

Education Strategy Consultative Forum **AGENDA**

DATE: Wednesday 27 June 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:

Zarina Khalid
Raj Ray
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. Asad Omar | 3. Lynda Seymour |
| 4. Krishna James | |

(Education Side Representatives overleaf)

Education Side Representatives:

Teachers' Constituency:

- | | | |
|-----------------|---------------|------------------|
| 1. Ms A Drew | 3. Ms J Lang | 5. Ms L Rowlands |
| 2. Ms C Gembala | 4. Ms L Money | 6. Ms L Snowdon |

Governors:

- | | | |
|------------------|-----------------|--------------|
| 1. Mrs C Millard | 3. Mr K Sochall | 5. (Vacancy) |
| 2. Mr N Ransley | 4. Ms H Solanki | 6. (Vacancy) |

Elected Governors:

- | | |
|-------------------------------------|--------------|
| 1. Mrs A Khan
(secondary sector) | 2. (Vacancy) |
|-------------------------------------|--------------|

Denominational Representatives:

- | | |
|---------------------|--------------|
| 1. Mrs J Rammelt | 3. (Vacancy) |
| 2. Reverend P Reece | 4. (Vacancy) |

School Employees' Representatives:

- | | | |
|--------------|--------------|--------------|
| 1. (Vacancy) | 3. (Vacancy) | 5. (Vacancy) |
| 2. (Vacancy) | 4. (Vacancy) | 6. (Vacancy) |

Early Years Private and Voluntary Sector Provider Representatives:

1. (Vacancy)

Post-16 Provider Representatives:

1. (Vacancy)

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.

4. MINUTES (Pages 1 - 12)

That the minutes of the meeting held on 7 March 2012 be taken as read and signed as a correct record.

5. APPOINTMENT OF VICE-CHAIRMAN

To appoint a Vice-Chairman of the Forum for the 2012/13 Municipal Year.

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. TERMS OF REFERENCE FOR THE EDUCATION STRATEGY CONSULTATIVE FORUM (Pages 13 - 16)

To consider and confirm the Forum's Terms of Reference.

10. SCHOOL TERM DATES 2013/2014 (Pages 17 - 24)

Report of the Head of Education Strategy and School Organisation.

11. INFORMATION REPORT: SPECIAL EDUCATIONAL NEEDS AND DISABILITY GREEN PAPER - PROGRESS AND NEXT STEPS (Pages 25 - 28)

Report of the Divisional Director, Special Needs Services, Children and Families.

12. SCHOOL PLACE PLANNING (Pages 29 - 36)

Report of the Head of Education Strategy and School Organisation.

13. DEVELOPMENT OF THE EARLY YEARS STRATEGY (Pages 37 - 46)

Report of the Head of Education Strategy and School Organisation.

14. INFORMATION REPORT: OUTCOMES FROM THE CONSULTATIONS ON THE FUTURE OF BRENT AND HARROW EDUCATION BUSINESS SERVICE (BHEBS) AND THE ETHNIC MINORITY ACHIEVEMENT SERVICE (EMAS) (Pages 47 - 90)

Report of the Head of Education Strategy and School Organisation .

15. DATE OF NEXT MEETING

To note that the next meeting of the Forum is due to be held on 20 November 2012.

AGENDA - PART II - NIL

EDUCATION CONSULTATIVE FORUM

MINUTES

7 MARCH 2012

Chairman:	* Councillor Brian Gate	
Councillors:	* Husain Akhtar	Raj Ray
	* Mrs Camilla Bath	Zarina Sheikh
	* Janet Mote	* Krishna Suresh
Teachers' Constituency:	* Ms A Drew	* Ms L Money
	Ms C Gembala	Ms L Rowlands
	Ms J Lang	* Ms L Snowdon
Governors' Constituency:	* Mrs C Millard	* Mr K Sochall
	* Mr N Ransley	Ms H Solanki
Elected Parent Governor Representatives:	† Mrs A Khan	
Denominational Representatives:	* Mrs J Rammelt	* Reverend P Reece

- * Denotes Member present
- † Denotes apologies received

82. Attendance by Reserve Members

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

83. Apologies for Absence

An apology for absence was received from Mrs A Khan.

84. Declarations of Interest

RESOLVED: To note that there were no declarations of interests made by Members.

85. Minutes

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

86. Public Questions, Petitions and Deputations

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

RECOMMENDED ITEMS

87. Proposals for Constitutional Changes to Education Consultative Forum

The Forum received a report of the Corporate Director Children's Services which set out proposals for constitutional changes to the Education Consultative Forum. An officer advised that:

- the Education Act 2011 had initiated changes to the role of the Local Authority with regard to schools and these changes were reflected in the proposed changes to the scope, function and composition of the Forum;
- following a suggestion from the Education Consultative Forum at its 25 January meeting, further consultation of key stakeholders had been carried out with regard to the proposed changes to the Forum's composition and admissions functions;
- the results of the consultation had been incorporated into the recommendations in the report.

The officer outlined the following proposed changes:

- that the Education Consultative Forum (EdCF) be renamed Education Strategy Consultative Forum (ESCF);
- ESCF would not be a decision-making body, but would be an advisory body and would make recommendations to Cabinet;
- ESCF would also consider cross-cutting issues, including revenue and capital funding and strategic issues relating to the provision of education and schooling in Harrow, educational excellence and provision for vulnerable children;

- membership of ESCF would be widened to reflect its extended scope and would include representation from academies and the private and voluntary early years sector;
- the role of the Harrow Admissions Forum would be subsumed into ESCF, subject to approval by Council.

