.47%
13/14		10,269	11,190	8.23%
14/15		10,388	11,220	7.42%
15/16		10,569	11,160	5.30%
16/17		10,822	11,100	2.50%
17/18		11,098	11,100	0.02%
18/19		11,341	11,100	-2.17%
19/20		11,584	11,100	-4.36%
20/21		11,785	11,100	-6.17%

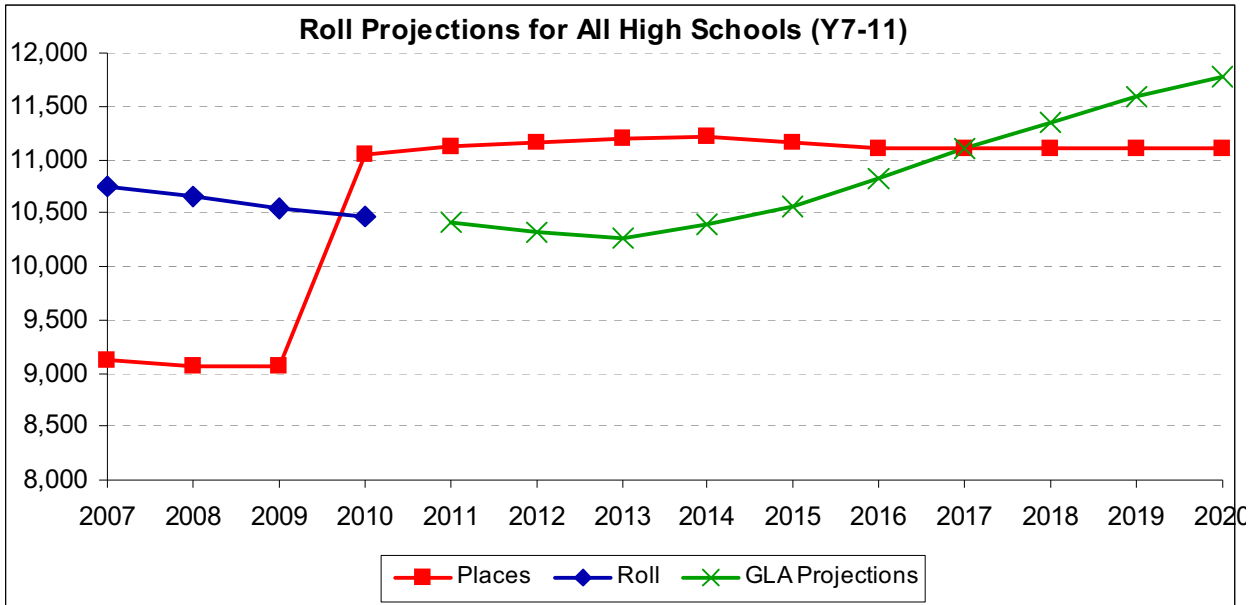
Table 15 and Chart 9 show that the GLA predicts a small decline in the number of pupils in Years 7 to 11 over the next few years. This decline is projected to start increasing in 2014/15. At its highest, in 2013, the surplus would amount to about 200 places in each year group across all Harrow's high schools.

The age of transfer took place in September 2010, with the change in entry to secondary education from the 12+ years to 11+ years. It is not known if the number of pupils staying in Harrow's schools at Year 7 will increase but this could have a significant effect on these figures.

In September 2010, 90 additional places were created in Year 7, to accommodate any increases. The pupil numbers in Year 7 and across high schools will be monitored closely as the school reorganisation embeds.

The local authority is reviewing the projections for high school places and will plan to ensure sufficient places are available to meet the increased demand currently experienced in the primary sector.

Chart 9: Current number on roll compared to roll projections* and places available for all high schools, Years 7 to 11



* Source: Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls
 Note: Prior to September 2010, community school Year 7 places were in the primary sector.

Post 2014, the number of secondary aged pupils is projected to rise as larger numbers of younger pupils move through to the secondary sector, with a small deficit in school places expected for September 2018.

Year 7 Projections for High Schools

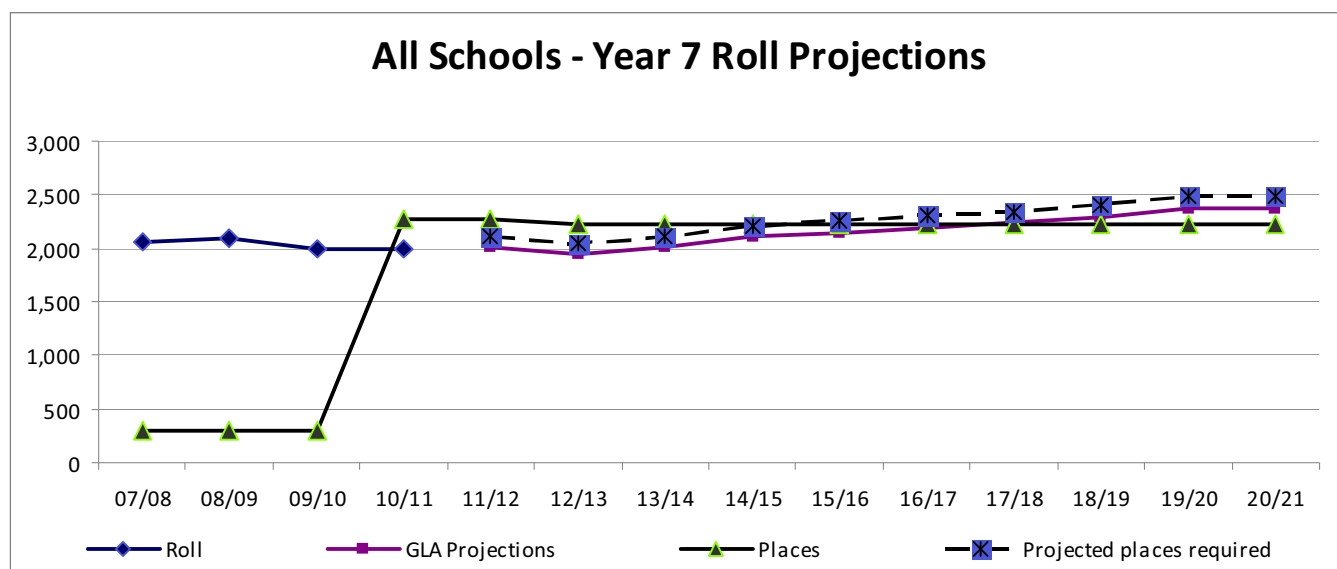
Table 16: Secondary projections for Year 7 in all High Schools

Secondary projections area: All High Schools (includes Voluntary Aided)						
Year 7						
School Year	January actual number on roll	Projected demand (GLA)	Places needed to maintain surplus (GLA + 5%)	Year 7 Places available	Proposed Additional FE required*	Total Year 7 Places Proposed
07/08	2,053					
08/09	2,087					
09/10	1,991					
10/11	1,992					
11/12		2,004	2,104	2,280	-6	2,100
12/13		1,940	2,037	2,220	-6	2,040
13/14		2,013	2,114	2,220	-4	2,100
14/15		2,108	2,213	2,220	0	2,220
15/16		2,143	2,250	2,220	1	2,250
16/17		2,200	2,310	2,220	3	2,310
17/18		2,237	2,349	2,220	4	2,340
18/19		2,287	2,401	2,220	6	2,400
19/20		2,374	2,493	2,220	9	2,490
20/21		2,378	2,497	2,220	9	2,490

* Proposed Additional FE calculates additional places needed to maintain 5% surplus

Source: Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

Chart 10: Current number on roll compared to roll projections* and places available for all high schools, Year 7



Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

Note: Prior to September 2010, community school Year 7 places were in the primary sector.

