

Education Consultative Forum

AGENDA

DATE: Wednesday 7 March 2012

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 A Khan
(secondary sector)
2. (Vacancy)

Denominational Representatives:

1. Mrs J Rammelt
2. Reverend P Reece

Contact: Manize Talukdar, Democratic Services Officer

Tel: 020 8424 1323 E-mail: manize.talukdar@harrow.gov.uk

AGENDA - PART I

1. ATTENDANCE BY RESERVE MEMBERS

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

Reserve Members may attend meetings:-

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

2. APOLOGIES FOR ABSENCE

To receive apologies for absence (if any).

3. DECLARATIONS OF INTEREST

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

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

4. MINUTES (Pages 1 - 10)

That the minutes of the meeting held on 25 January 2012 be taken as read and signed as a correct record.

5. MATTERS ARISING

To consider any matters arising from the last meeting.

6. PUBLIC QUESTIONS

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

7. PETITIONS

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

8. DEPUTATIONS

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

9. PROPOSALS FOR CONSTITUTIONAL CHANGES TO EDUCATION CONSULTATIVE FORUM (Pages 11 - 20)

Report of the Corporate Director Children's Services.

10. INFORMATION REPORT: UPDATE ON HARROW PUPILS' ATTAINMENT AND PROGRESS SUMMER 2011 (Pages 21 - 24)

Report of the Corporate Director Children's Services.

11. SCHOOL PLACE PLANNING (Pages 25 - 30)

Report of the Corporate Director Children's Services.

12. INFORMATION REPORT: RAISING THE PARTICIPATION AGE (Pages 31 - 34)

Report of the Corporate Director Children's Services.

13. REVIEWS OF BRENT AND HARROW EDUCATION BUSINESS SERVICE AND THE ETHNIC MINORITY ACHIEVEMENT SERVICE (Pages 35 - 62)

Report of the Corporate Director Children's Services.

14. SPECIAL SCHOOL/SPECIAL EDUCATIONAL NEEDS PLACEMENTS STRATEGY (Pages 63 - 68)

Report of the Corporate Director Children's Services.

15. POST-16 TRANSPORT STATEMENT (Pages 69 - 74)

Report of the Corporate Director Children's Services.

16. DATE OF NEXT MEETING

To note that the next meeting of the Forum is due to be held on 27 June 2012.

AGENDA - PART II - NIL

EDUCATION CONSULTATIVE FORUM

MINUTES

25 JANUARY 2012

Chairman:	* Councillor Brian Gate	
Councillors:	* Husain Akhtar * Mrs Camilla Bath * Janet Mote	* Raj Ray * Zarina Sheikh * Krishna Suresh
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:	† Mrs A Khan	
Denominational Representatives:	* Mrs J Rammelt	* Reverend P Reece

- * Denotes Member present
- † Denotes apologies received

71. Attendance by Reserve Members

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

72. Apologies for Absence

Apologies for absence were received from A Khan, L Snowdon and K Sochall.

73. Declarations of Interest

RESOLVED: To note that the following interests were declared:

Agenda Item 11 - Proposals for Constitutional Changes to Education Consultative Forum

Councillor Brian Gate declared a personal interest in that he was a Member of the Constitution Review Working Group. He would remain in the room whilst the matter was considered and voted upon.

Councillor Jane Mote declared a personal interest in that she taught at an independent school in Harrow and that her sister-in-law was a teacher at Marlborough School. She would remain in the room whilst the matter was considered and voted upon.

Ms Drew declared a personal interest in that she was a governor at Camrose Primary School. She would remain in the room whilst the matter was considered.

Mrs Millard declared a personal interest in that she was a governor at two primary schools in Harrow and a member of the Schools Forum. She would remain in the room whilst the matter was considered.

74. Minutes

RESOLVED: That the minutes of the meeting held on 7 November 2011 be taken as read and signed as a correct record.

75. Public Questions, Petitions and Deputations

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

RESOLVED ITEMS

76. Information Report: Revenue Budget 2012/13 to 2014/15

The Forum received a report of the Interim Director Finance, setting out a summary of the Council's draft budget for 2012/13 to 2014/15. An officer stated that a range of stakeholders, including Members of the Education Consultative Forum were being consulted on the draft budget, which would be approved by Council on 16 February.

The officer highlighted the following:

- the draft budget had been set in the context of one of the most difficult financial environments in recent years;

- there was a significant reduction in the Local Government Finance Settlement, which would have a significant impact on Children's Services, schools funding and social care funding;
- the £2.4 million funding gap mentioned in the report had now been closed;
- demographic growth in Harrow had led to increased demand in the Council's services generally, and additional funding has been allocated to Children's Services to reflect the growth in the child population;
- significant savings had been identified following the implementation of the new operating model for Children's Centres, and in procurement. Savings were also being made in the areas of Children's Centres and office accommodation;
- there was a cash freeze on the Dedicated Schools Grant (DSG), however, the statutory minimum funding guarantee would ensure that no school would experience a reduction in their school budget greater than 1.5% per pupil, before the pupil premium is applied, and would to some extent protect the schools' funding;
- there was planned and projected growth in the primary school sector and Special Educational Needs provision;
- the Pupil Premium, which was available for disadvantaged children had increased from £488 to £600 per pupil and the eligibility criteria had been widened. However, information relating to how many pupils were eligible to receive free school meals was not readily available from schools and officers were awaiting confirmation of figures from the Department for Education (DfE) in June 2012;
- a policy change by the DfE has necessitated a full review of the expenditure currently funded from the Schools' Contingency Budget. Consequently there have been changes to the Harrow Schools' Funding Formula to ensure that funding is available for the bulge classes planned for September 2012;
- Harrow had received less capital grant than any other outer London borough for its actual pupil growth to date. Officers from Harrow had written to the DfE requesting a fairer allocation.

Following questions from Members of the Forum, officers stated that:

- currently, no school in Harrow was showing a budget deficit. Officers worked closely with schools to carry out financial health checks and forecasting in order to ensure they did not fall into deficit. However, the cash freeze in the DSG may cause some schools to go into deficit in the future;

- an element of schools improvement funding was retained in the Schools' Contingency Budget. Given the DfE changes on Schools Contingency and reflecting that local authorities no longer have responsibility for this area, this funding is now been allocated to schools who will be expected to evolve their own improvement agendas;
- with regard to the Pupil Premium, schools did not have the relevant data about pupils claiming free school meals going back six years, and they did not have data about those pupils who were eligible to claim but did not. The DfE autumn census figures were available and would be circulated to schools in February 2012.

It was noted that the figure in paragraph 20 should read £11, 889K.

RESOLVED: That the report be noted.

77. Information Report: Inspection Cycle for Special Schools and Pupil Referral Units

The Forum received a report of the Corporate Director Children's Services setting out the Inspection Cycle for Special Schools and Pupil Referral Units (PRUs).

An officer stated that:

- any special schools that received two consecutive outstanding judgements and no change of head teacher since the previous inspection would now be inspected at five-year intervals;
- all other special schools would be inspected within three years of their last full Section 5 inspection;
- PRUs that were judged to be good or outstanding at their previous full Section 5 inspection would be inspected within three years;
- schools whose performance fell below the national benchmark would be part of the sponsored academies programme.

Following questions from Members of the Forum, an officer advised that secure units were inspected separately and not by OFSTED. If Members of the Forum had any specific concerns regarding the Council's role as a Corporate Parent, they should write to the Head of Service Education Strategy and School Organisation in the first instance and he would forward their comments to the relevant officer.

RESOLVED: That the report be noted.

78. Proposals for Constitutional Changes to Education Consultative Forum

The Forum received a report of the Corporate Director Children's Services providing an update on the Education Act 2011 and proposals for constitutional changes to the Education Consultative Forum.

An officer stated that the role of local authorities with regard to schools had changed from that of a provider, to that of a strategic commissioner. This was as a result of changes initiated by the Education Act 2011. Consequently, officers had developed proposals to change the constitution of the Education Consultative Forum (EdCF) to reflect these changes and to re-define the scope of the Forum to ensure that there was appropriate representation from schools, the local community and other relevant stakeholders.

The officer added that the proposed changes aimed at:

- widening the scope of the Forum and extending its membership to include representatives from academies, free schools, denominational schools and early years and voluntary sector providers;
- re-naming EdCF to Education Strategy Consultative Forum (ESCF) to reflect this change in function;
- as with EdCF, the ESCF would not be a decision-making body, but would be an advisory Panel that would make recommendations to Cabinet;
- ESCF would consider all matters relating to the provision of education and schooling in Harrow in the following three broad policy areas:
 - School Organisation and Admissions;
 - Education Excellence;
 - Provision for vulnerable children.

The officer added that the Harrow Admissions Forum (HAF) would be disbanded as there was no longer a requirement for local authorities to have admissions forums. In the future, ESCF would consider admissions arrangement matters.

A denominational representative pointed out that HAF was not simply a reporting body and that its role and remit was wider than that of EdCF. For example, it could refer issues to the Schools' Adjudicator. He asked if such functions would now fall within the remit of ESCF.

An officer advised that HAF was essentially a discussion forum and not a decision-making body. He undertook to provide a report to the next meeting of the Forum to address the comments from the denominational representative.

Following a question from a Member, an officer advised that 'vulnerable children', included Looked After Children (LACs), however, LACs were the

responsibility of the Corporate Parenting Panel, and that ESCF would be responsible for considering the education strategy relating to LACs.

Following a suggestion from a Member, the Chairman stated that there may be benefits and disbenefits to including representation from the Independent Schools Sector in ESCF, and requested that officers look into the possibility of doing this and provide a report at a future meeting of the Forum.

A denominational representative was of the view that attendance at EdCF meetings by co-opted members may be low as they may feel that the Forum did not have any real power and did not carry much weight. The Chairman responded that in the past Cabinet had welcomed feedback from the Forum and that although the Forum may not have responsibility for formulating strategy, it did have influence and was able to guide Cabinet in its decision-making and that the Forum's recommendations were always implemented in full.

It was noted that under the current provisions of the Constitution, Co-opted members were not permitted to have reserves.

In light of the comments, the Forum agreed that the decision on the report be deferred to its March 2012 meeting to allow further consultation to take place.

RESOLVED: That

- (1) the report 'Proposals for Constitutional Changes to Education Consultative Forum' be circulated to the following stakeholders, seeking their feedback: the meeting of the Clerks and Chairs on 22 February; Harrow Voluntary Aided Schools' directors; Harrow Faith Schools; the Diocese of Westminster; the University of Westminster, Harrow Campus;
- (2) a further report, incorporating feedback from the above stakeholders be presented at the next meeting of the Forum.

79. Primary School Expansion Programme

The Forum received a report of the Corporate Director Children's Services setting out information on the Council's Primary School Expansion Programme. As requested by EdCF at their last meeting members and officers had written to Ministers and the DfE seeking clarification about the low level of funding allocated by the DfE for the school expansion programme in Harrow. Copies of the correspondence between Harrow Council, Ministers and the Department for Education (DfE) officials were tabled at the meeting.