Following questions and suggestions from Members of the Forum, an officer stated that:

- the two support staff representatives could be recruited through Unison and GMB and a letter could be sent to all schools inviting prospective representatives to come forward;
- there would four denominational representatives, one from each denominational provider in Harrow (Hindu, Roman Catholic, Church of England and Jewish);
- the two parent governors representatives would be sought by writing to schools and through publicity in Harrow People, parent-teacher associations and schools' newsletters;
- the paragraph relating to the composition of the Governor constituency would specify that it would consist of six non-Councillor members and the representative for post-16 providers would be from a college in Harrow;
- it was proposed that representatives from independent schools in Harrow not be invited at this time, but that established relationships between maintained schools and independent schools in Harrow be further developed. He added that this proposal was not inconsistent with inviting representatives from the early years private and voluntary sector providers to the Forum, because there was no state provision for children under five, whereas there was state provision for children over five years of age;
- this policy of not inviting representation from independent schools in Harrow be reviewed in March 2013.

Several Forum Members expressed the view that representatives from independent schools in Harrow would benefit and enhance the work of the Forum and this would be in keeping with recent government initiatives to create better links between the independent and the state sector.

Resolved to RECOMMEND: to Cabinet, via the Constitution Review Working Group

That

- (1) the Education Consultative Forum be renamed the Education Strategy Consultative Forum (ESCF);

- (2) the function and objectives of the Education Strategy Consultative Forum be:
 - (i) 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;
 - (ii) 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;
 - (iii) to consider and report or advise (as required) upon all questions referred to them by the Executive;
 - (iv) to encourage and foster a wide interest and responsibility for education, in the London Borough of Harrow;
 - (v) to provide facilities for the full consideration and utilisation of experience and ideas of schools and education providers;
- (3) the ESCF consider all matters relating to the provision of education and schooling in Harrow in the following three broad policy areas:
 - (i) 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;
 - (ii) Education Excellence - fulfilling the role of the local authority to promote high standards in education and tackling underperformance through School Improvement and Intervention;
 - (iii) 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;
- (4) the ESCF receive reports on the allocation and expenditure of revenue and capital funding, with particular reference to impact on the three policy areas above;
- (5) the ESCF be composed of a range of constituent groupings as follows:
 - (i) a Member constituency with seven Members (politically proportionate).

- (ii) 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 be from an academy school. The primary phase school representatives to contribute to the representation for the early years foundation stage. The secondary headteacher to contribute to the representation for post-16 provision;
 - (iii) a Governor constituency of six non-Councillor 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;
 - (iv) two elected parents;
 - (v) a denominational representative constituency comprising one representative for each denominational provider, currently Roman Catholic, Church of England, Hindu and Jewish;
 - (vi) an Early Years Private and Voluntary Sector Provider;
 - (vii) a representative for post-16 providers from a college in Harrow;
 - (viii) each of the above constituencies appoint a nominated person with whom the Chair of the ESCF can liaise between meetings;
- (6) a proposal to establish any subsidiary body of this Forum be subject to its prior referral to and approval by the Executive;
- (7) the following shall apply in relation to meetings and attendance:
- (i) the Chair be appointed by the Executive and be a Councillor / Portfolio Holder;
 - (ii) the Vice-Chair of the ESCF be elected from the non-Councillor participants of the Consultative Forum;
 - (iii) each member of a constituent group appointed to ESCF have formal voting rights when making a recommendation to the Executive;
 - (iv) 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;
 - (v) each constituent group 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;

- (vi) all constituent members of the ESCF may nominate a list of reserves to attend meetings in their place;
- (vii) the members of the ESCF to hold office until the appointment of their successor by the relevant nominating body, for example, Council, the Association of Harrow Governing Bodies. Any casual vacancy be filled as and when it may arise;
- (viii) any individual being a member of the schools constituent group of ESCF ceases to be a member if he/she shall cease to work at a school in the London Borough of Harrow;
- (ix) any individual being a member of the governors' constituent group of ESCF shall cease to be a member if he/she ceases to be a governor in the London Borough of Harrow;
- (x) any individual being a member of the Councillors' constituent group of ESCF shall cease to be a member if he/she ceases to be an elected member for the London Borough of Harrow;
- (xi) 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';
- (xii) 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 shall be made unless it is agreed by a majority of the elected Councillors.

Reason for Decision: To ensure the provision of strategic policy development in the provision of education and schooling in Harrow in accordance with the requirements of the Education Act 2011.

RESOLVED ITEMS

88. School Place Planning

An officer presented a report of the Corporate Director Children's Services which provided an update on School Place Planning issues, including the outcome of the statutory consultations about the proposed programme of school expansion.

The officer advised that:

- increased demand for school places, particularly in the primary sector, would be met through the permanent expansion of nine schools in the south west planning area and the introduction of temporary bulge classes;

- 8 bulge reception classes had been agreed for September 2012, with two further classes planned. The admissions service had received 1,969 applications for Year 7 places for 2,200 places in total;
- initial analysis of the consultation results indicated that there had been positive feedback about the proposals. However, there were concerns regarding funding commitments and possible impact on traffic and parking in the vicinity of schools. Any issues arising from the consultation would be addressed in a report to Cabinet in April.