Table 16 and chart 10 show that the current number of year 7 places is sufficient for the projected number of pupils expected in Harrow's year 7 until 2014/15. A small deficit in places is projected for 2015/16, and is likely to continue and become more substantial by 2016/17. This influx of pupils is inline with the large number of pupils coming into Harrow's Reception year group currently and for the next few years.

Section 3: Accuracy and Methodology

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

Table 17 shows the 2011 pupil numbers that were projected in previous years. These projections were prepared by the GLA in 2007, 2008, 2009 and 2010. The percentage differences between the projections and the actual January 2011 rolls are relatively small for most of the ages and suggest that, over four years, the projections were very accurate indeed.

However, the GLA has under projected with a -1.7% difference in 2007 to -2.5% in 2010.

Table 17: Accuracy of the GLA school roll projections 2011

January		All	4	5	10	11	15	5-10	11-15	5-15
Actual Rolls	2011	2,637	2,622	2,406	1,992	2,145	14,689	10,473	25,162	
Projected in	2007	2,591	2,607	2,420	2,086	2,103	14,965	10,665	25,630	
	% difference	-1.7	-0.6	+0.6	+4.7	-2.0	+1.9	+1.8	+1.9	
Projected in	2008	2,583	2,596	2,392	2,040	2,135	14,808	10,590	25,398	
	% difference	-2.0	-1.0	-0.6	+2.4	-0.5	+0.8	+1.1	+0.9	
Projected in	2009	2,558	2,551	2,381	1,979	2,139	14,564	10,427	24,991	
	% difference	-3.0	-2.7	-1.0	-0.7	-0.3	-0.9	-0.4	-0.7	
Projected in	2010	2,570	2,610	2,363	1,984	2,146	14,600	10,401	25,001	
	% difference	-2.5	-0.5	-1.8	-0.4	+0.0	-0.6	-0.7	-0.6	

Source: Send Harrow - January 2011 - CR - 4P - 2010 Round - 24-5-2011 1554.xls

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 local authority 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.

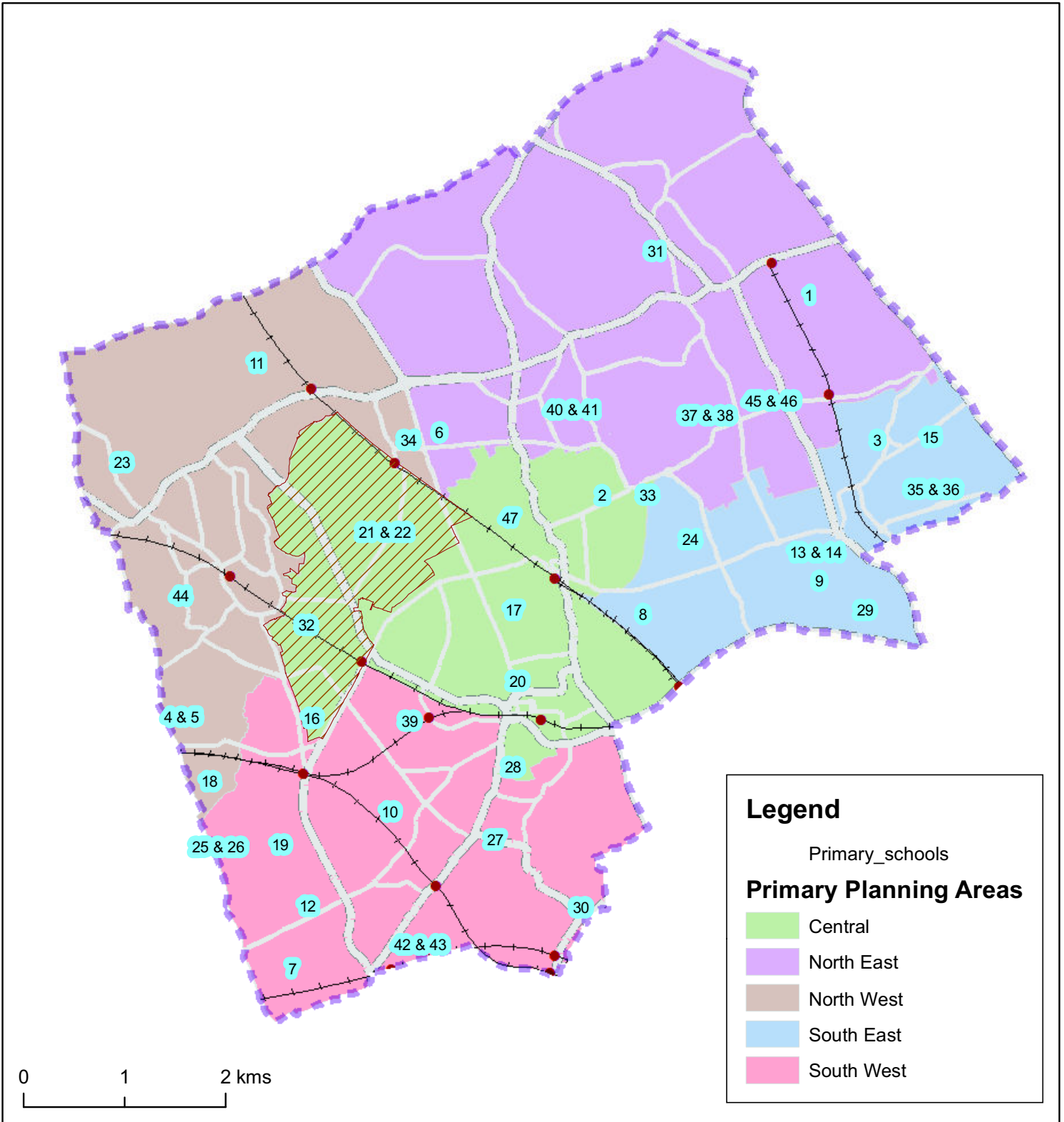
Combined catchment and replacement (CR) ratios

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

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Harrow Primary Schools and Primary Planning Areas



Legend

Primary_schools

Primary Planning Areas

- Central
- North East
- North West
- South East
- South West

No. School	No. School	No. School	No. School
1 Aylward Primary School	13 Kenmore Park Infant and Nursery School	25 Roxbourne Infant School	37 Stanburn First School 4-7 years
2 Belmont School	14 Kenmore Park Junior School	26 Roxbourne Junior School	38 Stanburn Junior School
3 Camrose Primary School with Nursery	15 Krishna-Avanti Primary School	27 Roxeth Primary School	39 Vaughan Primary School
4 Cannon Lane First School (4-7 years)	16 Longfield Primary School	28 St.Anselm's Catholic Primary School	40 Weald Infant and Nursery School
5 Cannon Lane Junior School	17 Marlborough Primary School	29 St.Bernadette's Catholic Primary School	41 Weald Junior School
6 Cedars Manor School	18 Moriah Jewish Day School	30 St.George's Primary Catholic School Harrow	42 Welldon Park Infant and Nursery School
7 Earlsmead Primary School	19 Newton Farm Nursery Infant and Junior School	31 St.John's Church of England School	43 Welldon Park Junior School
8 Elmgrove Primary and Nursery	20 Norbury School	32 St.John Fisher Catholic Primary School	44 West Lodge Primary School
9 Glebe Primary School	21 Pinner Park Infant and Nursery School	33 St.Joseph's Catholic Primary School	45 Whitchurch First School and Nursery
10 Grange Primary School	22 Pinner Park Junior School	34 St.Teresa's Catholic Primary School and Nursery	46 Whitchurch Junior School
11 Grimsdyke School	23 Pinner Wood School	35 Stag Lane Infant and Nursery School	47 Whitefriars Community School
12 Heathland School	24 Priestmead Primary School and Nursery	36 Stag Lane Junior School	

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Schools in the Primary Planning Areas

As at 1 September 2011

The first three columns list the primary sector community schools in the five geographic Primary Planning Areas (PPA). Voluntary aided schools form a separate PPA of their own. However, they are listed in the fourth column with the two special schools to show within which geographic PPA they are located.