An officer stated that the 15 December 2011 Cabinet meeting had considered a report setting out the outcomes of the consultation and feasibility studies relating to the Primary School Expansion Programme. The feasibility studies had shown that the costs of expansion would be high, whereas the allocation from the DfE for expansion were low. The decision regarding the final list of schools to be taken forward for permanent expansion had been delegated to the Corporate Director of Children's Services in consultation with the Portfolio

Holder for Schools and Colleges. The decision had been taken and a copy of the schools moving forward to statutory consultation was tabled. This list replaced those schools listed on page 46 of the agenda. A further report with the outcomes of the consultation would be considered by Cabinet at their meeting in April.

The officer added that:

- if statutory notices relating to the expansion were published, then a further report would require consideration at the June 2012 Cabinet meeting;
- eight schools had already agreed to take bulge classes in September 2012 and officers were seeking agreement from several other schools to take bulge classes.

Following questions from Members of the Forum, an officer advised that:

- officers had written to Voluntary Aided Schools and Diocesan Schools in Harrow to share the planning and proposals regarding the School Expansion Programme;
- the proposed expansion programme was subject to Capital funding and planning proposals being agreed;
- there was a government initiative to open a Free School in September 2012, and the most likely location was Harrow. However, a site had not yet been identified. The school would offer both primary and secondary places, although there was limited information available about its possible admissions criteria. It was understood that there would not be a faith admission criteria;
- to date, eight schools had agreed to take bulge classes in September 2012 and there was a contingency list of schools that would be approached to offer further bulge classes should the need arise. The officer clarified that bulge classes were where schools were asked to provide an extra class in a particular year group, it did not mean that more pupils were added to an existing class;
- there was an additional capital funding stream available for funding bulge classes;
- in the future, full funding would be provided for bulge classes, even though they may not be full.

It was noted that the second sentence of paragraph 25 on page 49 of the agenda should read: 'The conclusion of this assessment is that the implications are either positive or neutral in that the School Expansion Programme will ensure sufficient school places for the increasing numbers of children in Harrow'.

RESOLVED: That the report be noted.

80. School Term Dates 2013/2014

The Forum received a report of the Head of Service Education Strategy and School Organisation setting out proposals for school term dates for the academic year 2013/14.

An officer stated that a model for term dates in Harrow had been developed based on Harrow's 'Agreed Principles', The Local Government Association's (LGA) Standard School Year and, other available local authority models. He added that the Local Government Association's Standard School Year draft model listed in the report would shortly be circulated to the Chairs and Head teachers and members of the Forum who were not present at the meeting, requesting their feedback by 31 May 2012.

Following questions from Members of the Forum, the officer stated that the three Occasional Closure Days allowed schools the flexibility to choose which additional religious holidays they wished to close on.

It was noted that the first sentence in paragraph 9 on page 55 should read 2013/14.

Resolved to RECOMMEND:

That

- (1) Members of the Forum arrange to consult their constituent groups about the proposal at paragraph 9 of the report, and about arrangements for considering proposals in future years;
- (2) a recommendation be made to the Portfolio Holder for Schools and Colleges at the meeting of the Forum in the Summer Term in order to determine the School Term Dates for 2013/14.

81. Date of Next Meeting

RESOLVED: That the next meeting of the Forum would take place on 7 March 2012.

(Note: The meeting, having commenced at 7.30 pm, closed at 9.22 pm).

(Signed) COUNCILLOR BRIAN GATE
Chairman

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	Proposals for Constitutional Changes to Education Consultative Forum
Key Decision	No
Responsible Officer:	Catherine Doran Corporate Director of Children's Services
Portfolio Holder:	Councillor Brian Gate Portfolio Holder Schools and Colleges
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Annexe A – Proposed Terms of Reference for the Education Strategy Consultative Forum (ESCF).

Section 1 – Summary

This report provides the Education Consultative Forum (EdCF) with an update on the proposals for constitutional changes to EdCF.

Recommendation:

EdCF are invited to consider and agree for recommendation to the Council's Constitution Working Group and then Cabinet;

- 1 the proposed name Education Strategy Consultative Forum;
- 2 the proposed scope and function;
- 3 the proposed composition.

Section 2 – Report

Introduction

1. At the meeting in January 2012, EdCF considered a report on proposals to change to the terms of reference and composition of the Education Consultative Forum, now that the Education Act 2011 is coming into force.
2. At the meeting EdCF agreed that a further report would be considered incorporating feedback from stakeholders. This report up-dates EdCF on the responses and further feedback will be provided verbally at the meeting.

Options considered

3. At its meeting in April 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 Education Bill 2011. The report also initiated the discussion about the future role of the Education Consultative Forum.
4. Up-date reports were presented to the Forum at their meetings in June 2011, November 2011 and January 2012 providing commentary on the emerging Local Authority education role. The report in January 2012 included a policy briefing on the Education Act 2011 and, where available, details about the commencement of the Act's provisions.

Education Consultative Forum Proposals for Change

5. In the context of the Education Act and the strategic role for the local authority, officers have developed some proposals that would change the constitution of EdCF. The intention of the proposed changes is to define the scope of the Forum and to ensure that there is appropriate representation from the schools and local community. The Forum is not a decision-making body but an advisory panel able to make recommendations to Cabinet to inform strategic policy development.
6. These proposals were considered by EdCF at their meeting in January 2012. It was agreed that officers would circulate the proposals to key stakeholders and report back following consideration of two specific matters relating to composition and school admission functions. The main changes considered were:

Name Change

7. It is proposed to rename the forum to become the Education Strategy Consultative Forum (ESCF). This is to acknowledge that the context for the Forum is to support the new strategic role of the local authority.

Functions, Objectives and Scope

8. It is proposed that the broad function and objectives of EdCF will remain with the new Education Strategy Consultative Forum but will have a more defined scope. ESCF will consider all matters relating to the provision of education and schooling in Harrow in three broad policy areas:
 - School Organisation and Admissions – securing the supply of sufficient school places, including nursery to 19 provision, in an increasingly autonomous context with a range of providers, and ensuring fair access for admission to school.
 - Education Excellence – fulfilling the role of the local authority to promote high standards in education and tackling underperformance through school improvement and intervention.
 - Provision for vulnerable children – including those with special educational needs and disabilities, exclusions and alternative provision, and children missing from education in the context of the changes to local authority central services and changes to admission arrangements.
9. It is proposed that ESCF also receives reports on the allocation and expenditure of revenue and capital funding, with particular reference to impact on the three policy areas.
10. It may be considered that any consultation forum should only exist if it is effective in shaping policy and recommendations to Cabinet.

School Organisation and Admissions

11. The Education Act 2011 has removed the statutory requirement to have an Admissions Forum. In this context, it is proposed that the Harrow Admissions Forum will be dissolved and ESCF will consider admission arrangements in line with the new School Admissions Code of Practice.
12. The new School Admissions Code of Practice has made a number of changes and it is proposed that in accordance with these changes that the role of ESCF in relation to admissions will include:
 - i. play an integral part during the admission arrangements consultation process;
 - ii. consider and provide advice and comments on proposed admission arrangements to admission authorities as part of the formal consultation process;
 - iii. consider and provide advice and comments on proposed co-ordination schemes as part of the formal consultation process;

- iv. consider and assist in the compilation of the annual report that the local authority must submit to the School's Adjudicator by 30 June. The report must cover the following points as minimum:
 - a) information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen;
 - b) an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them;
 - c) the number and percentage of lodged and upheld parental appeals, and;
 - d) any other issues the local authority may wish to include.
 - v. consider and make recommendations on whether the local authority should make an objection to the Schools Adjudicator in relation to any admission arrangements, and;
 - vi. consider and make recommendations on the Fair Access Protocol, including considering any complaints from schools about the fairness of the process and the use of the local authority's power of direction.
10. This is not an exhaustive list of admissions related activities, and is not intended to be restrictive. It is presented to provide an indication of the scope for the forum, whilst recognising that it is not a decision-making body and the local authority and the constituents have their own rights in making objections to the Adjudicator.

Composition

13. Proposals to change the membership of the Forum were considered at the meeting on 25 January 2012. It is proposed that the membership of ESCF is changed from that of EdCF to reflect the wider scope of the Forum. It is proposed that within the school and governors constituent groups there are representatives from the academies sector. In addition, that there are representatives from the private and voluntary early years sector. The proposed membership is set out in Annexe A.
14. At the EdCF meeting there was consideration of whether to invite representatives from independent schools in Harrow. It is proposed that these representatives are not invited at this time but that established relationships between schools are developed further.

Timescales and Next Steps

15. Changes to the Forum's terms of reference and operating arrangements, particularly the proposed dissolving of the Harrow Admissions Forum, will require the approval of Council.
16. Within this process as an amendment to the Constitution will result consideration of the proposal should be made by the Council's Constitution Review Working Group (CRWG). The timeline for proposals is currently planned as:
 - CRWG - March / April 2012
 - Council – 24 May 2012
 - Cabinet – 24 May 2012 (on the rising of Council as part of the establishment of Advisory Panels and Forum's).
17. In accordance with this timescale, the first meeting of the newly formed ESCF would be in the summer term 2012.

Section 3 – Financial Implications

18. There are no immediate financial implications arising from this report as the review has been undertaken from within existing resources and no changes to services are proposed.

Section 4 – Corporate Priorities

19. 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:	22 February 2012		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	22 February 2012		

Section 5 - 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 25 January 2012

PROPOSALS FOR THE EDUCATION STRATEGY CONSULTATIVE FORUM

Terms of Reference

1 Function and Objectives

The function and objectives of the Education Strategy Consultative Forum shall be:

- (a) to act as a forum for communication between the Executive, school employees, governing bodies, other Councillors, denominational representatives, parents and other interested parties, other than in regard to matters of a personal or individual school specific nature;
- (b) to promote and encourage interchange of opinion on questions relating to the provision and administration of education, in the London Borough of Harrow and to assist the Executive on all such questions;
- (c) to consider and report or advise (as required) upon all questions referred to them by the Executive;
- (d) to encourage and foster a wide interest and responsibility for education, in the London Borough of Harrow, and;
- (e) to provide facilities for the full consideration and utilisation of experience and ideas of schools and education providers.

2 Scope

ESCF will consider all matters relating to the provision of education and schooling in Harrow in three broad policy areas:

- (a) School Organisation and Admissions – securing the supply of sufficient school places, including nursery to 19 provision in an increasingly autonomous context with a range of providers, and ensuring fair access for admission to school.
- (b) Education Excellence - fulfilling the role of the local authority to promote high standards in education and tackling underperformance through School Improvement and Intervention.
- (c) Provision for vulnerable children - including those with special educational needs and disabilities, exclusions and alternative provision, children missing education in the context of the changes to local authority central services and changes to admission arrangements.
- (d) ESCF will also receive reports on the allocation and expenditure of revenue and capital funding, with particular reference to impact on the three policy areas.