Following questions and comments from Forum Members, an officer advised that:

- officers would ensure that schools received the appropriate level of guidance and support during the process of expansion;
- the preferred location for the Free School was Harrow, however, the proposers for the Free School, Avanti House, would not be able to enter into a funding agreement until a suitable site had been identified. He added that officers were assisting Avanti House in their search for a viable site. He added that Harrow Council were represented by an officer on the Avanti House School Steering Group;
- the school planned for the Kodak site had been earmarked for those families who would be living in the new developments planned around the site and would not be a suitable location for the proposed Free School.

The Chairman thanked officers for their hard work on the school expansion programme.

RESOLVED: That the report be noted.

89. Reviews of Brent and Harrow Education Business Service and the Ethnic Minority Achievement Service

The Forum received a report of the Corporate Director Children's Services which set out a review of the Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS). An officer stated that the review was being carried out jointly with Brent Council with a view to informing decisions on any future provision of both services. The officer added that:

- state funding for BHEBS and EMAS would cease from 1 September and the future of both services would depend on whether schools in Brent and Harrow chose to buy into their services;
- a consultation of key stakeholders about the future of these services was being carried out as part of the Council's Protocol for Managing Organisational Change;

- the main work of BHEBS consisted of finding work experience placements for high school students;
- although the majority of employers signed up to the BHEBS tended to be from Brent, cross-border work placement of pupils was not uncommon;
- much of the EMAS' responsibility and funding had increasingly been delegated to schools. One aspect of EMAS' responsibility had been to meet the educational needs of children of traveller communities.

A Member stated that the government was increasingly taking a more integrated approach to education funding and schools were being asked to expand their provision to include areas such as work experience, work placements and career guidance. He added that the phrase 'Ethnic Minority' in the EMAS title could cause confusion as it was no longer relevant in view of the changed demographics in both Brent and Harrow.

Following questions and comments from Forum Members, an officer advised that:

- in his experience, employers preferred to deal with a single point of contact rather than individual schools when offering work placements to pupils;
- currently the BHEBS operated as a joint service offered by Brent and Harrow. Its future would depend on responses to the consultation and an assessment of whether its services were considered viable, and these may need to be reduced or become more specialised.

RESOLVED: That

- (1) Forum Members consider and comment on the review papers, and;
- (2) encourage their constituencies to respond to the consultation by 26 March 2012;
- (3) the report be noted.

90. Special School/Special Educational Needs Placements Strategy

The Forum received a report of the Corporate Director Children's Services which set out proposals to develop a Special Schools/Special Educational Needs (SEN) Strategy. An officer advised that the proposals were being developed in response to increased pressures on Special Schools in Harrow, a general increase in SEN demand in the population, and increasing financial pressure in the context of changing government policy. The officer added that:

- SEN provision covered a wide spectrum of needs;

- the Strategy being developed would identify current and future demand and work with a range of stakeholders, which included officers in Adults and Housing to formulate future SEN policy and provision;
- proposals regarding future SEN provision would be submitted to Cabinet in July 2012 with further reports being submitted to the Forum.

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

- Harrow's Academy Schools were considering how to accommodate SEN children in their schools;
- It was now possible for Pupil Referral Units (PRUs) in Harrow to convert to Academy status. Children in PRUs often had complex needs beyond educational needs, in the areas of health and social care. The work of PRUs was closely linked to many local authority services. One implication of PRUs converting to Academies may be that local authorities would retain responsibility for a small group of pupils with complex and challenging needs;
- officers were carrying out a review of out-of-borough SEN placements, and the officer undertook to circulate information about the type, number and cost of these placements to Forum Members at a later date;
- officers were taking a more holistic approach to SEN provision, for example, officers were working with paediatric services to help formulate SEN policy and strategy; Children and Adult Mental Health Services (CAMHS) would now be located within Children's Services; and Children's Services were considering the possibility of co-locating health services in schools.

The Chairman stated that, currently, healthcare, social care and education were all differently funded. In the future, he hoped to see greater partnership working between these providers, with child-centred budgets.

RESOLVED: That

- (1) officers circulate information about the type, number and cost of out of borough SEN placements to Forum Members;
- (2) the report be noted.

91. Post-16 Transport Statement

An officer presented a report of the Corporate Director Children's Services, which set out proposals to amend the criteria for funding for transport for students without a Special Educational Need, who travelled out of borough to a post-16 educational setting to study. The officer advised that:

- the grant from central government that provided transport costs for students without a SEN or disability through a locally determined scheme, ceased on 31 March 2011;
- most students in Harrow were well supported through arrangements offered by Transport for London (TfL);
- the scheme funded students aged between 16 and 19 from low income families, currently living within the London Borough of Harrow taking courses which were not available at one of Harrow's schools or three Colleges and where the location travelled to was not covered by TfL's free travel scheme for students;
- the fund was limited and the number of pupils affected was small. Furthermore, there was no strict obligation to provide this support and few other urban local authorities offered it;
- if pupils were not eligible to receive the fund from Harrow, then they might be eligible for a bursary or discretionary grant from the institute where they were studying.

A Member questioned why the eligibility criteria for the fund was retrospective with regard to the receipt of free schools meals and stated that this could have equalities implications. The Officer responded that the intention is to provide the grant where young people are eligible and would make the adjustment (subject to the consultation outcomes). Following further discussions, Forum Members requested that the eligibility criteria be amended.