North East Primary Planning Area (GLA Planning Area 1):

Combined Infant & Junior	Infant	Junior	Voluntary aided
Aylward	Stanburn	Stanburn	<i>St John's C of E</i>
	Weald	Weald	
	Whitchurch	Whitchurch	

North West Primary Planning Area (GLA Planning Area 2):

Combined Infant & Junior	Infant	Junior	Voluntary aided
West Lodge Pinner Wood Grimsdyke Longfield Cedars Manor	Cannon Lane	Cannon Lane	<i>Moriah St John Fisher St Teresa's</i>

South East Primary Planning Area (GLA Planning Area 3):

Combined Infant & Junior	Infant	Junior	Voluntary aided
Glebe Camrose Priestmead	Kenmore Park Stag Lane	Kenmore Park Stag Lane	<i>Krishna-Avanti St Bernadette's</i>
			Special
			<i>Woodlands</i>

South West Primary Planning Area (GLA Planning Area 4):

Combined Infant & Junior	Infant	Junior	Voluntary aided
Earlsmead Heathland Grange Newton Farm Roxeth Vaughan	Roxbourne Welldon Park	Roxbourne Welldon Park	<i>St George's</i>
			Special
			<i>Alexandra</i>

Central Primary Planning Area (GLA Planning Area 5):

Combined Infant & Junior	Infant	Junior	Voluntary aided
Belmont	Pinner Park	Pinner Park	<i>St Anselm's</i>
Elmgrove			<i>St Joseph's</i>
Marlborough			
Norbury			
Whitefriars			

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 7 November 2011

Subject: **INFORMATION REPORT – Local
Authority Strategic Role for
Education in Harrow – Update
Paper**

Responsible Officer: Catherine Doran, Corporate Director of
Children’s Services

Exempt: No

Enclosures: Annexe A - Summary of the DfE
Schools White Paper and Education Bill
Implications

Section 1 – Summary

This report provides the Education Consultative Forum with an update to the June 2011 report about the future strategic role of the Council for education in Harrow.

FOR INFORMATION

Section 2 – Report

1. At its meeting on 27 June 2011, the Education Consultative Forum received an information report about the *Local Authority's Strategic Role for Education in Harrow* outlining some of the changes to schools and the Council arising from the proposed Education Bill 2011.
2. This report updates the Forum on developments in the areas described in the June report and adds commentary on new aspects of the emerging Local Authority education role for information.

Section 3 – Further Information

3. A report was presented to Cabinet at its meeting on 19 May 2011, which included an update from the Education Consultative Forum. Cabinet agreed in principle to the education consultation mechanisms being reviewed and revised and recommendations being brought back to a future meeting of Cabinet. Cabinet requested a further report be received in the Autumn to confirm the progress in the following areas:
 - Decision Making and Consultation Forum
 - Strategic Role for Schools
 - Support services for Schools.
4. At its meeting on 27 June 2011, the Education Consultative Forum noted the information report and agreed that the role of the Forum would need to be re-considered as and when further detail of the White Paper proposals, and the subsequent legislation, was confirmed. The Education Bill is currently in the Report Stage of the House of Lords and is likely to receive Royal Assent later this year or in early spring 2012.
5. Attached at Annexe A is a summary of the DfE Schools White Paper and Education Bill Implications. The Annexe summarises the future role of the Local Authority by key areas. High level details are then provided on the emerging Government policy, the local position in Harrow and an up-date for October 2011.
6. Work will be progressed by officers in the coming months to ensure that the Local Authority's strategic responsibilities are delivered, principally in the implementation of the New Operating Model within Children's Services.

Section 4 – Financial Implications

7. There are no immediate financial implications arising from this report as the review will be undertaken from within existing resources. If the review proposes changes to services these would be subject to further consideration and approval, with any financial implications highlighted and incorporated into the Council's Medium Term Financial Strategy.

Section 5 – Equalities Implications

8. An Equalities Impact Assessment has not been undertaken at this stage, and will be undertaken when officer work is progressed in relation to any future recommendations.

Section 6 – Corporate Priorities

9. These considerations will support the Council’s Corporate Priorities for 2011-2012:
- United and involved communities: a Council that listens and leads
 - Supporting and protecting people who are most in need

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	17 October 2011		

Section 7 – Contact Details and Background Papers

Contact: Adrian Parker, Head of Education Strategy and School Organisation, Children’s Services, 020 8736 6522

Background Papers:

Report to Education Consultative Forum on 27 June 2011

<http://www2.harrow.gov.uk/documents/s89167/INFORMATION%20REPORT%20-%20Local%20Authority%20Strategic%20Role%20for%20Education%20in%20Harrow.pdf>

Report to Cabinet on 19 May 2011 - Local Authority’s Strategic Role for Education in Harrow

<http://www2.harrow.gov.uk/ieListDocuments.aspx?CId=249&MId=60264>

The Importance of Teaching: The Schools White Paper 2010

<http://www.education.gov.uk/b0068570/the-importance-of-teaching/>

The Education Bill 2011

<http://www.education.gov.uk/aboutdfe/departmentalinformation/educationbill/a0073748/education-bill>

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Summary of the DfE Schools White Paper and Education Bill Implications

The table below summarises the future role of the Local Authority by key areas. High level details are then provided on the emerging Government policy, the local position in Harrow and an update for October 2011.

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
School Provision				
Support parents and families through promoting a good supply of strong schools	Changes in bringing forward proposals for new schools, free schools and academies. Presumption that all new schools will be academies. Some exceptions do apply and local authorities will be able to bring forward proposals. For example, a replacement school or combined primary school for separate infant and junior schools.	<ul style="list-style-type: none"> School Place Planning Strategy and Primary School expansion programme to meet increasing demand. Amalgamation Policy Programme to increase ASD provision in mainstream schools. Pressure on special school places Projected pressure on high school places Impact of potential academy status on place planning. 	<ol style="list-style-type: none"> Review guidance when available and implications for School Place Planning Strategy and related policies e.g. national Academies programme and locally Amalgamation Policy. Mainstream conversion process to academy e.g. as in implementation of amalgamation policy. Consider implications for consultation and decision making process eg Education Consultative Forum. Investigate James recommendations in line with current review of schools capital, including developing schemes, commissioning and monitoring delivery and governance arrangements. 	<ol style="list-style-type: none"> Report to Cabinet in July on School Expansion Programme. Working Group with Primary Headteachers established. Consultation on proposed Primary Expansion programme from 10 October to 11 November 2011. Report to Cabinet in December with recommendation for schools to be expanded. Initial discussions with secondary and special school headteachers to address rising pupil numbers underway. Seven high schools converted to Academy status from 1 August 2011. Academies Toolkit developed. Briefing Session
Securing sufficient high quality places for 0-19 including early years and SEN	School capital funding – James Review recommendations published April 2011			

				<p>for Primary Schools in July 2011.</p> <p>viii. Free school application by I-Foundation accepted by DFE. Application proposes a 2 form entry primary and a 6 form entry secondary school in Harrow, to start in September 2012.</p> <p>ix. The Local Authority has:</p> <ul style="list-style-type: none"> a) submitted 11 applications for re-building through the Priority School Building programme; b) identified the need for a capital programme, either using DFE or local funding, to implement the proposed Primary Expansion programme; c) identified modest funding for schools implementing bulge classes in September 2012.
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Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
School Improvement				
<p>Local authority to champion interests of pupils and communities by challenging under performance and focus on issues across more than one school.</p>	<p>Removal of School Improvement Partners (SIPs) and requirement for schools to publish a School Profile.</p> <p>Government to increase the data available on schools including performance, expenditure and new indicators on pupil progress.</p> <p>Local authorities to challenge under-performance and undertake scrutiny</p> <p>Secretary of State to direct a LA to close schools causing concern.</p> <p>Local Authorities to determine own school improvement strategies.</p> <p>Local Authorities to submit plans for schools causing concern to the DfE.</p>	<ul style="list-style-type: none"> • Development of Harrow School Improvement Partnership (HSIP) with effect from September 2011. • Education Strategy and School Organisation services (ESSO) to commission Harrow School Improvement Partnership (HSIP) for support to schools. 	<ol style="list-style-type: none"> 1. Continued support for the development of HSIP. 2. Explore the Local Authority School Improvement role including, reporting to DfE on schools causing concern, scrutiny functions and reporting to members. 3. Secure sufficient capacity to support data review and analysis. 4. Develop the role of schools as universal providers within the new operating model for children's services. 	<ol style="list-style-type: none"> i. Local Authority monitoring of schools embedded as a responsibility of Education Strategy and School Organisation (ESSO). ii. HSIP launched in September 2011. iii. HSIP commissioned by ESSO to provide support for all schools, but particularly those schools causing concern.