3 Composition of the Education Strategy Consultative Forum

There shall be established a Forum to be composed of a range of constituent groupings as follows:

- (a) A Member constituency with seven members (politically proportionate).
- (b) A school employee constituency of six members (to be nominated by unions) comprising a primary phase head; a secondary head, two teachers and two support staff representatives. At least one representative should be from an academy school. The primary phase school representatives will contribute to the representation for the early years foundation stage. The secondary headteacher will contribute to the representation for post-16 provision.
- (c) A Governor constituency of six members (to be nominated by the Association of Harrow Governing Bodies) comprising two governors from secondary schools, two governors from primary schools, one governor from a special school and one governor from a voluntary aided school.
- (d) Two elected parents.
- (e) A denominational representative constituency comprising one representative for each denominational provider, currently Roman Catholic, Church of England, Hindu and Jewish.
- (f) An Early Years Private and Voluntary Sector Provider.
- (g) A representative for post-16 providers

Each of the above constituencies should appoint a nominated person with whom the Chair of the ESCF can liaise between meetings.

Note: A proposal to establish any subsidiary body of this Forum shall be subject to its prior referral to and approval by the Executive.

4 Meetings and Attendees

- (a) The chair will be appointed by the Executive and will be a Councillor/Portfolio Holder
- (b) The Vice Chair of the EdCF will be elected from the non-Councillor participants of the Consultative Forum.
- (c) Each member of constituent group appointed to ESCF has formal voting rights when making a recommendation to the Executive.
- (d) Any member of the ESCF may request an item relevant to the work of the ESCF to be placed on the agenda, but the agenda will be at the discretion of the Chair.
- (e) Each constituent group shall nominate an individual who can liaise with the Chair to place items on the agenda. Each political group may also have a nominated member for this purpose.
- (f) All constituent members of the ESCF may nominate a list of reserves to attend meetings in their place.

- (g) The members of the ESCF shall hold office until the appointment of their successor by the relevant nominating body, e.g. Council, Association of Harrow Governing Bodies. Any casual vacancy shall be filled as and when it may arise.
- (h) Any individual being a member of the schools constituent group of ESCF shall cease to be a member if he/she shall cease to work at a school in the London Borough of Harrow.
- (i) Any individual being a member of the governors' constituent group of ESCF shall cease to be a member if he/she shall cease to be a governor in the London Borough of Harrow.
- (j) Any individual being a member of the Councillors' constituent group of ESCF shall cease to be a member if he/she shall cease to be an elected member for the London Borough of Harrow.
- (k) The constituent groupings within the ESCF may meet separately with the Member constituency on the Forum as laid down in the 'Rules for meetings of constituent groupings of the ESCF with Councillor Members'.

Note: Except where the views of the Consultative Forum have been requested by the Executive/another Committee, no recommendation or reference to the Executive or another Committee can be made unless it is agreed by a majority of the elected Councillors.

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	INFORMATION REPORT – Update on Harrow Pupils' Attainment and Progress Summer 2011
Responsible Officer:	Catherine Doran Corporate Director of Children's Services
Exempt:	No
Enclosures:	None

Section 1 – Summary and Recommendations

This report provides a summary update on the report on Harrow Pupils' Attainment and Progress received by Forum members on 7 November 2011. This report, now based on validated data, follows on from that previous report and confirms its content.

Recommendations:

Members are asked to note the content of this information report.

Section 2 – Report

Introductory paragraph

1. This information report confirms Harrow's relative performance against the national averages for England in 2011.

Early Years Foundation Stage

2. Standards have improved in Early Years for the last five years in Harrow and we are now close to the national average. Although the gap in performance (between the average and the average of the lowest performing 20% of children) has narrowed we still have a gap that is significantly higher than the national.

Key Stage 1

3. Standards at Level 2+ in reading and writing have improved since 2008 and we are ranked 19th and 17th nationally respectively. We were ranked 42nd and 50th in 2007. Standards at Level 2+ in mathematics have remained constant in recent years and we are ranked 52nd.

Key Stage 2

4. For the percentage of children below Level 3 in English and maths at the end of Key Stage 2 we are ranked 12th and 18th respectively. In 2009 we were 79th and 51st but Forum Members should note that numbers are small in this group and it is a rank subject to annual variation even with small changes.
5. Standards in English and mathematics at Level 4+ have improved since 2009, particularly in mathematics, and we are ranked 23rd and 28th respectively. Harrow is ranked 21st for the percentage of pupils who get both English and maths at Level 4+ and 14th on the Average Points Score achieved. We are ranked 29th and 30th for progress in English and maths respectively from Key Stage 1 to the end of Key Stage 2.

Key Stage 4

6. At GCSE Harrow is ranked 16th in England for the percentage of children achieving 5A*-C including English and maths and 11th for the percentage achieving the 'English Baccalaureate'. For progress in English from Key Stage 2 Harrow is ranked 14th and for progress in mathematics we are ranked 6th.

6th Form

7. Harrow schools' 6th Forms achieved very well in 2011. For 2+ passes Harrow is ranked 6th in the country and 14th for average points score.

Narrowing the Gap

8. Harrow was one of a small number of Local Authorities that narrowed the gap in attainment against all four of the reported national benchmarks (EYFS, Key Stages 1, 2 and 4).

Section 3 – Financial Implications

9. There are no financial comments in relation to this report.

Section 4 - Equalities implications

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

Section 5 – Corporate Priorities

11. 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 6 - Statutory Officer Clearance

Name: Emma Stabler



on behalf of the
Chief Financial Officer

Date: 22 February 2012

Section 6 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer
Education Professional Lead
Education Strategy and School Organisation

020 8736 6514

patrick.odwyer@harrow.gov.uk

Background Papers:

Report to the Education Consultative Forum dated 7 November 2011 - Harrow Pupils' Attainment and Progress: Summer 2011 (Provisional)

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	School Place Planning
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:	None

Section 1 – Summary and Recommendations

This report updates the Education Consultative Forum on a number of school place planning issues, including: the outcome of the statutory consultations; applications for Reception places in September 2012; Free Schools, and; capital funding for schools.

Recommendations:

The Education Consultative Forum is requested to consider the report and offer any comments.

Reason: (For recommendation)

To ensure there are sufficient school places to fulfil the local authority's statutory responsibilities.

Section 2 – Report

Introduction

1. Harrow Council is working closely with schools in Harrow to ensure a sufficient supply of school places to meet the increasing demand. Work is progressing to implement the agreed strategy to permanently increase the size of a sustainable number of schools and to meet peaks and variations in demand through opening temporary additional classes across all schools in Harrow.
2. This report updates the Forum on the range of work that is being progressed.

Options considered

3. At its meeting on 15 December 2012, Harrow Cabinet considered the outcomes of the borough-wide consultation held during the Autumn Term and agreed that statutory consultations would be undertaken about proposals to expand 9 schools on 7 sites.
4. A review is being conducted of how to meet the remaining need for additional places in the South West Primary Planning Area. In view of the considerably low capital allocation from the government and the resulting unaffordability of the proposed school expansion programme, it was decided to defer with the statutory consultation on proposals to permanently expand the Welldon Park schools and to consider the possibility of a different solution to meet the remaining need for additional places in the South West Primary Planning Area. The schools in the South West Primary Planning area have been invited to submit their thoughts about potential solutions to meeting the increased demand for school places in the planning area. A verbal update will be provided to the meeting.

Statutory consultations about proposals to expand schools

5. Statutory consultations were held between 16 January 2012 and 27 February 2012 about proposals to expand the following schools:

Camrose Primary School with Nursery
Cedars Manor School
Glebe Primary School
Marlborough Primary School
Pinner Park Infant and Nursery School
Pinner Park Junior School
Stanburn First School
Stanburn Junior School
Vaughan Primary School

6. Harrow Council distributed consultation information to a wide range of stakeholders including neighbouring local authorities, local MPs, Councillors, unions, diocesan bodies, voluntary organisations, and Harrow Youth Parliament. The schools distributed information and response forms to their school communities, including parents and local residents, and arranged meetings and displays to enable discussion about the proposals. Officers attended consultation meetings at 8 of the schools.
7. At the time of writing this report the statutory consultations had not closed, and information and a verbal update will be provided to the Forum at the meeting.
8. The outcomes of the statutory consultations will be considered by Cabinet at its meeting on 4 April 2012 and Cabinet will decide whether to publish statutory proposals in relation to each of the schools.

Reception places in September 2012

9. Applications for Reception places in September 2012 are being received in line with projections, and plans are being finalised to open sufficient Reception classes to meet the demand. The 7 schools proposed for permanent expansion that have Reception classes, and Welldon Park Infant and Nursery School, have each agreed to open an additional Reception classes in September 2012.
10. Officers are reviewing the applications against the number of places and at this stage in the process, it is expected that a further one or two classes will be required. Late applications for reception classes continue to be received.

Free schools

11. In October 2011, the Government announced that a free school would open in Harrow in September 2012. The proposers are the I-Foundation and the proposed free school, Avanti House, will be an all through school with two forms of entry in the primary phase and six forms of entry in the secondary phase. To date no site has been identified for the school by the proposers and government officials. The Council has a relationship with the I-Foundation established during the process to open Krishna-Avanti Primary School.
12. The proposers are inviting applications to the new school for Reception and Year 7 places. These applications are being made outside the Local Authority's timescale for admission to reception and Year 7 in September 2012. Those parents that apply to Avanti House may be offered a school place received through applications to local authorities as well as Avanti House.
13. Any free school places would contribute to meeting the increased demand. In particular, the proposed secondary school places would make a significant contribution to the predicted shortfall of secondary places when the increased numbers of pupils in the primary sector transfer to secondary schools from around 2016.

14. The Government has invited applications from proposers wishing to open mainstream, special and alternative provision free schools in September 2013. The deadline for applications is 24 February 2012. Any successful applications for free school provision in Harrow will need to be factored in to school place planning.

Financial Implications

15. The schools capital grant allocated to Harrow in 2012/13 for basic need and maintenance is £5.1m, which is less than last year's allocation (£6.744m was allocated in 2011/12). This allocation is disappointing and if this trend continues for subsequent years there remains a real risk that there will not be adequate external funding for the expansion programme. This risk is being considered as part of setting the Council's 2012/13 to 2016/17 Capital Programme.
16. Government announcements are awaited on the Primary School Building Programme (for which Harrow submitted 11 applications) and on the additional £600m for pupil places nationally included in the Autumn Statement. The outcome of the national review of schools' capital is also awaited.
17. Harrow believes it has fared badly from the current Department for Education allocation method for basic need, and that in the latest announcements it has received less capital grant than any other outer London borough. Strong representations about this have been made to officials at DfE and to Harrow's MPs. In order to further represent its position, Harrow is participating in a pilot capacity data collection exercise being conducted by Partnership for Schools (PfS). The intention of the exercise is to help the Department for Education to better capture basic need pressures. PfS plan to report on their findings to the Department for Education by the end of February 2012.

Risk Management Implications

18. The directorate and corporate risk management implications for the council arising from school place planning are included on the directorate and corporate risk registers.