RESOLVED: That

- (1) having considered the proposed criteria, the Forum Members recommended that the eligibility criteria be amended, subject to the consultation, as follows: '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, or be deemed to be eligible for free schools meals (FSM) at the time of application';
- (2) Forum Members encourage their constituencies to respond to the consultation by 2 April 2012;
- (3) the report be noted.

92. Information Report: Update on Harrow Pupils' Attainment and Progress Summer 2011

The Forum received a report of the Corporate Director Children's Services, which set out the attainment and progress of Harrow students since the previous report to the Forum in November 2011. An officer advised that:

- the overall patterns shown in the report were cause for celebration, and that pupils going through the school system in Harrow had made good

progress. However, some of the figures were unfavourable. The EMAS team and others had been working on narrowing any gaps and raising attainment levels and that this was a Council priority;

- standards had improved in Early Years Foundation Stage (EYFS) for the last five years in the borough and Harrow was now close to the national average. However, the gap in performance of the lowest performing 20% of children was still cause for concern;
- standards at Level 2+ in reading and writing had improved since 2008 and Harrow was ranked 19th and 17th nationally;
- there were improvements in standards at Key Stage 2 in English and maths and there was progress in English and maths from Key Stage 1 to the end of Key Stage 2;

Following questions from Members of the Panel, the officer stated that:

- for maths at Key Stage 4, Harrow ranked 27th last year and 16th this year, and for English, Harrow ranked 14th last year and 10th this year, both of which were a demonstrable improvement;
- the teaching of Maths at EYFS was based largely on experiential learning and this had yielded consistent improvement in pupils' attainment.

RESOLVED: That the report be noted.

93. Information Report: Raising the Participation Age

An officer presented a report of the Corporate Director Children's Services which set out information about the duty on local authorities to promote Raising the Participation Age (RPA), which would come into force in June 2013. The officer advised that:

- the Education and Skills Act (2008) placed a duty on all young people to participate in education or skills training until their 18th birthday. This would come into force from the Summer of 2013;
- RPA did not necessarily mean remaining in school beyond the age of 16, but included apprenticeships, part-time education, training or volunteering;
- Harrow had among the lowest numbers of young people who were not in education, employment or training (NEET) after the age of 16;
- officers recognised that different young people engaged and participated in education and training in different ways. He added that there would be appropriate information, advice, guidance and targeted intervention through schools, Academies and services such as connexions to ensure young people in Harrow engaged with RPA.

RESOLVED: That the report be noted.

94. Date of Next Meeting

RESOLVED: To note that the next meeting of the Forum would take place on 27 June 2012.

(Note: The meeting, having commenced at 7.33 pm, closed at 9.22 pm).

(Signed) COUNCILLOR BRIAN GATE
Chairman

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 STRATEGY
CONSULTATIVE FORUM**

Date of Meeting:	27 June 2012
Subject:	School Term Dates 2013/14
Key Decision:	No
Responsible Officer:	Adrian Parker, Head of Education Strategy and School Organisation
Portfolio Holder:	Councillor Brian Gate, Portfolio Holder for Children, Schools and Families
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Annexe A – LGA Draft School Term Dates: 2013/2014

Section 1 – Summary and Recommendations

This report presents the Forum with a proposal for the school term dates for the academic year 2013/2014.

Recommendations:

The Education Strategy Consultative Forum is asked to:

1. Consider the proposal recommended in paragraph 10;
2. Make a recommendation to the Portfolio Holder to determine the School Term Dates for 2013/2014.

Reason: (For recommendation)

In order to fulfil the council's requirement to determine the school term dates for 2013/2014.

Section 2 – Report

Introduction

1. Schools are required by statute to provide schooling for 190 days. Teaching staff are required by their terms and conditions to complete 195 days including 5 development days.
2. Under section 32 of the Education Act 2002, in respect of community schools, the Local Authority shall determine the dates when school terms and holidays are to begin and end, and the Governing Body shall determine the times of the school sessions.
3. For voluntary aided schools, academies, free schools, foundation or foundation special schools the responsibility for determination of school dates and times of school sessions all rest with the Governing Body.
4. The Education Strategy Consultative Forum annually recommends the term dates for each school year. At a meeting earlier in the school year models available are circulated to the Forum for consultation with their constituent groups. Following consultation about proposals for term dates, the recommendations of the Education Strategy Consultative Forum are reported to the responsible Portfolio Holder for decision.

Background

5. A model for term dates in Harrow is developed based on three elements:
 - Harrow's Agreed Principles,
 - The Local Government Association's (LGA) Standard School Year and,
 - Other local authority models available.

Harrow Agreed Principles:

6. The Education Strategy Consultative Forum agreed a set of principles to apply to School Term Dates for Harrow. These are as follows:
 - The school year to be set with 195 days, incorporating 5 development days
 - Schools to determine the development days
 - The school year to start on the first useful day in September
 - The October break to be one full week, the last full week in October
 - A 10 school day break at Christmas
 - A 10 school day break at Easter/Spring
 - A one week break in February and May/June
 - A summer break of 5-6 weeks (not more than 6 weeks)

Options considered

7. The draft LGA Standard School Year model is provided for consideration in Annexe A. Just the one model has been drafted for 2013/14. The draft LGA model conforms to the Harrow Agreed Principles with the following exceptions:
 - The October break to be one full week, the last full week in October. In the draft LGA model the October break spans the last four days of October and the first day of November.
 - A 10 school day break at Christmas.