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
<p>Admissions and Access</p> <p>Local authorities will co-ordinate admissions and ensure fair access to all schools as part of their democratic mandate to act on behalf of its population.</p>	<p>Remove the requirement to have an Admissions Forum and report to the Schools Adjudicator annually.</p> <p>Simplify the Admissions Code of Practice following consultation.</p>	<ul style="list-style-type: none"> • Current operation of the pan-London co-ordinated admissions for all schools community and voluntary aided. • Potential service for buy-back to academies. 	<ol style="list-style-type: none"> 1. Respond to the consultation on the Admissions Code of Practice. 2. Monitor impact of academies. 3. Consider options for commercial development. 4. Consider function role of the Admissions Forum. 	<ol style="list-style-type: none"> i. Response to Admissions Code of Practice and Appeals Code of Practice Consultation agreed by Admissions Forum July 2011. ii. Fair Access Panel and additional Year 1 class at Camrose Primary school used to provide school places for all Harrow residents in September 2011. iii. Awaiting outcomes of Government consultation on Admissions Code of Practice. iv. Consultation on Sept 2013 admissions arrangements in Autumn. Determination by 15 April 2012 v. Draft Admissions Service Level Agreement in place for academies.

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
SEN				
Government's SEN and Disability Green Paper - Support and Aspiration	The green paper sets out a wide range of proposals aimed at creating a radically different system to support better life outcomes for children with SEN or disability.	<ul style="list-style-type: none"> Current Children's Services operating model makes reference to the Green Paper. It proposes some changes for the SEN services including contributing education psychology resource to the integrated Services Teams. However, the new operating model consultation states that the service will be reviewed when the outcomes of the Green Paper are known. SEN engagement in the planning of school provision, especially special schools. 	<ol style="list-style-type: none"> Consider the implications of the Green Paper and the development of the ESSO function and new operating model. Maintain essential contribution to the school place planning function. 	i. On-going

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
Other Statutory Functions: e.g. Governors.				
	In addition, to the provisions within the Bill there needs to be consideration of the continuing responsibilities of the local authority.	<ul style="list-style-type: none"> Proposals for the statutory functions to be included within the Education Strategy and School Organisation (ESSO) strand of Children's Services. Consideration of those responsibilities transferred to academies. 	1. Develop the ESSO function aligned with the Bill and remaining functions.	<ul style="list-style-type: none"> Statutory responsibilities for education embedded in new ESSO organisation or identified in other Divisions of Childrens Services. Appointment of LA governors to academies completed.

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
School Support Service Provider				
	Increasingly autonomous schools exercising choice of provider for services and a support from the government to improve value for money through procurement support.	<ul style="list-style-type: none"> Provider of a range of services, across the council through service level agreements. Impacts of schools becoming academies or seeking alternative providers of services. Academies Working Group considering implications for the Council of the schools' changing status 	<ol style="list-style-type: none"> Consider a corporate approach to reviewing how services can be developed for the market place. Establish corporate mechanism to manage the transfer of schools to academy status. 	<ul style="list-style-type: none"> Revised approach to provision of services to all schools being developed by the Local authority in autumn 2011. Consideration of Local Authority service level agreements with Academies discussed with headteachers and business managers in summer 2011. Revised service agreements to be proposed and/or tendering for service provision by Local Authority in autumn 2011.

Function	Government Policy	Local Position	Matters for Consideration	Update Position October 2011
<p>Schools Forum and School Funding</p> <p>Principle to devolve maximum funding to schools, provide tools to ensure efficient use of resources and for schools to realise efficiencies through procurement and back office savings</p>	<p>Education Funding Agency established to directly fund academies and replace YPLA.</p> <p>Proposals for a National School Funding Formula.</p> <p>Introduction of pupil premium.</p> <p>Aligning funding for post 16 providers e.g. schools and sixth form colleges.</p> <p>James Review – recommendations published April 2011.</p>	<ul style="list-style-type: none"> • Schools Forum is the decision making forum for the Schools Funding Formula. • Assessing financial implications of academy status. 	<ol style="list-style-type: none"> 1. Respond to the consultation on the national funding formula. 2. Explore decision making processes re funding 3. Consider the implications of the James Review Recommendations. 4. Academy implications 	<ol style="list-style-type: none"> i. Response to the first and second consultations on the National Funding Formula returned to DFE. Outcomes expected late autumn. ii. On-going review of the implications for the Local Authority and its services, and for maintained schools, of top slicing LA budgets for academy funding. iii. Corporate appointment of interim manager to lead review.

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 7 November 2011

Subject: **INFORMATION REPORT -
Outcomes of Rising 5 and 11+
allocations for 2011-12**

Responsible Officer: Adrian Parker, Head of Education
Strategy and School Organisation

Exempt: No

Enclosures: Appendix 1 - Rising 5 allocation
Appendix 2 - 11+ allocation

Section 1 – Summary

This report sets out the outcome of the allocation of places for the 2011-12 academic year.

To provide Members of the Education Consultative Forum with information about the allocation of places in Harrow community and voluntary aided schools for the 2011-12 academic year.

FOR INFORMATION

Section 2 – Report

This report updates members of the Forum on the outcomes of the allocation of places for Reception class and 11+ transfer for the 2011-12 academic year.

Appendix 1 gives details of how places were allocated to reception classes in Harrow's community primary schools. This year is the first year that rising 5 applications have been co-ordinated across 33 London Boroughs. Parents had to apply through their home authority and each applicant only received one offer.

Appendix 2 gives information about the 11+ transfer allocation. All Harrow applicants were offered a high school place to start in September 2011.

The overall successful first preferences over the past three years for transfer to Harrow community schools are as follows:

ALLOCATIONS	2011-12	2010-11	2009-10
Reception	79%	77%	74%
11+ transfer	81%	87%	N/A

To meet the demand for reception places, 8 bulge classes were opened for September 2011. All on time Harrow applicants were offered a school place to start in September 2011.

Section 3 – Further Information

All relevant information is detailed in the report.

Section 4 – Financial Implications

There are no financial implications arising from this report.

Section 5 – Equalities Implications

There are no equalities implications arising from this report.

Section 6 – Corporate Priorities

This report supports the Corporate Priority to improve support for vulnerable people. Monitoring the admission arrangements to ensure there is consistency and reliability in the approach to school admissions supports the vulnerable and hard to reach in the community.