Equalities Implications

19. Equalities Impact Assessments have been undertaken by officers and headteachers on the schools proposed for expansion. The conclusions of these assessments are that the implications are either positive or neutral.
20. Harrow's schools are successful and inclusive and provide a diversity of provision. The school expansion programme will ensure sufficient school places for the increasing numbers of children in Harrow and will build on the successful provision that already exists in Harrow's schools.

Corporate Priorities

21. 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: 22 February 2012		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 22 February 2012		

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.

Cabinet Report 15 December 2011, School Expansion Programme.

Education Consultative Forum report 25 January 2012, Primary School Expansion Programme

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	INFORMATION REPORT Raising The Participation Age
Responsible Officer:	Catherine Doran Corporate Director of Children's Services
Exempt:	No
Enclosures:	None

Section 1 – Summary

From the summer of 2015 all young people must participate in education or training until their 18th birthday. This information report sets out the duty on local authorities to promote Raising the Participation Age (RPA). This duty is already enacted but comes into force in June 2013.

Forum Members will receive a further report and be invited to comment on the ways that their constituencies can contribute to raising awareness of Raising the Participation Age (RPA) and on promoting this objective with the community and local employers.

Section 2 – Information Report

1. Raising the Participation Age (RPA)

- 1.1 The Education and Skills Act (2008) places a duty on all young people to participate in education or training until their 18th birthday.
- 1.2 From summer 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their 18th birthday.
- 1.3 This is not the same as Raising the School Leaving Age (ROSLA) which occurred in the early 1970s. RPA does not necessarily mean staying in school. Young people will be able to choose how they participate post-16, which could be through:
 - full-time education, such as school, college or otherwise;
 - an Apprenticeship;
 - part-time education or training if they are employed, self employed or volunteering for 20 hours or more a week.
- 1.4 The first year group to be affected by RPA are the current Year 10. They will be required to participate in education or training until they are 17. The current Year 9 will be the first Year that will be expected to participate in education or training until they are 18. Education or training must lead to a recognised qualification.

2. What Does This Mean For Local Authorities?

- 2.1 The Education and Skills Act places duties on local authorities, in relation to RPA. Local authorities will be required to:
 - promote the effective participation in education or training of all 16 and 17 year olds resident in their area; and
 - make arrangements to identify young people resident in their area who are not participating.

3. Current situation

- 3.1 Harrow has one of the lowest numbers of young people who are not in education, employment or training (NEET) after 16. Harrow is ranked 4th in the country on this measure. Although we have few NEETs they may often be the hardest young people to reach so our strategy will need to engage with them as a priority. Our strategy will target families, schools and pupils in all phases to ensure that RPA is fully understood by all stakeholders.

4. Financial Implications

- 4.1 To date no new funding has been confirmed to cover the additional costs likely to be incurred in meeting the new duties placed on local

authorities, such as promoting Raising the Participation Age. The government may offer targeted advice and additional support in other forms. It is hoped that external funding will be made available. However if this is not forthcoming then the potential costs will have to be considered as part of setting future years' budgets.

5. Equality Implications

5.1 This government initiative will apply to all young people and will serve to promote the educational and economic well-being of all.

6. Corporate Priorities

6.1 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



on behalf of the
Chief Financial Officer

Date: 22 February 2012

Section 4 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer
Education Professional Lead
Education Strategy and School Organisation

020 8736 6514

patrick.odwyer@harrow.gov.uk

Background Papers:

None

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting: 7 March 2012

Subject: Review of the Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS)

Key Decision: No

Responsible Officer: Catherine Doran
Corporate Director of Children's Services

Portfolio Holder: Brian Gate
Portfolio Holder for Schools and Colleges

Exempt: No

Decision subject to Call-in: No

Enclosures: Brent and Harrow Education Business Service review paper for consultation

Ethnic Minority Achievement Service review paper for consultation

Section 1 – Summary and Recommendations

This report describes the current review of the Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS). These services are being reviewed in order to inform decisions on any future provision of services. The review of Brent and Harrow Education Business Service (BHEBS) is being carried out jointly with Brent Council.

Recommendations:

Forum members are asked to:

- 1) consider and comment on the review papers and;
- 2) encourage their constituencies to respond to the consultation by 26 March 2012.

Reason:

The views of service recipients and other stakeholders of the Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS) are essential in designing any future provision.

Section 2 – Report

1. Introductory paragraph

- 1.1 From September 2012, BHEBS and EMAS will have to be full cost recovery services that exist without local council or central government grant funding. It is therefore essential that the council establishes the level of demand from schools and other partners for BHEBS' and EMAS' services to inform the planning of any changes that may be required to the current services and to allow time for their implementation. The review papers set out the:
 - context and reasons that have led to this review;
 - review process;
 - current service model, and;
 - future funding arrangements.
- 1.2 The views of stakeholders, in particular the current customers, namely schools and colleges and, in BHEBS case, the businesses that support the delivery of work-related learning, are essential in helping the Council to decide the future shape of these services.

- 1.3 The review period for both services closes on 26th March 2012. Harrow Council officers will summarise the responses for BHEBS' and EMAS' staff and other stakeholders, and will use the responses to propose the future services from September 2012. This proposal will include: the service vision and direction; its menu of services and charges; its organisational structure, and; service continuity. A key factor that officers will consider is whether there is a sustainable financial basis for future service provision.

2. Financial Implications

- 2.1 On 28th March 2011, the Young People's Learning Agency wrote to all local authorities in England to inform them that the Department of Education (DfE) had decided to withdraw the Education Business Partnership Services Grant from 1st April 2011. In the financial year 2010/11 the grant had subsidised BHEBS' delivery by £109,310 for Brent and £103,103 for Harrow. The three day notice of the grant's withdrawal put substantial pressure on the service's planned budget for the current financial year. It led to immediate increases in the charges for BHEBS' services and, during the year, cost efficiencies through a reduction in staffing by natural wastage and by moving premises. However, the service is not yet self-sustaining financially and it is therefore necessary to look at its viability and if necessary, make adjustments in its organisation, traded services and operating model to create a self-financing and effective traded service.
- 2.2 From 2011/12 the previously ring fenced Ethnic Minority Achievement Grant was incorporated into the Dedicated Schools Grant (DSG) by the DfE. Consequently EMAS is now funded by centrally retained DSG. EMAS is one of the services impacted by Academies, as a proportion of the service's DSG funding transfers to academies on conversion. The lack of buy back from the academies who converted in 2011/12, coupled with the loss of other external grant funding, has already created pressures on service costs and has resulted in some service adjustment, including a significant reduction in staffing. The service is not yet self sustaining financially and it is necessary to look at its viability and make any necessary adjustments in its organisation, traded services and operating model to make it a self financing and effective traded service within the timescale outlined above.
- 2.3 The proposed consultation and service reviews will be undertaken at minimal cost and will be funded from within existing resources. The recommendations resulting from the reviews will lead to further reports to Members on the future of these services, which will include any financial implications.

3. Risk Management Implications

- 3.1 At this stage the full risks associated with any changes to service provision are not clear. Any reduction in service provision may involve

implications for children and young people and organisational change, including staffing reductions.

4. Equalities Implications

4.1 At this point there are no proposals for change. If there are proposals made after this review an Equality Impact Assessment will be carried out.

5. Corporate Priorities

5.1 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:	22 February 2012		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	22 February 2012		

Section 4 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer
Education Professional Lead
Education Strategy and School Organisation

020 8736 6514
patrick.odwyer@harrow.gov.uk

Background Papers:

None



Brent and Harrow Education Business Service (BHEBS)

A joint review of service provision

Brent Council and Harrow Council

27th February to 26th March 2012

Please respond by Monday 26th March to:

Brent Local Authority Area

John Galligan

john.galligan@brent.gov.uk

Harrow Local Authority Area

Patrick O'Dwyer

patrick.odwyer@harrow.gov.uk

Brent and Harrow Education Business Service (BHEBS)

A joint review of service provision

1 Purpose

- 1.1 Brent Council and Harrow Council are conducting this review of Brent and Harrow Education Business Service (BHEBS) to inform their planning of the work-related learning services it will provide from September 2012. The councils are seeking the views of: the leaders of local schools, academies, colleges, training providers and businesses; BHEBS' staff; elected members and officers with responsibilities for this area of work; young people; other local stakeholders.
- 1.2 From September 2012, BHEBS will have to be a full cost recovery service that exists without local council or central government grant funding. It is therefore essential that the two councils establish the level of demand from schools and other partners for BHEBS' services now to inform their planning of any changes that may be required to its current model of delivery and to allow time for their implementation.
- 1.3 This review paper sets out the:
 - Context and reasons that have led Brent Council and Harrow Council to seek the views of stakeholders
 - Review process
 - Current service model
 - Future funding arrangements
 - How to respond to the review.

2 Context

- 2.1 Brent and Harrow Education Business Service (BHEBS) was established as a cross borough service in order to effectively and efficiently meet the needs of schools and colleges in providing a wide range of work-related learning opportunities, including work experience. BHEBS has provided high quality services since it was established by Brent Council and Harrow Council, and it continues to be a well regarded broker of work-related learning activities, including work experience placements.
- 2.2 This review is taking place in the light of the rapidly changing national and local context. The thrust of national policy relating to work-related learning is evolving with some of the decisions about its statutory place in the 14-19 curriculum still to be confirmed by the Department for Education.

3 Reasons for the Review

3.1 Funding

On 28th March 2011, the Young People's Learning Agency wrote to all local authorities in England to inform them that the Department of Education (DfE) had decided to withdraw the Education Business Partnership Services Grant from 1st April 2011. In the financial year 2010/11 the grant had subsidised BHEBS' delivery by £109,310 for Brent and £103,103 for Harrow. The three day notice of the grant's withdrawal put substantial pressure on the service's planned budget for the current financial year. It led to immediate increases in the charges for BHEBS' services and, during the year, cost efficiencies through a reduction in staffing, by natural wastage, and by moving premises. However, the service is not yet self-sustaining financially and it is therefore necessary to

look at its viability and if necessary, make adjustments in its organisation, traded services and operating model to create a self-financing and effective traded service.

3.2 The school curriculum and the delivery of work-related learning

In November 2010, the DfE confirmed in its schools' white paper, *The Importance of Teaching* its intention to give schools greater autonomy in the design of their curriculum. Following the recommendations made in the Wolf Report in March 2011, the DfE launched a consultation in October 2011 on *Removing the statutory duty to deliver work-related learning at Key Stage 4*. The consultation closed on 4th January 2012. If the DfE goes ahead with this proposed change, it may affect the demand for BHEBS to provide work-related learning activities, including work experience, for pupils at Key Stage 4, and, consequently, its income from schools.

3.3 The role of local authorities

In October 2010, the Secretary of State for Communities and Local Government in a letter to the leaders of local authorities (LAs) stated the government's expectation of the fundamental re-examination of *"every aspect of the way that councils work"*. The expectation of central government has increasingly been that LAs become commissioners of services and act as champions for young people and their families. LAs, including Brent and Harrow, have been giving greater consideration to which services they provide and, in particular, to those which need to be financially self-sustaining.