- In the draft LGA model there is an 8 school day break at Christmas.
 Note: There are minor discrepancies in the model published by the LGA:
- Both Thursday 2 January and Monday 6 January 2014 are marked as 'First day after break'.
 - The panel for '32 day term Jan to Feb' is missing.

Other local authority models available

8. The feedback from other local authorities is that most are proposing to adopt the LGA model. Ealing propose to adopt the LGA model but add 3 occasional days to their school year, making the total 198 days. Because of this their Autumn Term 2013 is proposed to start three days earlier on Monday 2 September 2013.

Feedback from Education Strategy Consultative Forum constituent groups

9. No feedback from ESCF constituent groups has been received by officers.

Recommendation

10. It is recommended that the LGA model is adopted for Harrow. The table below summarises the proposed term dates.

Term	Dates	School Days
Autumn Term 2013	Thursday 5 September 2013 to Friday 25 October 2013	37
	Half Term Monday 28 October 2013 to Friday 1 November 2013	
	Monday 4 November 2013 to Friday 20 December 2013	35
Spring Term 2014	Thursday 2 January 2014 to Friday 14 February 2014	32
	Half Term Monday 17 February 2014 to Friday 21 February 2014	
	Monday 24 February 2014 to Friday 4 April 2014	30
Summer Term 2014	Tuesday 22 April 2014 to Friday 23 May 2014	23
	Half Term Monday 26 May 2014 to Friday 30 May 2014	
	Monday 2 June 2014 to Wednesday 23 July 2014	38
Total	School Days including INSET days	195

- Notes:
1. Good Friday is 18 April 2014.
 2. Easter Monday is 21 April 2014.
 3. Early May Bank Holiday is on Monday 5 May 2014.

Occasional Days

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

Arrangements for deciding school term dates in future years

12. The LGA has decided to stop coordinating the development of draft models for standard school years. This is because only around 40% of areas are now following the Standard School Year. The draft LGA models were developed in consultation with representatives from local authorities. In recent years Harrow and neighbouring local authorities have broadly adopted the draft LGA model, which has ensured a level of consistency in holiday dates for schools and families in the local area. The government's policies to promote academies and free schools will mean that increasingly school governing bodies will be determining the school term dates for their schools.
13. It is proposed that in future officers develop models that conform to the Harrow principles for consideration by the Education Strategy Consultative Forum. Officers could seek to coordinate the development of potential models with neighbouring local authorities, though in practice it has been found that neighbouring local authorities develop their proposals to a later timescale than Harrow.

Financial Implications

14. None.

Risk Management Implications

15. The consultation process through the Education Strategy Consultative Forum ensures that stakeholder views are taken into account to minimise risk management issues.

Equalities Implications

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

Corporate Priorities

18. 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 type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 7 June 2012		
Name: Sarah Wilson	<input type="checkbox"/>	on behalf of the Monitoring Officer
Date: 8 June 2012		

Section 4 - Contact Details and Background Papers

Contact: Chris Melly, Senior Professional, School Organisation,
020 8420 9270 chris.melly@harrow.gov.uk

Background Papers: 'School Term Dates 2013/2014' report to
Education Consultative Forum on 25 January 2012.

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Draft School Term Dates: 2013/2014 Academic Year Option 2

Aug-2013		Sep-2013		Oct-2013	
Monday	5	2	9	7	14
Tuesday	6	3	10	8	15
Wednesday	7	4	11	9	16
Thursday	1	*5	12	10	17
Friday	2		13	11	18
Saturday	3		14	12	19
Sunday	4	1	15	13	20

37 day term
Sept to Oct half term
Wednesday
Thursday
Friday
Saturday
Sunday

Nov-2013		Dec-2013		Jan-2014	
Monday	4*	2	9	30*6	13
Tuesday	5	3	10	31	14
Wednesday	6	4	11	1	15
Thursday	7	5	12	2*	16
Friday	1	6	13	3	17
Saturday	2	7	14	4	18
Sunday	3	8	15	5	19

35 day term Oct to Dec
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Feb-2014		Mar-2014		Apr-2014	
Monday	3	3	10	31	7
Tuesday	4	4	11	1	8
Wednesday	5	5	12	2	9
Thursday	6	6	13	3	10
Friday	7	7	14	4#	11
Saturday	1	8	15	5	12
Sunday	2	9	16	6	13

32 day term Jan to Feb
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

May-2014		Jun-2014		Jul-2014	
Monday	5	2*	9	30	7
Tuesday	6	3	10	1	8
Wednesday	7	4	11	2	9
Thursday	1	5	12	3	10
Friday	2	6	13	4	11
Saturday	3	7	14	5	12
Sunday	4	8	15	6	13

23 day term April to June
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

August/September 2014	
Monday	4
Tuesday	5
Wednesday	6
Thursday	7
Friday	1
Saturday	2
Sunday	3

Term Lengths	Bank Holidays
Sept to Oct half term	26 August 2013 (Summer Bank Holiday)
October to Christmas	25 & 26 December 2013 (Christmas Day Hol)
Jan to Feb half term	1 January 2014 (New Years Day Hol)
Feb to Easter	18 April 2014 (Good Friday)
Easter to June half term	21 April 2014 (Easter Monday)
June to end of term	5 May 2014 (May Day)
	26 May 2014 (Spring Bank Holiday)
	25 August 2014 (Summer Bank Holiday)