Name: Emma Stabler



on behalf of the
Chief Financial Officer

Date 20 October 2011

Section 7 - Contact Details and Background Papers

Contact: Noreen Severyn, Deputy Manager, Admissions Service,
020 8424 1025

Background Papers: None

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Appendix 1: allocation to reception classes in Harrow's community primary schools

2011/12

SCHOOL	Places available	Total number of preferences expressed	total OFFERS	SEN	CLA	MED CHILD	MED PARENT	SIBLING	DISTANCE	offered to distance in miles	Total no. expressed school as 1st pref	1st prefs offered	% of 1st ranked offered	Successful Appeals
Aylward	60	197	60					31	29	0.767	67	53	79.10%	
Beimont	60	264	60					28	32	0.433	68	53	77.94%	
Camrose	30	122	30					10	20	0.563	33	26	78.79%	
Cannon Lane	90	508	90					40	50	0.426	119	83	69.75%	1
Cedars	90	136	90					28	62	1.87	58	47	81.03%	
Earlsmead	60	123	60					20	40	3.137	34	27	79.41%	
Elmgrove	90	240	90	1				34	56	2.315	67	61	91.04%	
Glebe	90	211	90					31	59	2.931	58	56	96.55%	
Grange	90	158	90					26	64	1.257	45	42	93.33%	
Grimdyke	60	359	60	1		1		25	33	0.492	77	58	75.32%	
Heathland	90	222	90					37	53	3.188	72	66	91.67%	
Kenmore Park	120	234	120					47	73	2.09	72	66	91.67%	
Longfield	90	460	90	2				26	62	0.553	77	54	70.13%	
Marlborough	60	345	60					27	33	0.226	104	56	53.85%	
Newton Farm	30	506	30					10	20	0.143	133	30	22.56%	
Norbury	90	296	90					23	67	0.551	87	68	78.16%	
Pinner Park	120	557	120					31	89	0.814	104	91	87.50%	
Pinner Wood	60	164	60					20	40	1.758	34	31	91.18%	
Priestmead	90	380	90					41	49	0.599	108	87	80.56%	
Roxbourne	90	254	90		1			32	57	0.871	63	53	84.13%	
Roxeth	60	258	60					21	35	0.489	70	45	64.29%	
Stag Lane	90	220	90	1				44	45	0.335	106	84	79.25%	
Stanburn	120	477	120	1			1	46	72	0.916	115	95	82.61%	
Vaughan	60	295	60			1		26	33	0.296	85	58	68.24%	
Weald	120	189	120					35	85	1.824	59	53	89.83%	
Weildon Park	60	187	60					33	27	0.479	66	56	84.85%	
West Lodge	90	505	90					54	36	0.38	165	90	54.55%	
Whitchurch	90	558	90				1	32	57	0.656	131	84	64.12%	
Whitefriars	60	133	60					19	41	0.512	42	37	88.10%	
Totals	2,310	8558												

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Appendix 2: Admissions to High School (11+) for the 2011/12 Academic Year

Community High Schools 2011/12	PAN - Planned Admissions Number	SEN	Children Looked After	Medical Children	Medical Parent	Sibling Link	Random Alloc+ Distance	Total places offered	1st pref apps	Tie-break distance Offered to (miles)	1st pref offers	% 1st pref success	Appeals heard	Appeals success
Bentley Wood	180	2	0	0	0	34	144	180	142		142	100%		
Canons	180	1	1	1	0	33	144	180	120		120	100%		
67 row	180	1	0	0	0	15	138	154	50		50	100%		
Hatch End	300	5	1	0	0	81	213	300	172		172	100%		
Nower Hill	300	7	2	1	0	120	170	300	352	1.002m	227	64%	42	4
Park	300	5	1	1	0	85	208	300	281	0.962m	230	82%	11	1
Rooks Heath	270	0	0	0	0	45	151	196	79		79	100%		
Whitmore	270	11	0	0	0	79	180	270	316	0.874m	210	66%	20	1
TOTALS	1980	32	5	3	0	492	1204	1880	1512		1230		73	6

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 7 November 2011

Subject: **INFORMATION REPORT -
Academies Update**

Responsible Officer: Adrian Parker, Head of Education
Strategy and School Organisation

Exempt: No

Enclosures: None

Section 1 – Summary

This report provides Members an up-date on the conversion of 7 high schools to academy status.

FOR INFORMATION

Section 2 – Report

Introduction

1. On 1 August 2011, 7 high schools in Harrow converted to academies. The schools are Bentley Wood, Canons High, Harrow High, Hatch End, Nower Hill, Park, and Rooks Heath College. The academy conversion process and progress was reported to Members including three reports to Education Consultative Forum in March, April and June 2011.

Options considered

2. Harrow has a history of good partnership working between Council, schools, governors, parents and young people. In the report to the Education Consultative Forum in April, elected members stated their position on academies and their preference for schools to remain within the family of schools in the borough. However, they confirmed their commitment that the Council would support the schools and work in partnership with them regardless of the outcome regarding academy status.
3. The decision to convert to academy status lies with the governing bodies of schools and the secretary of state.

Current situation

4. Outstanding issues reported to EdCF at the report in June 2011, were resolved including the pension arrangements for transferring staff. In July a briefing session was held for governors and headteachers across school sectors to outline the process to become an academy and highlighted some key issues to consider.
5. Officers are unaware of other schools considering academy status, though one infant sector school has registered interest with the Department for Education. However, officers have a comprehensive set of documents to support the process should other schools consider academy status.

Other Matters Arising

6. There are a small number of issues that are being addressed by the council as a result of the schools becoming academies. The most significant of these issues is around funding which is further complicated because of the infancy of the academy status and the emerging government policy. The key points are outlined below.

School Funding Consultation and Academy Funding.

7. Before the Academies were established, all Harrow Schools were funded by the Dedicated Schools Grant (DSG). This is allocated to Harrow based on pupil numbers. Most of this funding is passed to schools although some of this funding is retained by the local authority to fund central expenditure. This is mainly specialist education needs (SEN) provision. From 1 August 2011, the Academies received their funding direct from the government via the Young Peoples Learning Agency (YPLA). The DSG funding to Harrow has been reduced by the

amount now provided directly to the academies. Officers have been working with the YPLA to ensure that the clawback is correct.

8. From 1 August 2011, the Academy budgets included extra funding for the additional responsibilities taken on. This is known as Local Authority Central Spend Equivalent Grant (LACSEG).

Government Consultation on School Funding

9. The government is reviewing funding for all schools, including Academies. In April 2011, the government launched an initial consultation on school funding *School Funding Reform: Rationale and Principles*. This has been followed with further consultations including *Proposals for a Fairer Funding System* in July 2011 and *Future Arrangements for LACSEG*. The implementation timetable for the proposed changes is yet to be confirmed but it will be 2013/14 at the earliest. There will be transitional arrangements to avoid school budget turbulence though the details are not known.

Service Level Agreements

10. All schools, including academies are able to purchase services from the local authority or other providers. Harrow Council has a range of service level agreements that schools buy. These include building maintenance, legal services, payroll, music service and cleaning. This is a considerable income to the council of approximately £4.5m.
11. The 7 academies agreed to continue their existing SLA with the Council until March 2012. The Council are working to develop their services to maintain and build their customer base and have employed an Interim Commercialisation Manager to bring this work together.
12. The commercialisation project has been initiated to identify and maximise opportunities for increasing external income and to minimise any potential losses of income from schools switching to private sector providers. The project is structured into three themes:
 - External Fees & Charges
 - Services to Schools (Service Level Agreements)
 - Academy tendering programme
13. The focus for the Fees & Charges workstream will be to secure agreement of a charging strategy which will be closely aligned to the Council's Corporate Priorities, protecting vulnerable groups, delivering policy intentions, providing a clear narrative on subsidy and raising revenue from key external sources.
14. Project work in Services to Schools is initially focussed on delivery standards and making an active response to the satisfaction survey results. Many providers have been given very positive feedback from the schools; others have not delivered the expectations of their customers. The project is aiming to investigate and refocus services where failures have been noted, and expected improvements will be highlighted and explained in the 2012/13 SLA offer that will be sent to

all schools in December 2011. Work is also progressing on designing some new services to schools which amongst others is likely to include a procurement and purchasing service.