3.4 Service opportunities

Despite these changes, there are opportunities to explore potential areas of growth in the services that BHEBS provides. In its consultation on work-related learning at Key Stage 4, the DfE stated:

"Local authorities are already under a duty to encourage work experience for students 16-19 and we have begun working with partners to promote this. A group of local areas and training providers are also developing Work Pairings models, which offer young people training and intensive work experience with local employers. These will help to inform thinking on future work experience models for all 16-19 year olds. The review of lower attaining pupils will consider how work experience and internships can support progression for these young people."

At the same time, the DfE ran a consultation on its proposals for *Study Programmes for 16-19 year olds*. This stated its intention that *"providers will be free to offer experience of the workplace as part of a programme of study where that will help the student progress"*. This greater emphasis by government on the importance of work experience post-16, including internships, and its emphasis on work-based learning, including pre-apprenticeships and apprenticeships, is a potential opportunity for BHEBS to grow its services.

4 Process

4.1 For this review, Brent Council and Harrow Council will treat Brent and Harrow Education Business Service (BHEBS) as one joint service, and will seek the views of stakeholders in both local authority areas in the same way.

4.2 The views of stakeholders, in particular the current customers, namely schools and colleges and the businesses that support the delivery of work-related learning, are essential in helping the councils to decide the future shape of the service.

4.3 The review period closes on 26th March. Brent Council and Harrow Council officers will summarise the review's responses for BHEBS' staff and other stakeholders, and will use

the responses to propose options for the future of the service from September 2012. This will include: the service vision and direction; its menu of services and charges; its organisational structure. A key factor that officers will consider is whether the financial sum of the services that stakeholders confirm that they will purchase, balances with the cost of the current service structure or a revised service structure.

- 4.4 The councils' officers will use the review to inform an options paper on the future of the service for each of Brent Council and Harrow Council's directorates of children's services. It is anticipated that the decision on the service's future will be made in May. If the option chosen requires changes that affect staffing, Harrow Council will implement its *Protocol for Managing Change* for its staff and Brent Council will implement its *Managing Change Policy* for its staff. In this event, both councils will, where possible, follow the same timetables for change and aim to complete the process by 31st August 2012. If the views of stakeholders indicate the need for significant changes to the service offer, the councils will carefully plan and manage a transition phase to ensure that the valued experience and expertise within the service is maintained over this period.

5. The Current Service

5.1 Governance

Brent and Harrow Education Business Service (BHEBS) is governed by the BHEBS Executive Steering Group. The membership of the group includes: Harrow Council's Head of Service (Education Strategy and School Organisation); both councils' managers of 14-19 education and training; BHEBS service manager. The responsibilities of the group are to:

- Oversee the delivery of the service, monitor its performance and assess its achievements
- Receive and discuss ideas and feedback generated by BHEBS Advisory Board (which includes representatives from stakeholder organisations) and agree actions as appropriate
- Receive progress reports on all projects
- Ensure development plans and planned actions and projects are consistent with and complement the aims of each council, Brent Council's and Harrow Council's children and young people's and 14-19 strategic plans, and address the needs of the service stakeholders
- Agree the service development plan and performance targets annually
- Receive a report on the service's progress towards its targets each term
- Receive an annual evaluation of the service's development plan
- Scrutinise the accounts
- Seek support from outside agencies if and when necessary to further the aims of the service
- Receive formal complaints about BHEBS and if necessary intervene to resolve disputes between the parties.
- Ensure that accurate minutes and/or any relevant paperwork is held by the manager

5.2 Current service delivery

BHEBS provides bespoke services for primary schools, secondary schools, academies, colleges, training providers and independent schools. It offers work-related learning activities that cover: work experience; teacher placements; employability; enterprise; Crest Science; other employer link projects.

5.3 Over the previous academic year BHEBS has project managed 38 employability skills and enterprise projects in schools. The activities delivered included: Eurogateau, a language trading activity; careers speed networking; Harrow Council's Construction Futures careers event. During the same period, the BHEBS' team placed 4,534 students on work experience placements covering: Key Stage 4; post-16; long-term assignments; work bursts. This year BHEBS has added to its service offer: a help desk; extended work experience preparation packages; health and safety awareness training; Teachers into Business; British Science Association Crest Investigators for primary schools. The full menu of services with prices is listed in Appendix B.

5.4 **Service quality**

In January 2011, the Institute of Education Business Excellence awarded BHEBS with the National Quality Standard grade of Outstanding. In October 2011, BHEBS received recognition from the Global Entrepreneurship Organisation for the enterprise and language projects that the service runs in Brent schools.

6. Future Funding Arrangements

6.1 Following the withdrawal of central government grants, BHEBS must be a full cost recovery service from September 2012. In essence it must generate enough income from its services to cover the full cost of its management, administration and delivery of activities.

6.2 This review asks stakeholders that are BHEBS' current customers or potential customers to confirm the services that they will purchase. Brent Council and Harrow Council require this commitment to decide whether the service will generate enough income to be a viable either in its current structure or in a revised structure.

7. How to Respond

7.1 Brent Council and Harrow Council would be grateful if all stakeholders make their responses to the review questions (Appendix A) on the attached feedback form. Stakeholders are advised to consult the current service menu (Appendix B) to inform their answers.

7.2 The feedback form should be returned by post or email, no later than **Monday 26th March 2012** to:

Brent	Harrow
John Galligan Strategic Lead for 14-19 Education and Training Services to Schools Brent Council Gwenneth Rickus Building 240-250 Brentfield Road London NW10 8HE	Patrick O'Dwyer Education Professional Lead Education Strategy and School Organisation Harrow Teachers' Centre Tudor Road Wealdstone Harrow London HA1 4JN
john.galligan@brent.gov.uk	patrick.odwyer@harrow.gov.uk

Appendix A

Review Questions

Questions 1 to 3 are aimed at organisations that purchase work-related learning services. Questions 4 and 5 are for all stakeholders.

1. Does your organisation (school, college or other stakeholder) want to purchase services from Brent and Harrow Education Business Service (BHEBS) in the academic year 2012 to 2013? Please give your reasons.

The current service menu is listed in Appendix B.

If Yes please go to question 2. If No, please go to Question 3.

2. Which activities from BHEBS' current service menu will you purchase? Please highlight the activities listed in Appendix B which is attached to your feedback sheet and complete the volume and total cost column.
3. Are there any service activities that BHEBS does not currently provide that your organisation would purchase?
4. What do you think the vision and direction of BHEBS should be from September 2012? Please include areas of education business partnership work that Brent Council and Harrow Council should explore to decide the future of the service.
5. Do you have any other comments that would inform this review?

Brent Council and Harrow Council recommend that stakeholder organisations that commit to purchasing services make one response which is submitted by either their leader or budget holder.

Appendix B

Brent and Harrow Education Business Service Service offer for the academic year 2012-2013

Service Menu	Cost	Please state your purchase volume and the total cost
<p>Work Experience Service A Key Stage 4 Full project support offered for the duration of the programme. The project duration is usually nine months. This includes:</p> <ul style="list-style-type: none"> • Placements sourced and entered onto WebView • All supporting administration inclusive of paperwork for parents and students • Confirming the paperwork sent to employers • The license for access to WebView • Co-ordinator support throughout the programme • Health and safety visits for own found placements and evaluations. <i>Please note that out of borough charges are handed onto the school if they are more than £58 as well as second placements requested for students.</i> • Pre-programme planning and post-programme review • Work experience assembly or similar visit. 	£58 per placement	
<p>Work Experience Service B Key Stage 4 For schools that wish to have BHEBS' placement brokerage and health and safety support and will carry out their own project management, school internal administration and the sourcing of additional placements.</p> <p>Approved placements sourced by BHEBS and put onto WebView (number of placements by negotiation and in line with the number of schools going out at one time). The administration and support as mentioned in Service A for the places purchased at this price or a health and safety pre-placement visit to a location which is not in the Brent and Harrow area.</p> <p>Health and safety pre-placement visits in Brent and Harrow added to BHEBS data base and to WebView.</p> <p>A student own found placement and employer booking paperwork produced from a placement already sourced on the BHEBS WebView</p> <p>For the out of borough placements visited and details provided, charges will be passed on to school from the respective EBP (which can vary from £35 - £70). If an own found placement outside the Brent and Harrow area is visited by BHEBS the price will be £58 to finalise the health and safety information.</p>	<p>£58 per placement</p> <p>£37.50 per employer</p> <p>£30.25 per placement</p>	

<p>Work Experience Tailored Placements For vocational students at Key Stage 4 and Key Stage 5, young people with learning difficulties and/or disabilities, post-16 students, pre-apprenticeship assignments.</p> <p>Specific placements recruited for those that have specific requirements. Newly sourced or placements re-visited and negotiated. All paperwork support as described above for Service A will be given. The cost reflects the additional time that BHEBS will take to source and make all the health and safety arrangements.</p>	<p>£77 per placement</p>	
<p>Work Experience Long Term Tailored Placements Specific placements recruited for those that have specific requirements. Newly sourced or placements re-visited and negotiated. All paperwork support as described for Service A will be given. Monitored termly and employer feed back provided. CRB checks carried out on employers.</p>	<p>£98 per term (£294 per annum)</p>	
<p>Employability skills Fully supported by BHEBS staff with employers and materials, including project planning meetings and evaluations. Duration to suit a school or other education provider's timetable. Choose from:</p> <ul style="list-style-type: none"> • Mock interviews • Careers speed networking • CV writing and completing application forms • Employability skills for work experience • Work experience health and safety awareness for students • Form filling and FAQ sessions • Class sessions on WebView • Work experience debriefing • Work Wise/Wex Factor An extended programme of five preparation sessions and five day work placements leading to a qualification. <p><i>Each of the above activities can be purchased in conjunction with the services for work experience.</i></p>	<p>Short sessions £462</p> <p>Half days £1,050</p> <p>Whole days £2,100</p> <p>Dependent on group size (£180-£280)</p>	
<p>Enterprise The duration and focus is tailored to a school or other education provider's requirements. Fully supported by BHEBS' staff with employers and materials, including project planning meetings and evaluations. Choose from:</p> <ul style="list-style-type: none"> • Music Mania • Mobile Phones • Eurogateaux • Enterprising Houses • Roller Coaster • Event Planner • Fair Trade – Training Trainers • Snake Pit 	<p>Short Sessions £462</p> <p>Half days £1,100</p> <p>Whole days £2,200</p> <p>£2,250 for whole day</p>	

<p>British Science Association Crest Awards</p> <ul style="list-style-type: none"> • Bronze • Silver • Gold <p>BSA Crest Investigators Primary Programme</p>	<p>Per candidate £4 £8 £15</p> <p>£80 per scheme</p>	
<p>Employer brokerage work Specific project support and management by BHEBS.</p>	<p>£260 per day or six hour project allocation</p>	
<p>Veolia Water project Tailored to school needs. Options include a school water survey, water conservation activities and water resources games. The activities link with design technology, science and mathematics</p>	<p>£460</p>	
<p>Teachers into Public Services, Business and Industry Professional development visits to public services, business and industry settings for individual or groups of teachers.</p>	<p>Priced per package (minimum £100 per person)</p>	
<p>BHEBS Help Desk BHEBS charges for queries that are received from teachers (other than the work-related/enterprise co-ordinators) who request advice on links with employers or how to source specific materials to enrich the curriculum that are not covered in the school's SLA package.</p>	<p>£10 per telephone query or £45 per hour for longer queries and school visits</p>	
<p>STEM and British Science Association opportunities</p>	<p>Subject to external funding</p>	

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Ethnic Minority Achievement Service (EMAS)

A consultation by Harrow LA on the future of the service

Research Phase – February / March 2012

Please respond by Monday 26th March 2012 to:

Joy Collins
Team Leader
Ethnic Minority Achievement Service
London Borough of Harrow
Harrow Teachers' Centre
Tudor Road
Harrow
HA3 5PQ

joy.collins@harrow.gov.uk

Ethnic Minority Achievement Service (EMAS)

1. Research Phase – February / March 2012

This research paper will be sent to EMAS staff, unions, schools and other partners as well as to Elected Members and officers with key responsibilities for this service within Harrow Council.