Term Lengths	Bank Holidays
Sept to Oct half term	26 August 2013 (Summer Bank Holiday)
October to Christmas	25 & 26 December 2013 (Christmas Day Hol)
Jan to Feb half term	1 January 2014 (New Years Day Hol)
Feb to Easter	18 April 2014 (Good Friday)
Easter to June half term	21 April 2014 (Easter Monday)
June to end of term	5 May 2014 (May Day)
	26 May 2014 (Spring Bank Holiday)
	25 August 2014 (Summer Bank Holiday)

Key:

- Bank Holiday
- School Holiday
- * First day after break
- # last day before break

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**REPORT FOR: EDUCATION STRATEGY
CONSULTATIVE FORUM**

Date of Meeting: 27 June 2012

Subject: **INFORMATION REPORT**
SEN and Disability Green Paper -
progress and next steps

Responsible Officer: Roger Rickman, Divisional Director,
Special Needs Services, Children and
Families

Exempt: No

Enclosures: None

Section 1 – Summary

In March 2011 the government published the green paper *Support and aspiration: A new approach to special educational needs and disability*.

Support and aspiration: A new approach to special educational needs and disability – progress and next steps was published in May 2012 and sets out a summary of the key responses to the consultation questions in the green paper, current progress and further plans.

FOR INFORMATION

Section 2 – Report

Around 2,400 responses were received to the Green Paper consultation from a wide range of individuals and organisations.

There was strong support for the analysis of the problems and issues and the proposals although with a recognition of the tight financial climate and reform elsewhere.

The government's vision for change is a system in which:

- children's special educational needs are picked up early and support is routinely put in place quickly;
- staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled, wherever they are;
- parents know what they can reasonably expect their local school, local college, local authority and local services to provide, without them having to fight for it;
- for more complex needs, an integrated assessment and a single Education, Health and Care Plan from birth to 25 years; and,
- greater control for parents over the services they and their family use.

The Green Paper commitments are that by 2014 the following will be introduced:

- a single assessment process which is more streamlined, better involves children, young people and their families is completed quickly;
- an Education, Health and care Plan which brings services together and is focused on improving outcomes; and,
- an offer of a personal budget for families with an Education, Health and care Plan.

It is intended to introduce legislation through a Children and Families Bill in this session of parliament to implement the changes to the law required for the Green Paper reforms from 2014.

Section 3 – Further Information

In 2011 a pathfinder programme was set up with twenty local pathfinders, involving thirty-one local authorities and their health sector partners. An interim evaluation of the practice developed by the pathfinders will be

published by October 2012 with a final report in 2013 to assist and support local areas in implementing the reforms.

Section 4 – Financial Implications

The introduction of legislation through the Children and Families Bill is likely to have significant financial implications, especially in respect of direct payments and the commissioning of services in conjunction with health. The financial impact of these legislative changes will need to be considered in the Council's Medium Term Financial Strategy.

Section 5 - Equalities Implications

The changes that are expected to occur as a result of the legislation will focus on achieving positive outcomes for the wide variety of children and young people from 0-25 years with special educational needs and disabilities and their families. A range of activity will support those with specific impairments, including autism, profound and multiple learning difficulties, speech, language and communication needs, hearing impairment, visual impairment, multi-sensory impairments and physical disabilities.

Section 6 – Corporate Priorities

- Supporting and protecting people who are most in need.

Name:	Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	1 June 2012		

Section 7 - Contact Details and Background Papers

Contact: Roger Rickman, Divisional Director, Special Needs Services, Children and Families Directorate. Telephone 020 8966 6334

Background Paper:

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

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**REPORT FOR: EDUCATION STRATEGY
CONSULTATIVE FORUM**

Date of Meeting:	27 June 2012
Subject:	School Place Planning
Key Decision:	No
Responsible Officer:	Adrian Parker, Head of Education Strategy and School Organisation
Portfolio Holder:	Councillor Brian Gate, Portfolio Holder for Children, Schools and Families
Exempt:	No
Decision subject to Call-in:	Yes
Enclosures:	None

Section 1 – Summary and Recommendations

This report updates the Forum about a range of school place planning and school organisation matters.

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

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 ('bulge' classes) across all schools in Harrow.
2. The role of the Local Authority and its relationship with schools is changing considerably as a result of the Government's education reform programme. Harrow has been proactive in responding to these changes, including the review and revision of the education consultation mechanisms leading to the establishment of this Education Strategy Consultative Forum.
3. This report updates the Forum on the range of work that is being progressed.

Options considered

4. In February 2010, Cabinet agreed its School Place Planning Strategy 2010 - 2013. This strategy establishes the framework for officers to develop and bring forward options to ensure there are sufficient school places and to promote high standards to fulfil the local authority's statutory responsibilities. Because the increased demand is primarily driven by increased birth rate, the initial focus has been on ensuring sufficient places are available in the primary sector schools to meet the increased demand. The implications for the secondary and special school sectors are recognised and options will be brought forward as may be required.