15. Academy schools are assessing the tendering options for Legal Services, Payroll & Contracts and Human Resources. The Council are working proactively with the Academy tendering group and are intending to submit tenders at the point when formal tendering processes are initiated.

Section 3 - Further Information

All relevant information is contained within the report.

Section 4 - Financial Implications

16. Following conversion the academies receive their funding from the Young People's Learning Agency (YPLA). In 2011/12 the council is expecting the YPLA to clawback DSG in respect of the school budgets of £29.1m. Although all the data on the clawback has been submitted to the DfE they have yet to confirm these totals.
17. The DfE will also clawback a further £126k of Dedicated Schools Grant (DSG) in respect of central expenditure services where duties have transferred to the Academies. These include admissions, the Ethnic Minority Achievement Service and some Harrow Tuition Service spend on behavioural support. If the loss of DSG is not recouped through charging for these services then these services will need to look at alternative ways of meeting the resulting budget pressure.
18. The Academies also receive Local Authority Central Spend Equivalent Grant (LACSEG) in respect of local authority funded services. The DfE are currently funding this element of LACSEG from a national top slice of local government funding in 2011/12 and 2012/13. In Harrow this top slice totalled £1m across the 2 years. One of the key issues was that the top slice impacted all LAs equally and took no account of the number of academies that actually convert.
19. In the summer the DfE issued a consultation proposing that the reduction to LA Formula Grant should reflect the cost to the DfE of providing LACSEG funding to academies. As the actual number of conversions are significantly more than were expected they are proposing to recoup more LA Formula Grant in 2011/12 and 2012/13 where authorities have had higher numbers of academy converters. Due to the 7 schools converting Harrow now has one of the highest proportions of pupils in academies. Consequently the adjustment proposed in the consultation will be detrimental to Harrow. The extent of any further adjustment is unclear as there are so many unknown variables. However if they look to recoup the full cost of the actual LACSEG paid to the 7 academies the council could potentially lose a further £775k of formula grant in addition to the £1m already top sliced.

The DfE have yet to issue their updated proposals following the consultation.

20. In addition, on 4 October 2011 the DfE issued a further consultation proposing to include school specific contingency in the DSG element of LACSEG. A response has been submitted opposing this as it will result in the clawback of funding currently held for new high value costed statements and funding for additional classes and pupil growth.

Risk Management Implications

21. A project management approach was adopted to create a programme to meet the demanding timetable for the conversion to academy status. This included a risk log to record key risks and manage them as part of the programme governance.

Section 5 - Equalities implications

22. Was an Equality Impact Assessment carried out? Yes
23. Equalities implications were considered throughout the process of the academy conversion and brought to the attention of the Governing Bodies as decision-makers in relation to the conversion.

Section 6 - Corporate Priorities

24. These considerations will support the Council's Corporate Priorities for 2011-2012:
- United and involved communities: A Council that listens and leads.
 - Supporting and protecting people who are most in need.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	21 October 2011		

Section 7 - Contact Details and Background Papers

Contact: Johanna Morgan, Education Professional Lead, Education Strategy and School Organisation, 020 8736 6841.

Background Papers: Reports to Education Consultative Forum on 1 March 2011, 6 April 2011 and 27 June 2011, and reports to Cabinet (all publicly available on Harrow Council website).

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 7 November 2011

Subject: **INFORMATION REPORT –
Harrow Pupils’ Attainment and
Progress: Summer 2011
(Provisional)**

Responsible Officer: Catherine Doran, Corporate Director of
Children’s Services

Exempt: No

Enclosures: None

Section 1 – Summary

This report sets out the provisional results for Harrow pupils in the relevant key stage assessments for their age in 2011. All are subject to further checks and revisions. Finally validated results are not available until early 2012.

FOR INFORMATION

Section 2 – Report

Early Years Foundation Stage (EYFS): Ages 0-5

- Standards have continued to rise in the EYFS in response to the priority given by schools and the LA to this area.
- While standards have risen, the gap in attainment between the average and the lowest performing 20% has also narrowed.
- The key indicator of the percentage achieving at least 78 points and who have at least 6 in PSE and CLL has shown a significant improvement since 2009. While children attaining well in this indicator are likely to do well by the end of Key Stage 1 predictions should be treated with caution.
- From 2007 to 2010 the EYFS outcomes in Harrow improved at a higher rate than the national average.

Harrow EYFS Outcomes	2011 (%)	2010 (%)	2009 (%)	2011 results compared to 2010 (2009)	National 2011 (2010)
% achieving at least 78+ AND 6+ in PSE AND CLL	56.2	53	50	3.2 (6.2)	59 (53)
LA % gap between median and bottom 20%	36.5	37.7	38.1	-1.2 (-1.6)	31.3 (32.7)
% achieving 6+ in Personal Social Emotional development (PSE)	74.0	72	69	2.0 (5)	79 (77)
% achieving 6+ in Communication Language and Literacy development (CLL)	60.2	57	55	3.2 (5.2)	62 (59)
% achieving 6+ in PSE AND CLL	56.2	54.0	50	2.2 (6.2)	59 (56)
% achieving 6+ in Problem Solving Reasoning and Numeracy (PRN)	68.2	66	65	2.2 (3.2)	74 (72)
% achieving at least 78+ points across Foundation Stage Profile	75.0	71.3	69.5	3.7 (5.5)	79 (77)

Key Stage 1: Ages 5-7

- Standards by the end of Key Stage 1 exceed national outcomes. Harrow has improved against all measures in 2011 while national averages have remained constant overall.
- Harrow's relative improvement is largely attributable to the improvement in boys' reading and writing this year. Although boys have improved they continue to do less well than girls in English. They have caught up with girls in the numbers achieving the national standard for mathematics and continue to do better than girls at the higher level in mathematics.

% of Pupils Attaining	Harrow 2011			Harrow 2010 (All Pupils)	Harrow 2011 compared to 2010	National 2011	National 2010
	Boys	Girls	All				
Reading L2+	87	90	88.5	86	2.5	85	85
Writing L2+	83	89	85.6	84	1.6	81	81
Maths L2+	91	91	90.8	90	0.8	90	89
Reading L3+	26	32	29	28	1	26	26
Writing L3+	15	22	18	16	2	13	12
Maths L3+	28	23	25.6	24	1.6	20	20

Key Stage 2: Ages 7-11

- All Key Stage 2 outcomes show performance above national averages in 2011.
- Standards continue to be above national averages in all areas and progress is broadly in line with the national average.
- There has been a national fall in reading standards this year. The fall in standards in the higher level of reading in Harrow reflects the national picture.
- Standards in writing have improved and more students are achieving the national expectation in mathematics.
- There is a national recognition that the tests in writing need to be reviewed to better reflect the skills and understanding of pupils in this area.
- From 2007 to 2010 Key Stage 2 outcomes in Harrow improved at a higher rate than the national average.
- Harrow is ranked 2nd in London and 1st in Outer London for low levels of unauthorised absences in primary schools.
- For overall level of absence Harrow is ranked 20th in London and 108th nationally.

% of Pupils Attaining	Harrow 2011			Harrow 2010	Harrow 2011 compared to 2010	National 2011	National 2010
	Boys	Girls	All				
English L4+	81	88	84	85	-1	81	81
English L5	25	37	31	38	-7	29	33
Reading L4+	83	89	86	87	-1	84	84
Reading L5	39	48	43	55	-12	42	51
Writing L4+	73	83	78	76	2	75	71
Writing L5	17	29	23	22	1	20	20
Maths L4+	84	81	83	82	1	80	80
Maths L5	44	39	42	42	0	35	35
Both Maths and English L4+	76	78	77	77	0	74	74
Both Maths and English L5	22	27	25	30	-5	21	23

Adding Value from Key Stage 1 to Key Stage 2 (all schools with Year 6):

- Pupils continue to make better progress from Key Stage 1 to 2 than the national average in both English and mathematics.