A future EMAS cannot be determined without the full and active involvement of schools and partners in shaping the role, function and funding of the service. Consultation with schools, partners and other stakeholders will, therefore, need to be wide ranging and transparent. There needs to be a shared vision and direction for the service across schools, partners, the local authority and other stakeholders. This paper is intended to stimulate discussion that will inform a formal proposal for a future EMAS.

The transition from current to any future arrangements for EMAS needs careful planning and management to ensure that current and valued experience and expertise demanded in any new model is not lost during a period of change.

This research phase seeks the views of stakeholders to inform the formal consultation on a new operating model. It also:

- provides the contextual factors that have led to Harrow local authority working with schools and partners to determine new arrangements for EMAS
- explains the funding arrangements which will affect future provision;
- sets out the proposed timetable for feedback from schools and partners in the consultation phase, and;
- describes the proposed timeline for the implementation of a new operating model.

Feedback in the research phase from as many schools and partners as possible is essential in order to inform, and consult on, a proposed way forward in the formal consultation with staff and trade unions and other stakeholders in April / May 2012.

Responses to this research phase of consultation are requested by **26th March 2012**. **A form (Appendix A) is provided for responses.**

Context

EMAS was established to devolve and monitor the Ethnic Minority Achievement Grant and to provide advice, support and professional development to Harrow Schools on issues relating to Black and Minority Ethnic Achievement including English as an Additional Language. For some years, support for Travellers has also been managed by the Ethnic Minority Achievement Service. Additionally the service has secured funding from external bodies to fund relevant projects.

In the future EMAS will need to be a fully traded service that exists without LA funding. Any proposal for a future EMAS model will be predicated therefore on there being a continued demand from schools and other partners for a service of this type.

Future Funding Arrangements

In order for EMAS to function effectively and to meet the diversity of needs of schools and partners, funding has to be sufficient to cover the leadership, staffing, administration and delivery of the provision to be made by EMAS.

This paper seeks views on whether schools and partners will commit to a future EMAS SLA. Without this commitment, the proposed EMAS will be a minimal strategic service.

Therefore, a future EMAS will be funded by:

- limited Council funding;
- schools' funding through a service level agreement and buy back arrangements, that would replace current service level agreements;
- income from other partners and;
- funds obtained through any bidding process for specific projects.

Outcomes of the Research Phase

The outcomes of this research phase may lead to a changed future EMAS, e.g.

- The priorities and areas of work of EMAS may change
- The staffing structure and other costs to deliver EMAS activities may change.

The outcomes of the research phase will inform a formal consultation in April/May 2012.

2. Background – National and Local Drivers

2a) Funding

From 2011/12 the previously ring fenced Ethnic Minority Achievement Grant was incorporated into the Dedicated Schools Grant (DSG) by the DfE. Consequently EMAS is now funded by centrally retained DSG. EMAS is one of the services impacted by Academies, as a proportion of the service's DSG funding transfers to academies on conversion. The lack of buy back from the academies, who converted in 2011/12, coupled with the loss of other external grant funding, has already created pressures on service costs and has resulted in some service adjustment, including a significant reduction in staffing. The service is not yet self sustaining financially and it is necessary to look at its viability and make any necessary adjustments in its organisation, traded services and operating model to make it a self financing and effective traded service within the timescale outlined in Appendix B .

2b) Research on the future of the Ethnic Minority Achievement Service is required as a result of the following:

- Changed national expectations about the support arrangements for school improvement, specifically the role of the Local Authority as a provider of School Improvement Services. While giving the Local Authority a strong strategic role as champion for parents, families and vulnerable pupils, the government envisages a minimal residual statutory responsibility for School Improvement in the future and only in the form of quality assurance and commissioning intervention in failing schools.
- The LA statutory responsibility includes:
 - Provision of advice and support to the council on school and education policy and strategy
 - School facing services the LA wishes to retain
 - Remaining or future LA statutory functions closely related to School Improvement e.g. Governors Services
- DSG funding is under pressure not only from any further academies but from the DfE proposals for school funding which suggest that DSG could only be centrally retained for EMAS if there is local agreement by schools.
- The service's council budget is only £32k and given the financial challenges facing the council there is minimal scope to increase this funding.

- The development of a new model for Harrow Children’s Services, specifically the establishment of Education Strategy and School Organisation (ESSO) that includes EMAS and the implementation of the Harrow School Improvement Partnership (HSIP). This reorganisation implies a strategic Local Authority role with support to schools commissioned through HSIP.

As a result the Ethnic Minority Achievement Service will change from 1st September 2012, its activities being shaped by this research phase and then formal consultation.

Sections 3 to 5 set out possible future activities and contain consultation questions. For ease you can respond to these questions by completing the response form (Appendix A, page 10).

3. Service Activities - Core Strategic Activities of a Future EMAS

3a) Monitoring Achievement

Monitoring achievement of Black and Minority Ethnic pupils, including Travellers, via an annual audit, has been one of the core activities of the service. Narrowing the Gap (NtG) is one of Harrow’s four key priorities. In the future EMAS would continue to track and review progress of English as an Additional Language (EAL) / Black and Minority Ethnic (BME) and Free School Meal (FSM) groups at all key stages to identify Narrowing the Gap (NtG) priorities. Support to schools around NtG would be commissioned through HSIP.

3b) Grant Funding for Projects

Building on success in recent years, continue to bid for projects to NtG for vulnerable pupils for example:

- A Traveller Youth Project in partnership with Young People’s Services begun January 2012 and funded by John Lyon’s Charity.
- Forest School in partnership with All Saint’s Church, Stanmore. Forest School provides an outdoor learning environment and is especially suitable for children presenting with challenging behaviours in the mainstream setting. The proposed start date is summer/autumn 2012.

3c) Monitoring Advice + Support to Schools

EMAS would commission and monitor provision to NtG for EAL / BME / FSM and Travellers. EMAS will not be responsible in the future for providing advice and support to schools or to provide a programme of continuous professional development (CPD), other than any activities agreed and funded by schools.

Key Questions:

- *Do you consider that these activities should constitute the core strategic activities of a future Ethnic Minority Achievement Service?*
- *Do you think any others should be added or any of these deleted?*

4. Leadership of Enhanced Provision

There is an opportunity to lead on enhanced provision to support Council, school and Ofsted priorities to NtG and engage with parents/carers to support outcomes for pupils through the following:

4a) Refugee Achievement and Support for New Arrivals / Parent Ambassadors

Schools value support to induct new arrivals / new EAL pupils. EMAS staff help parents/carers to understand the UK education system and help home / school communication.

Currently EMAS employs 4 instructors (3 Somali, 1 Tamil), 1 Farsi TA and 2 Parent Ambassadors (Polish and Farsi) who are commissioned as need arises. There is a pool of Parent Ambassadors offering Romanian, Arabic and Somali. All can be commissioned via Service Level Agreements with EMAS. EMAS is also able to deliver Parent Ambassador training accredited via the Open College Network (OCN).

Key Questions:

- *Do schools want to continue to commission EMAS to provide school funded support for refugees and new arrivals? If so, which languages do schools need?*
- *Do schools want to commission EMAS to provide Parent Ambassador training?*

4b) Traveller Support

Traveller children are arguably the most vulnerable and underachieving of all ethnic minorities in Harrow. There are considerable barriers to achievement e.g. discrimination, fear of ascribing to Traveller status, mobility, lack of literacy amongst parents and multiple issues e.g. housing, medical, school admissions. They are a small mobile group, scattered amongst a number of schools which are not always well equipped to meet their transitory needs.

As a result EMAS proposes to retain some core provision – 2 full time Traveller Support Workers to provide time limited (half termly) targeted 1:1 / small group or in-class support. In addition, they would provide training, curriculum advice and guidance to schools on resources and Traveller culture. Pastoral support can continue via interagency work.

Key Questions:

- *Do schools want support for Traveller children as a core activity in a future EMAS?*
- *Are schools willing to pay for additional support through a SLA?*

4c) ESOL

For 4 years EMAS and the Integrated Early Years and Community Services (IEYCS) have funded ESOL provision in partnership with mainstream schools and children's centres. Approximately 400 parents/carers have accessed high quality Pre-Entry and Entry 1 provision in their children's schools or children's centres during this time. At the end of 2011, 34 out of 35 Entry 1 students sat and passed EDEXCEL National Exams.

As a result of the ESOL course many parents/carers have taken important steps towards improving their lives. Many have progressed from ESOL courses to college courses. Others have found jobs and many others have gained enough confidence to engage with society in a way that they could not do in the past such as make friends, explain health problems to the doctor and communicate with schools in supporting their children's learning.

The Ethnic Minority Achievement Service in partnership with IEYCS have continued to jointly fund the running of these classes for our vulnerable adults wishing to improve their reading, writing and communication skills. Enrolment numbers this autumn term are a clear indication that there is still a need and demand for this provision. All our classes currently have the required number of learners on their registers (12-15). Some classes such as Weald School (both Pre-Entry and Entry 1) Whitefriars and Kenmore Park are full to capacity and have waiting lists. The clusters working with us this year are Canons, Children First, CH Unite, Stanmore-Kenmore and Pinner Wood. There are six Pre-Entry classes and one Entry 1 class running.

Key Question

- *Do schools and other partners want to commission EMAS to provide ESOL?*

4d) Family Learning

Funding has come via Adult Community & Family Learning (ACFL) to deliver Family Learning in Foundation Stage settings, targeting vulnerable children and families. Through an experiential approach parents / carers develop a better understanding of the UK education system, how their children learn and how they can help in that process.

Family Learning is time devoted to the engagement, inclusion and integration of vulnerable parents.

Key Questions:

- *If there is further funding from ACFL do schools want to commission EMAS to continue this provision?*
- *If there is no further funding from ACFL do schools want to commission and fund EMAS to continue this provision?*

4e) Supplementary Education

Hundreds of Harrow children currently attend supplementary education. Some are from our vulnerable groups. EMAS currently leads at a Council level on support and guidance to supplementary schools.