Primary School Expansion Programme

5. Following consultations during the Autumn and Spring Terms, Cabinet decided to publish statutory proposals to expand 9 primary sector schools on 7 sites. Cabinet made its decisions following careful consideration of the consultation outcomes, a review of the options for the South West Primary Planning Area, and the limited available capital. These statutory proposals will be determined by Cabinet at its meeting on 20 June 2012.
6. Planning for the primary school expansion programme has been complicated by lack of certainty about capital funding allocations from the Government, and the Free School programme, which are summarised later in this report.

September 2012

7. Careful consideration of the projection data, available provision, and applications for Reception places confirmed the need to open 10 additional Reception classes in September 2012. These additional Reception classes will be opened at 7 schools proposed for expansion, and at 3 other schools. All on-time Reception applications have been offered a place in September, and 93% have been offered a place at one

of their top three preferences. The planning range developed last year was for between 9 and 13 additional Reception classes. Two Reception classes will be opened in September 2012 at Avanti House Free School (see below).

Projections

8. Harrow's population is not stable: the borough's overall population is projected to increase until at least 2020; birth rate is projected to continue to rise to 2016; and there is net increase in numbers through migration currently and projected to continue. The latest school roll projections prepared by the Greater London Authority for Harrow predict Reception numbers will continue to increase until 2018/19, following which there will be a gradual reduction. The school roll projections last year predicted the increase would peak two years earlier in 2016/17. The position will continue to be monitored closely, and it is expected that there will be helpful updating of available data as the information from the 2011 National Census becomes available

Secondary strategy

9. The increased demand for places being experienced in the primary sector will progress through into the secondary sector from around 2015. Currently there is some capacity in Year 7 at three high schools, though there is pressure for places in Year 10 and Year 11 across the sector. Work is being progressed on projection data, retention rates and transfer patterns into high schools to help identify potential Year 7 demand in more detail. The impact of Avanti House, and any further Free Schools, will need to be considered in the short and longer term. The additional 150 Year 7 places in the next academic year may be expected to impact on the take up of places at the other high schools in Harrow. If this school is permanently located within Harrow the additional capacity may be expected to go a long way towards meeting the additional demand for places that will be needed in future years.

Free Schools

Avanti House

10. In October 2011, the Department for Education announced that a new free school would be established in Harrow or Barnet in September 2012. The new school will be an all-through school with two forms of entry at the primary phase and six forms of entry at the secondary phase. The proposers are the Avanti Schools Trust. The proposers and the Department for Education have been seeking a permanent site for the school, and have not announced this at the time of writing this report. Harrow Council has been liaising with the proposers and the Department for Education and in May 2012 agreed arrangements for the school to open in temporary premises in September 2012 for one year. Two Reception classes will open at Krishna-Avanti Primary School, and up to five Year 7 classes will open at Harrow Teachers' Centre.
11. The proposers will undertake a statutory consultation about their proposed permanent site for the school when this is identified. If the permanent site for the school is in Harrow, this additional provision will be factored in to the planning for school places.

Jubilee Academy

12. The seven academy high schools in Harrow have submitted an application to the Department for Education for an alternative provision free school to be established in September 2013. It is understood that this application has been accepted for the interview stage of the application process. The Government will announce the successful applications later in the summer term.

Special School/SEN Placements Strategy

13. Work is being progressed to develop a Special School/SEN Placements Strategy in Harrow. The key drivers for the strategy are the demands of a growing population, increasing financial pressure arising from statements of special education need, pressure on places at special schools in Harrow, and the range and complexities of special educational needs. Data is being collated about the current and future demand, the pressure points and context, and tentative options. These will inform discussions with special school headteachers and representative headteachers of mainstream schools.
14. A report will be presented to Cabinet on 19 July 2012 to agree principles for the strategy and options for consultation. It is proposed that consultation will be undertaken with a wide range of stakeholders during the Autumn Term, the outcome of which would be reported to Cabinet to agree the strategy.
15. The strategy will need to take into account the Government's response to the green paper 'Support and aspiration: A new approach to special educational needs and disability' which is the subject of a separate report to the Forum.

Academy Schools

16. Seven high schools in Harrow converted to become academy schools in August 2011. Since then two voluntary aided schools have embarked on consultations about converting to academy school status: Krishna-Avanti Primary School and Salvatorian College. At the date of writing this report, the decisions of the Krishna-Avanti governing body is awaited. Salvatorian College intends to become an Academy School on 1 August 2012. A further school, Grange Primary School, notified Harrow Council in late May of its intention to consult about converting to become a sponsored academy.

School Organisation

17. School organisation, including models of governance, is fundamental to supporting school improvement strategies and securing sufficient high quality school places. There are many models of school organisation which are successful including combined and separate maintained primary sector schools, federations and academy schools. In its role as a commissioner of school places Harrow Council will support school improvement through implementation of strategic and structural change to school organisation and governance structures. In all instances, the local authority will work with governing bodies and other parties including the Department for Education to establish the best way forward. There are three broad policy areas that secure different school organisation to support school improvement.

The Amalgamation Policy

18. Harrow Council has had an Amalgamation Policy since 2005. The policy was amended in 2007, and clarified in 2008 when guidance notes were included. The policy is currently being updated and reviewed. It is anticipated that a proposed revised policy will be available later this term.

Promoting collaborative arrangements through federation to support school improvement

19. Harrow Council has supported the governing bodies of Whitefriars Community School and Heathland School in developing federation proposals that are the subject of consultation until 25 June 2012. At the invitation of the Local Authority, Heathland School and Whitefriars Community School have been working together since January 2012. The two schools consider it will be of mutual benefit to build on this cooperative model and to seek to progress improvements at a faster rate through the creation of one federated governing body and new shared leadership arrangements across the two schools from 1 August 2012.