% of Pupils Making Expected Progress	2011 Boys	2011 Girls	2011 All	Harrow 2010	Harrow 2011 compared to 2010	National 2011	National 2010
2 Levels of Progress in English	84	90	87	88	-1	83	83
2 Levels of Progress in Maths	87	85	86	85	1	82	82

Key Stage 4: Ages 14-16

- Standards of attainment at Key Stage 4 continue to be significantly above the national average and Harrow's schools continue to be among the highest performing nationally for adding value from Key Stage 2.
- 5A*-C GCSEs including English and mathematics have improved on last year and are the highest achieved in the authority. This year shows Harrow's year on year improvement in this measure comparable to, or better than, the best of previous years.
- Provisionally, Harrow is placed 20th in the country for 5A*-C GCSEs including English and maths (27th in 2010), 6th in Outer London and 8th in London as a whole.
- For the new English Baccalaureate measure Harrow is ranked 11th in the country (19th in 2010), 5th in Outer London and 6th in London as a whole.
- A number of schools have achieved their best ever outcomes and all schools are well above the national standards, previously called floor targets.
- Harrow is ranked joint 1st in London and joint 1st in Outer London for low level of unauthorised absences in secondary schools and 4th nationally. For overall level of absence Harrow is ranked 9th in London and 14th nationally.

School	2011	2010		2011	2010	
	% of students gaining 5A*C grades, including Eng and Maths	% of students gaining 5A*C grades, including Eng and Maths	2011 results compared to 2010	% of students gaining 5A*C grades	% of students gaining 5A*C grades	2011 results compared to 2010
Bentley Wood High	68.8	61	7.8	85.8	75	10.8
Canons High	56.3	54	2.3	83.3	76	7.3
Harrow High	41.4	31	10.4	78.4	75	3.4
Hatch End High	52.8	55	-2.2	75.3	82	-6.7
Nower Hill High	79.9	79	0.9	85.2	86	-0.8
Park High	73.0	66	7.0	84.3	76	8.3
Rooks Heath College	47.3	52	-4.7	76.8	82	-5.2
The Sacred Heart Language College	85.5	77	8.5	91.7	89	2.7
Salvatorian College	70.8	74	-3.2	75.4	76	-0.6
Whitmore High	68.7	60	8.7	77.6	72	5.6
Kingsley High	0	0	0	0	0	0
Shaftesbury High	0	0	0	0	0	0
Local Authority	63.6	60.7	2.9	80	78.1	1.9

Key GCSE Indicators over time 2008-2011

This table should be read from left (past) to right (current).

GCSE Performance Over Time	2008	2009	2010	2011	2011 National (2010)
% of students gaining 5A*-C (inc English and maths)	57.7	60.8	60.7	63.6	57.9 (53.4)
% of students gaining 5 A*C grades	69.5	75	78.1	80	80.1 (75.4)
% of students gaining any pass	98.5	98.7	99.4	99	99.2 (99.0)

Adding Value from Key Stage 2 to Key Stage 4 (all secondary schools):

- For the percentage of learners who have made expected progress in maths Harrow is ranked 7th in the country (6th in 2010), 3rd in Outer London and 4th in London as a whole.
- For the percentage of learners who have made expected progress in English, Harrow is ranked 14th (10th in 2010) in the country, 8th in Outer London and 11th in London as a whole.
- London authorities add considerable value and score well in the national tables.

% of Students Making Expected Progress	2011 Harrow	2011 National	2010 Harrow	2010 National	2009 Harrow	2009 National
Expected Progress in English	79.2	71.7	79.0	69.9	77.4	65.3
Expected Progress in mathematics	78.4	64.7	77.0	62.5	75.2	58.4

Key Stage 5: Ages 16-18

- Harrow is ranked 2nd in the country for the percentage of candidates achieving 2 or more passes of A Level equivalent qualification.
- Harrow is ranked 17th in the country for the percentage of candidates achieving 3 or more A*-A grades at GCE/Applied GCE A Level and Double Awards
- Harrow is ranked 20th in the country for the percentage of candidates achieving AAB or more passes at GCE/Applied GCE A levels and Double Awards
- Notes: The Achievement and Attainment Table relates to A2 Levels only. Results in Harrow do not include the return from post 16 Colleges. Harrow is a net exporter of 6th Form students and a net importer of further education students.

% of Students Attaining	Schools Sixth Forms 2009		Schools Sixth Forms 2010		Schools Sixth Forms 2011		National GCE A level examinations ⁽³⁾		
	School Figure	A&AT ⁽¹⁾ Figure	School Figure	A&AT Figure	School Figure	A&AT Figure	2009	2010	2011
A* - A	-	18 ⁽²⁾	22.5	21	24	19	26.8	26.9	27.1
A* - B	46	44	48.9	48	52	47	51.9	52.1	52.7
A* - C	78	75	74.4	73	77	73	75.1	75.6	23.8
A* - G	99	97	98.2	97	99	97	98.1 (A-E)	98.3 (A*-E)	98.4 (A*-E)

(1) A&AT – Figures taken from the Achievement & Attainment school files

(2) 2009 A*-A figures represents A grades only

(3) National results – DfE's Statistical First Release - sfr27-2011t10t11.xls

Commentary on Provisional Performance Data for 2011:

This data is supported by what inspectors say about our schools. Overall, 87% of Harrow's schools are judged to be good or better and 46% to be outstanding. All secondary schools, seven of which have now converted to academy status, are judged good or outstanding.

Performance at EYFS is improving in response to the priority given to this area. Improved attainment this year at EYFS and Key Stage 1 mark a clear change in Harrow's performance. These key stages are performing much better in Harrow than in previous years.

These data sets are subject to change as students who arrived late in schools are discounted from the published data. GCSE attainment might reasonably be expected to rise further as a result. In individual schools there can be year on year effects from different cohorts and raw attainment data should be seen alongside data on value-added for individual schools. As an example, although a school's raw data may indicate lower standards the school could be adding considerable value to its intake each year. What Harrow does well, and does so consistently, is to add significant value. The longer children spend in our school system, the greater their average rate of progress.

The percentage of young people aged 16-18 who are not in education, employment or training (NEET) in Harrow is the lowest in England at 2.7% (when the City of London and Isles of Scilly are not included).

Section 3 – Further Information

These results are subject to further checks and revisions. Finally validated results are not available until early 2012. At that time, an updated report will be made available.

In light of national changes to performance indicators Education Strategy and School Organisation will review the content of future performance information reports and make any appropriate changes.

Section 4 – Financial Implications

There are no financial comments in relation to this report.

Section 5 – Equalities implications

As this is an information report on progress and attainment in schools it does not require an Equality Impact Assessment.

Section 6 – Corporate Priorities

Please identify which corporate priority the report incorporates and how:

- Supporting and protecting people who are most in need.

Education plays a broad role in preparing Harrow's young people for life and to help them make an informed and constructive contribution to society as adults. In particular schools seek to narrow those gaps in attainment that restrict opportunities in life for vulnerable individuals and groups.

Name: Emma Stabler



on behalf of the
Chief Financial Officer

Date: 21 October 2011

Section 7 - Contact Details and Background Papers

Contact: Patrick O'Dwyer, Education Professional Lead, Education Strategy and School Organisation, 020 8736 6514

Background Papers: None

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: Monday 7 November 2011

Subject: **INFORMATION REPORT – The
New Inspection Framework for
Schools: January 2012**

Responsible Officer: Catherine Doran, Corporate Director of
Children’s Services

Exempt: No

Enclosures: None

Section 1 – Summary

This report sets out the implications of the new OFSTED inspection framework and evaluation schedule for schools from January 2012, subject to Parliamentary approval when the Education Bill receives Royal Assent.