This involves training to follow a national Quality Framework and to obtain Bronze, Silver and Gold Awards for their schools. Achieving the Bronze Award ensures schools implement a Safeguarding Policy. The next possible step is to establish a Supplementary Schools Forum for which it is very likely John Lyon's Charity will provide funding. This will help the forum to obtain further funding to become self sustaining. As the forum develops it is hoped more supplementary schools will be identified and supported.

Key Questions:

- *Do mainstream schools consider that EMAS is best placed to quality assure supplementary provision?*
- *Which mainstream schools would like to develop closer links with supplementary schools? Some charities are seeking to fund such initiatives.*

4f) Harrow Weekend School

This developed as a unique NtG initiative. Target pupils come from underachieving EAL & BME groups, many on FSM, and are referred by 6 main feeder schools. Teachers at the HWS are UK trained and provide support in English and Maths. John Lyon's Charity have supported financially for 3 years and the final tranche of funding will run until December 2012. Further funding is being sought from the Education Endowment Fund in partnership with ContinYou (National Resource Centre for Supplementary Education). Recent data highlights the impact which contributes to overall pupil achievement and attainment in English and Maths.

Key Questions:

- *Do schools want to continue to support the Harrow Weekend School initiative?*
- *If a bid is unsuccessful would schools fund the continuation of this initiative?*

5. Advice and Support to Schools including CPD

Funding previously available to fund support to schools including the CPD programme, has now been passported to HSIP to commission appropriate activities. It is envisaged that the HSIP will maintain and develop that programme of support. Where HSIP does not provide the following, or future, programmes, then EMAS could be commissioned by schools to do so.

5a) Rights Respecting School Award (RRSA)

This is a low cost high impact programme closely aligned to the new Ofsted Framework and NtG. There are 38 schools currently engaged and working towards Recognition of Commitment (ROC) Level 1 or Level 2. Central and bespoke training advice, support and Level 1 and 2 assessments are provided until 31st August 2012.

Key Questions:

- *Do schools/other parties want this project to continue?*
- *How do you think it should be provided, supported and funded?*

5b) Masterclass for Maths

Developed by an EMAS consultant in partnership with a Harrow primary school and funding from London Challenge, the Masterclass for Maths is a catch up programme for upper primary EAL learners underpinned by EAL pedagogy. Assessments of pupils before and after the intervention testify to its success.

This could be delivered as central or bespoke inset and or school based consultancy.

Key Questions:

- *Would schools like these materials to be disseminated?*
- *How do you think they should be provided, supported and funded?*

5c) Level 4-5 Writing

Via consultancy with schools, EMAS is developing a series of writing units (each providing a series of lessons) which focus on different genres at KS2. They aim to support learners to reach Level 5. Norbury, Glebe, Stag Lane Junior and Whitchurch Junior are among the schools which have contributed/or are still contributing. The units are underpinned by research on EAL which highlights the particular language challenges for EAL learners. The focus is on developing academic languages which is helpful for all learners.

The units are due for completion summer 2012.

Key Questions:

- *How will this be disseminated?*
- *How do you think these materials should be provided, supported and funded?*

5d) New Arrivals

As a result of a successful bid for Migration Impact Funding, EMAS led a 2 year project to develop policies, resources and lead on outstanding practice. Two consultants were seconded to build capacity across all key stages.

In addition EMAS has worked closely with Glebe School, the Knowledge Centre for cross-cultural language and communication.

Key Question:

- *Who do you think should lead in the area of New Arrivals in the future?*

5e) Principles to Practice (P2P)

This is a new development in partnership with the University of Hertfordshire. Training focuses on EAL pedagogy for advanced bilingual learners and successful participants gain 30 credits towards a modular MA.

The course seeks to enhance a strategic role in school via a partnership teaching model. A recent primary EMA network meeting highlighted a continuing need to support schools to meet the challenges of integrating language development and curriculum access.

Key Questions:

- *Should a second module be developed for Principles to Practice focusing on for example new arrivals and advanced bilingual learners?*
- *How should P2P be led and funded in the future?*

5f) Advice and Support to Schools

It has been suggested that there should be an EMA website and forum via Fronter in order to meet the daily requests for advice on a range of issues: assessment, planning, resources, translation, interpreting.

Key Questions:

- *If schools lead on delivery of training and advice and support to schools, how will this be funded and do schools have the capacity in the longer term?*
- *Should specific schools / Knowledge Centres be commissioned by HSIP to meet this need?*
- *Should highly skilled and experienced consultants be commissioned by HSIP?*
- *Do schools agree that advice and support in via Fronter would be helpful?*

6. Timetable (see Appendix B)

This research phase of the consultation on the future of EMAS ends on 26th March 2012.

Full consultation with schools, officers and unions will take place during April/May 2012.

It is anticipated that a report will go to Harrow's Cabinet for consideration of the next steps in May 2012. This will form the basis for future arrangements.

Following the outcome of Local Authority decision making processes, an action plan for the implementation of the agreed way forward will be determined, together with the resultant proposals for the required changes to the current service in line with the Council's "*Protocol for Managing Organisational Change*".

If agreed, it is proposed that EMAS would be re-organised as quickly as possible after that agreement, with a view that the future operating model of EMAS is fully operational by 1st September 2012.

7. How to respond to this consultation

The deadline for the research phase of the consultation on the future of EMAS is 26th March 2012.

You can respond to this consultation by using the separate consultation response form (**Appendix A**) and returning or e-mailing it to:

Joy Collins
Team Leader
Ethnic Minority Achievement Service
London Borough of Harrow
Harrow Teachers' Centre
Tudor Road
Harrow
HA3 5PQ

joy.collins@harrow.gov.uk

Appendix A:

Ethnic Minority Achievement Service (EMAS)

A consultation by Harrow LA on the future of the service

Research Phase – February / March 2012

RESPONSE FORM

We want to hear what you think. Please use this form to send us comments on the consultation document. Please send it to joy.collins@harrow.gov.uk by 5pm on 26th March 2012

Name / Role	
School / Service	

3. Service Activities - Core Strategic Activities of a Future EMAS

3a) Monitoring Achievement

3b) Grant Funding for Projects

3c) Monitoring Advice + Support to Schools

Key Questions:

- *Do you consider that these activities should constitute the core strategic activities of a future Ethnic Minority Achievement Service?*
- *Do you think any others should be added or any of these deleted?*

RESPONSE

4. Leadership of Enhanced Provision

4a) Refugee Achievement and Support for New Arrivals / Parent Ambassadors

Key Questions:

- *Do schools want to continue to commission EMAS to provide school funded support for refugees and new arrivals? If so, which languages do schools need?*
- *Do schools want to commission EMAS to provide Parent Ambassador training?*

RESPONSE

4b) Traveller Support

Key Questions:

- *Do schools want support for Traveller children as a core activity in a future EMAS?*
- *Are schools willing to pay for additional support through a SLA?*

RESPONSE

4c) ESOL

Key Question

- *Do schools and other partners want to commission EMAS to provide ESOL?*

RESPONSE

4d) Family Learning

Key Questions:

- *If there is further funding from ACFL do schools want to commission EMAS to continue this provision?*
- *If there is no further funding from ACFL do schools want to commission and fund EMAS to continue this provision?*

RESPONSE

4e) Supplementary Education

Key Questions:

- *Do mainstream schools consider that EMAS is best placed to quality assure supplementary provision?*
- *Which mainstream schools would like to develop closer links with supplementary schools? Some charities are seeking to fund such initiatives.*

RESPONSE

4f) Harrow Weekend School

Key Questions:

- *Do schools want to continue to support the Harrow Weekend School initiative?*
- *If a bid is unsuccessful would schools fund the continuation of this initiative?*

RESPONSE

5. Advice and Support to Schools including CPD

5a) Rights Respecting School Award (RRSA)

Key Questions:

- *Do schools/other parties want this project to continue?*
- *How do you think they should be provided, supported and funded?*

RESPONSE

5b) Masterclass for Maths

Key Questions:

- *Would schools like these materials to be disseminated?*
- *How do you think it should be provided, supported and funded?*

RESPONSE

5c) Level 4-5 Writing

Key Questions:

- *How will this be disseminated?*
- *How do you think these materials should be provided, supported and funded?*

RESPONSE

5d) New Arrivals

Key Question:

- *Who do you think should lead in the area of New Arrivals in the future?*

RESPONSE

5e) Principles to Practice (P2P)

Key Questions:

- *Should a second module be developed for Principles to Practice focusing on for example new arrivals and advanced bilingual learners?*
- *How should P2P be led and funded in the future?*

RESPONSE

5f) Advice and Support to Schools

Key Questions:

- *If schools leads on delivery of training and advice and support to schools, how will this be funded and do schools have the capacity in the longer term?*
- *Should specific schools / Knowledge Centres be commissioned by HSIP to meet this need?*
- *Should highly skilled and experienced consultants be commissioned by HSIP?*
- *Do schools agree that advice and support in via Fronter would be helpful?*

RESPONSE

Do you have any other comments?

Appendix B:**Consultation Process and Indicative Timetable**

Activity	Timing / Date
Research Phase with partners (schools, unions and staff) on the existing service and views on the future	Late February / Early March 2012 (for four weeks)
Feedback on Research Phase consultation to staff and partners	Late March / Early April 2012
Formal consultation to staff, partners and unions on a proposed service and workforce implications for September 2012	Late April 2012 (for four weeks)
Formal feedback from consultation and confirmation of proposals. Cabinet Report	Late May / Early June 2012
Proposals implemented	September 2012

**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	Special Schools/Special Educational Needs Placements Strategy
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:	None

Section 1 – Summary and Recommendations

This report informs the Education Consultative Forum on the plans to develop a Special Schools/SEN Placements Strategy.

Recommendations:

The Education Consultative Forum is requested to consider the report and offer any comments.

Reason: (For recommendation)

To ensure there is a sufficient and comprehensive provision for pupils with special educational needs to fulfil the local authority's statutory responsibilities.

Section 2 – Report

Introduction

1. This report provides the Education Consultative Forum with details of the plans to develop a Special Schools/SEN Placements Strategy.
2. This is a time of considerable change for schools and the local authority including special educational needs, being driven by changing Government policy and local issues.

National Issues

3. In Spring 2011, the DfE published the Special Educational Needs and Disability Green Paper. A consultation period followed until the end of June 2011. The Green Paper proposed fundamental reform to the SEN system to address a range of problems. The headlines were reported to EdCF at their meeting in June 2011.
4. The consultation closed in June 2011, and the Government's response is awaited. A number of local authorities started single assessment process pilots in September and also individual budget pilots have been extended. It is expected that these pilots will contribute to the Government's response. Other elements within the Green Paper, for example the Pupil Premium and the ability to establish Special Free Schools, have been implemented and the impact of these Government policy changes are informing the local context.