FOR INFORMATION

Section 2 – Report

- 2.1 The White Paper, *'The Importance of Teaching'*, and the Education Bill specify that the overall effectiveness of a school will, from January 2012, be measured by OFSTED against four key judgements: Achievement, Quality of Teaching, Leadership and Management and Behaviour and Safety. There will be no other supporting judgements. The early years foundation stage (EYFS) and the 6th Form judgements will now be integrated into these four judgements. Inspectors will no longer report on community cohesion but other previously judged aspects are subsumed into the four new judgements and the judgement on overall effectiveness.
- 2.2 While the new framework will be significantly slimmed down it is designed to raise expectations. The descriptors for 'good' and 'outstanding' make this clear. The judgement on overall effectiveness also takes into account children's spiritual, moral, social and cultural development and will emphasise the effectiveness of the leadership of teaching and the appropriateness of the curriculum to meet learners' needs.
- 2.3 During the last school year the new framework was trialled in 148 schools. The feedback from this and the responses to the consultation, published in September, showed a general satisfaction with the new approach. Also in September additional guidance was published for categories of schools causing concern and a protocol for the selection of satisfactory schools for a monitoring inspection was published. The draft framework and schedule were published on 30 September 2011. In October OFSTED launched 'Parent View', an on-line questionnaire for parents and carers. It is unlikely that an inspection will take place solely on the feedback received through this means.
- 2.4 Apart from the way the new judgements are organised, there are some important changes to the way different aspects of provision and leadership are evaluated. Due to the greater emphasis placed on teaching, as much evidence as possible will be gathered through lesson observations to inform the four judgements. Greater attention will be paid to the voice of pupils, parents and staff, especially on behaviour and safeguarding, and there will be a greater focus on early reading and literacy. Where pupils are not reaching expected standards, inspectors will have particular regard to how synthetic phonics are being used to help pupils to make better progress.
- 2.5 Progress and attainment will be measured for recent years and for pupils in school at the time of inspection. In the previous inspection framework, inspectors took into account the context of the school and its pupils when judging how effective the school was in helping pupils to make progress. CVA (Contextualised Value Added) will no longer be used as a measure although OFSTED will consider general information on the school's context. Pupils' progress will be measured on progress

since the previous key stage (valued added) without taking into account their individual context. Greater emphasis will be given to the effectiveness of the school in increasing rates of progress for individuals and groups who are falling below expectations, particularly those groups who are poorly performing nationally and children who have a disability or a special educational need. Inspectors will seek answers to the questions; how effective is the school in narrowing gaps in attainment? How effective is the school in addressing the needs of learners who are not reaching expected standards in reading?

- 2.6 The judgement on leadership takes greater overall account of how senior leaders lead on teaching, how they improve it, invest in professional development and have effective line management to improve its quality. There are higher expectations of working in partnership with other schools and agencies to improve teaching. Inspectors will want to see that school leaders are building the capacity to improve teaching and that this is having a positive impact on pupils' outcomes. In most cases, but not always, a school that has an overall effectiveness judgement of outstanding will have teaching judged as outstanding. In recent inspections, the judgements on achievement and overall effectiveness have correlated more closely than those on attainment and overall effectiveness. The progress learners make therefore is a key factor in effective schools.
- 2.7 Behaviour will be judged on whether or not it is conducive to learning and pupils are safe and free from bullying. Attendance and punctuality will be seen as signs of engagement with learning and will be linked to safety. The views of different stakeholders will be important as the inspectors intend to form a view of what behaviour is typically like. Although there will be no requirement to complete a self evaluation form, as previously provided by OFSTED, schools are expected to have some method of self evaluation and to be able to report their strengths and areas for development. This will be an important factor in the evaluation of leadership.
- 2.8 Inspectors are still trialling a shorter period of time for monitoring the progress of schools in an OFSTED category of concern and for a percentage of schools previously judged as satisfactory. They may move to a monitoring visit after just three months and a full inspection after nine. Some schools could have no notice of an inspection if an area of concern relates to safeguarding or if behaviour was previously judged satisfactory or inadequate.
- 2.9 The grade descriptors in the four areas are closely aligned and the judgements are therefore linked. However, the judgement on overall effectiveness does not insist on complete alignment but will depend on the professional judgement of inspectors. Schools could have similar grades in the four areas but have a different overall effectiveness judgement. This is a return to the independence of judgement that HMI had in the past. The last framework led inspectors to a judgement on overall effectiveness on the basis of a set of supporting judgements. This is, therefore, an important change.

- 2.10 There are two key documents used for the inspection of schools; the framework and the evaluation schedule. The framework for school inspection shows how the general principles and processes are applied to inspections of maintained schools and several other types of school in England, including academies and free schools. The evaluation schedule provides outline guidance and grade descriptors for the judgements that inspectors will report on.
- 2.11 The current cycle for inspection within three years will end for mainstream schools. In the new framework, schools that were judged to be outstanding in their last inspection will no longer be subject to routine inspections. Most of those judged good will have an inspection within five years. The new framework will mean that some schools who are not improving fast enough will have greater attention paid to them. An annual assessment may bring forward or defer an inspection. Further guidance is expected on how the risk assessments will be carried out by HMI. This assessment will be carried out by a HMI on the basis of the data available and other information, such as that revealed through 'Parent View'.
- 2.12 Schools are not exempt from the subject and themed surveys that OFSTED carry out. Special schools and Pupil Referral Units will still have a three year cycle of inspection. Special schools that were judged to be outstanding in two previous inspections, and have the same headteacher in place, may also have their inspection deferred but they are not exempt from routine inspections. Schools will have an opportunity to request an inspection and the protocol for this will be available in the new year. OFSTED will be allowed to charge for these.

Section 3 – Further Information

- 3.1 The introduction of the new framework is dependent on the Education Bill being passed into law. Schools will be offered training on the new inspection framework and evaluation schedule through the Harrow School Improvement Partnership (HSIP). A further update will be provided to the Forum if the final framework and schedule differ from the draft. It is, however, unlikely to change significantly.
- 3.2 Harrow schools have performed exceptionally well in previous cycles of inspection. We would expect our relative performance to continue to be of the highest standard. The impact of the new framework will be seen in the way that schools are judged through inspection and if there is an improvement in the standards achieved and the progress made by pupils. The Forum will receive summary annual reports on inspection judgements for Harrow schools and on standards. The latter report will include any progress measures available at the time of reporting.

Section 4 – Financial Implications

- 4.1 There are no additional financial implications for the Council. If more schools are judged to be satisfactory, have a notice to improve or become subject to special measures there will be need for additional support.
- 4.2 Education Strategy and School Organisation has commissioned the Harrow School Improvement Partnership (HSIP) to deliver this support to all schools causing concern and the budget for this is in place.

Section 5 - Equalities implications

- 5.1 This is an information only report. This change is brought about through new primary legislation and the responsibility for the framework rests with Her Majesty's Chief Inspector of Schools (HMCI).

Section 6 – Corporate Priorities

- 6.1 These considerations will support the Council's Corporate Priority:
- Supporting and protecting people who are most in need.
- 6.2 The new framework will give greater emphasis to meeting the needs of individuals and groups of learners who are disadvantaged or experience barriers to their learning and who are not making sufficient progress in order to narrow the gap in attainment with their peers.

Name: Emma Stabler

on behalf of the
Chief Financial Officer

Date: 21 October 2011

Section 7 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer, Education Professional Lead,
Education Strategy and School Organisation
020 8736 6514

Background Papers:

The new draft framework and schedule can be found at:

The Draft Framework for the Inspection of Schools

<http://www.ofsted.gov.uk/resources/draft-framework-for-school-inspection-january-2012>

The Draft Evaluation Schedule

<http://www.ofsted.gov.uk/resources/draft-evaluation-schedule-for-inspection-of-maintained-schools-and-academies-january-2012>