Local Issues and Context

5. In Harrow, there are a number of local issues that the local authority, in partnership with schools and providers, needs to address currently. These include:
 - the impact of an increasing pupil population with the associated rise in the proportion of pupils with SEN;
 - greater financial pressure arising from SEN statements;
 - changing SEN demand/profile with more complex needs, and;
 - pressure on places in special schools.
6. The Government's response to the Green Paper consultation will provide greater clarity on the SEN system and whilst it is difficult to assess the full implications for the local authority, at this time there is an imperative to progress work in this area.

Options considered

Special School/SEN Placements Strategy

7. To address the local issues the local authority, working in partnership with schools, is developing a Special School/SEN Placements Strategy. The overarching vision for the Strategy is to ensure that there is provision for pupils, young people, and their families, with special education needs or Learning Difficulties and Disabilities (LLDD) that is continuous from 0 to 25, is supported by coherent services, and has a vision shared by all partners which is communicated consistently.
8. Provision for pupils with special educational needs is made through a range of settings appropriate to the needs of the children and young people. This includes provision in:
 - Mainstream schools
 - Additional resource bases in mainstream schools
 - Special schools/PRU in Harrow
 - Out-borough Placements
 - Provision in colleges
9. The focus of this element of the strategy is on the special schools and pupil referral unit in Harrow and their interface with other provision for pupils and young people with special educational needs, including mainstream schools and additionally resourced provision. The Strategy will include:
 - A Analysis of Need and Projections and Expenditure
 - B Implications of current provision
 - C Options for Consideration
10. The analysis of parts A and B will inform the development of a series of options that will be considered for implementation. The options will comprise short term actions for implementation from September 2013; and medium/longer term options for implementation from September 2014.
11. The initial focus of this element of the strategy is on the special schools and the pupil referral unit in Harrow and their interface with other provision for pupils and young people with special educational needs, including mainstream schools and additionally resourced provision. There are already plans in relation to special schools for September 2012, and the options arising from the strategy will build on these accordingly. It is expected that options to meet the increasing demand will be achieved through a combination of approaches, which may include modest changes within existing provision, re-provision and the creation of additional new provision.
12. To complete the strategy it is proposed that officers work with representative special school headteachers and SENCOs. Officer representatives from across the Council including Children's Services, Adults and Housing, and Finance will contribute to this work.

Timelines

13. It is proposed that a Report is presented to Cabinet in July with series of options for consultation. Consultation will take place during the Autumn Term with a report to Cabinet in December. If there are any proposals requiring statutory processes these will be undertaken accordingly. It is expected that there will be a phased implementation of any changes and these will be planned to coincide with the beginning of new academic years.

Financial Implications

14. Revenue funding for SEN provision is provided through the Dedicated Schools Grant and in 2011/12 the cost of in borough special schools was £7.6m, with a further £5.1m spent on SEN statements and specialist provision in mainstream schools, and £6.6m spent on out of borough SEN provision. An indicative provision totalling £1.65m has been included in the 2012/13 to 2014/15 capital programme to fund SEN provision.
15. At this stage there are no financial implications arising from this report. The proposals resulting from the development of the Special School/SEN Placements Strategy will inevitably have an impact on both capital and revenue funding. The financial implications will be reported as part of considering the options and will need to be considered when setting the future school budgets and capital programme.

Risk Management Implications

16. Directorate and corporate risk management implications for the council arising from any proposed options will be included on the directorate and corporate risk registers as necessary.

Equalities Implications

17. Equalities Impact Assessments will be undertaken by officers on any proposed options.
18. Harrow's schools are high achieving and inclusive and provide a diversity of provision. Any proposals arising from the SEN Strategy will build on the successful provision that already exists in Harrow's schools.

Corporate Priorities

19. 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: 23 February 2012		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 22 February 2012		

Section 4 - Contact Details and Background Papers

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

Background Papers:

SEN and Disability Green Paper Report to Education Consultative Forum, 27 June 2011

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**REPORT FOR: EDUCATION
CONSULTATIVE FORUM**

Date of Meeting:	7 March 2012
Subject:	Post-16 Transport Statement
Key Decision:	No
Responsible Officer:	Catherine Doran Corporate Director of Children's Services
Portfolio Holder:	Brian Gate Portfolio Holder for Schools and Colleges
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Copy of Draft Consultation Paper

Section 1 – Summary and Recommendations

This report sets out proposals to change the criteria for funding for transport for students without a special educational need who travel to a post-16 educational setting to study.

Recommendations:

Forum members are asked to:

- 1) consider and comment on the proposed criteria, and;
- 2) encourage their constituencies to respond to the consultation by 2 April 2012.

Reason:

The Council is encouraged by government to carry out an annual consultation on a Post-16 Transport Statement.

Section 2 – Report

1. Introductory paragraph

- 1.1 Guidance requires local authorities to prepare and publish a Transport Policy Statement for young people aged 19-24 with learning difficulties and/or disabilities (SEND). There are no plans to change the current eligibility criteria for these students. This consultation relates only to other Post-16 students.

2. Background

- 2.1 The grant from central government that provided transport costs for students without a special educational need or disability through a locally determined scheme ceased on 31 March 2011. Harrow Council, like other local authorities, has not received any grant funding since that date. However, Harrow Council continued to fund the Post-16 Transport Statement and the policy was renewed for 2011-2012. In fact, most students in Harrow are well supported in the travel arrangements through arrangements offered by London Transport.

3. Current situation

- 3.1 The criteria for receiving support for transport in the current statement are as follows:
- Students aged between 16 and 19 years old currently living within the London Borough of Harrow.
 - Students taking courses, which are not available at one of Harrow's three Colleges.
 - Students who are from low income families.*

*Low income families refers to families in receipt of Income Support (IS), Income Related Jobseekers Allowance (JSAIR), Income Related Employment Support Allowance (ESAIR), Pension Credit (PC), Child Tax Credit (CTC) without working tax credit with an annual income of no more than £16,190.00 or are supported under Part VI of the Immigration and Asylum Act 1999.

4. Why a change is needed

- 4.1 The Council wishes to consult on proposed changes to the way funds are allocated, and the consultation is planned to be held from 5 March 2012 to 2 April 2012. The Council intends to target its funds more effectively and, in particular, to bring it into line with the typical funding mechanisms of educational institutions. The government now permits schools, Academies and colleges to use discretionary allowances to support transport costs for students and Harrow Council wishes to target its support to those most in need.
- 4.2 The overall intention of the Local Authority's 16-19 transport statement is to continue to ensure that learners of sixth form age who most need additional support are able to access the education and training of their choice.
- 4.3 Harrow is proposing a change to the criteria found in the current [Post 16 Transport Policy Statement](#) as a basis for future funding. To be eligible for a grant from September 2012 the Council is proposing the following criteria.
- The course you are studying is not available in a school, Academy or College within the Harrow boundary AND
 - You must have been in receipt of, or have been eligible for, free schools meals (FSM) while a Year 11 student in a secondary school or Academy AND
 - You must be a resident of Harrow at the time you seek funding; AND
 - The place of study must be a minimum of three miles from the student's home and within 1 hour and 15 minutes travel time from home by public transport.

5. Financial Implications

- 5.1 There are limited financial implications. There may be an overall reduction in the total amount of grant offered to students but this may not be significant. The new criteria enable the Council to target this limited funding towards those most in need and bring our criteria into line with those of many education providers.

6. Risk Management Implications

- 6.1 There may be complaints against the operation of the new criteria, which we would consider through the Council's complaints procedure.

7. Equalities Implications

- 7.1 The limited fund now available will continue to target the most disadvantaged young people Post-16 but will use receipt or eligibility for Free School Meals in Year 11 as a proxy for this.

7.2 The consultation will be sent to interested parties including existing and potentially eligible recipients and schools, and respondents will be asked to complete monitoring information that will help assess any equality implications. The equalities implications of any changes will be assessed prior to a decision being made.

8. Corporate Priorities

8.1 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:	22 February 2012		
Name:	Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	22 February 2012		

Section 4 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer
Education Professional Lead

020 8736 6514

patrick.odwyer@harrow.gov.uk

Background Papers:

The Post-16 Transport Statement 2011-2012
(linked through consultation paper attached)

Harrow Council Consultation on the Post-16 Transport Statement 2012-2013

The Background to this Consultation

The [Post 16 Transport Policy Statement](#) details the transport arrangements and financial assistance with transport costs that the Local Authority considers necessary to ensure access to education or training for learners of sixth form age. For the majority of young people in Harrow, London Transport's [arrangements for post 16 students](#) provides for their transport needs. The link highlighted above will take you to the statement for 2011-2012. In particular, the Local Authority seeks to consider the needs of those who are at risk of not being in education, employment or training (NEET) at the age of 16 or 17.

The grant from central government that provided transport costs for students without a special educational need or disability through a locally determined scheme ceased on 31 March 2011. Harrow Council, like other local authorities, has not received any grant funding since that date. However, Harrow Council continued to fund the Post-16 Transport Statement and the policy was renewed for 2011-2012.

Following the development of the Harrow Collegiate, schools, Academies and Colleges in Harrow offer a very full range of courses and we do not expect much demand for courses outside the borough's boundaries. However, there are a small number of students who need additional support each year. The Local Authority seeks to support these young people of sixth form age by providing them with support for transport costs where there may be a need in order to ensure their continued participation in learning.

The guidance requires local authorities to prepare and publish a Transport Policy Statement for young people aged 19-24 with learning difficulties and/or disabilities (SEND). There are no plans to change the current eligibility criteria for these students.

The Content and Timing of this Consultation

In this consultation Harrow Council is seeking views on how support for transport costs should be allocated for students with other needs. Many urban authorities provide no funds for such students but Harrow has continued to do so and intends to do so for 2012-2013.

The Council wishes to consult on proposed changes to the way funds are allocated. The Council intends to target its funds more effectively and, in particular, to bring it into line with the typical funding mechanisms of educational institutions. The government now permits schools, Academies and colleges to use discretionary allowances to support transport costs for students and Harrow Council wishes to target its support to those most in need.

The overall intention of the Local Authority's 16-19 transport statement is to continue to ensure that learners of sixth form age who most need additional support are able to access the education and training of their choice. This consultation closes on **2 April 2012**.

The Proposed Changes 2012-2013

Harrow is proposing a change to the criteria found in the current [Post 16 Transport Policy Statement](#) as a basis for future funding. To be eligible for a grant from September 2012 the Council is proposing the following criteria.

- The course you are studying is not available in a school, Academy or College within the Harrow boundary AND
- You must have been in receipt of, or have been eligible for, free schools meals (FSM) while a Year 11 student in a secondary school or Academy AND
- You must be a resident of Harrow at the time you seek funding; AND
- The place of study must be a minimum of three miles from the student's home and within 1 hour and 15 minutes travel time from home by public transport.

You may respond to this consultation through the consultations section of the website or in writing to:

Post-16 Transport Statement Consultation
Education Strategy and School Organisation
Harrow Teachers' Centre
Tudor Road
Harrow
HA3 5PQ

This consultation closes on **2 April 2012**.