Supporting Academy Conversion when agreed by Governing Bodies

20. Harrow Council has established an Academy Schools Conversion Working Group to coordinate corporate actions in relation to schools planning to convert to academy school status.

Financial Implications

Revenue

21. Any school expansion programme will inevitably have significant financial implications. School revenue budgets are funded from the Dedicated Schools Grant (DSG). As the Department for Education (DfE) allocates DSG based on pupil numbers, any increase in pupil numbers results in additional revenue funding. This revenue funding is then allocated to schools based on the Harrow Schools' Funding Formula. Currently schools who agree to an additional class are provided with 'Additional Class Funding' for the period from September to the end of March, following which the mainstream funding formula will take effect. This ensures that schools have adequate funding for at least the average costs of a teacher.
22. The DfE are proposing to reform school funding from April 2013 which will significantly impact on the Harrow School Funding Formula. The details of the school funding formula have yet to be developed. However the formula will look to maintain funding for additional classes to ensure schools undertaking a permanent expansion or bulge class are financially compensated.

Capital

23. It is currently estimated that the cost of permanently expanding the nine schools in the proposals is £26.2m. These costs were considered as part of setting the Capital Programme 2012/13 to 2014/15. DfE capital grants are insufficient to fund the expansion programme so council funding, totalling £2.25m, has been allocated in the capital programme. To fully fund the expansion programme requires additional funding,

estimated at £7.9m. Section 106 planning resource (s106) contributions are routinely negotiated from developers, including specific allocations for additional school places. It is planned to use these s106 contributions to fund the financing costs associated with the additional borrowings required for the first three years. Once the Council's transformation programme is complete there will be headroom in the capital financing budget to accommodate the future years financing costs.

Priority School Building Programme

24. The Department for Education announced on 24 May 2012 that eight Harrow Schools (on 7 sites) have been selected for inclusion in the Priority School Building Programme (for which Harrow submitted 11 applications). Very few details of the Priority School Building Programme have been announced at the time of writing this report, though the aim is to rebuild the selected schools over a 5 year programme with the first school being delivered in 2014. Officers are seeking further clarification from the Department for Education about the programme and discussions are planned to be held with the selected schools.
25. Included in the eight schools are Cedars Manor, Marlborough and Vaughan primary schools which are in the primary school expansion programme. If the programme does provide funding for expansion within the rebuild at the three schools it should reduce the requirement for council funding and should contribute to meeting the funding requirement.

Other funding opportunities

26. Harrow is awaiting the final allocation from the additional £600m for pupil places nationally that was announced for other areas on 12 April 2012. When confirmed, this will contribute to meeting the funding requirement.
27. Wherever possible officers will seek to maximise the benefits to Harrow from government policies and new housing development. For example, the contribution of Free Schools to school provision, and Section 106 contributions to mitigate the impact of new housing developments within Harrow.

Risk Management Implications

28. 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

29. 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 in that the expansion of the schools will help to ensure sufficient school places for the increasing numbers of children in Harrow.
30. 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. A special school/SEN placements strategy will be developed that considers the potential increased demand for school places for children with disabilities arising from the growth in the school age population overall.

Corporate Priorities

31. 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: 14.6.12		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 14.6.12		

Section 4 - Contact Details and Background Papers

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

Background Papers: None

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**REPORT FOR: EDUCATION STRATEGY
CONSULTATIVE FORUM**

Date of Meeting:	27 June 2012
Subject:	Development of the Early Years Strategy
Key Decision:	No
Responsible Officer:	Adrian Parker, Head of Education Strategy and School Organisation
Portfolio Holder:	Councillor Brian Gate, Portfolio Holder for Children, Schools and Families
Exempt:	No
Decision subject to Call-in:	No
Enclosures:	Appendix A; Proposed Early Years Strategy Board terms of reference

Section 1 – Summary and Recommendations

This report updates the Forum about the proposed mechanisms and timescales for the development of an Early Years Strategy.

Recommendations:

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

Reason: (For recommendation)

To ensure that Early Years services deliver better outcomes for children.

Section 2 – Report

Introductory paragraph

1. The purpose of this paper is to outline the key drivers in delivering a Local Authority (LA)-wide Early Years Strategy, the mechanisms and timescales in developing that strategy, as well as describing how to engage key stakeholders that ensures the widest possible buy-in and commitment to the developing early years strategy.
2. The key objective of the strategy will be to ensure that the implementation of the revised Early Years Foundation Stage (EYFS) statutory framework is used to:
 - Raise the quality of provision and quality of early years providers;
 - Improve outcomes for all children aged 5 as a basis for improving life chances;
 - Reduce the gap between the lowest achieving children and their peers, and;
 - To scope core actions as a basis for developing consistent corporate messages across services and providers.

Background

3. Since 1997, children aged three and four years old have been able to access up to 15 hours of LA-funded early years provision per week through private, independent and voluntary managed (PVI) early years settings and schools.
4. Currently an additional 10% of children in Harrow are able to access 10 hours per week of LA-funded early years provision in the PVI. The criteria around eligibility are based upon parental access to poverty-linked benefits.
5. The EYFS was introduced as a single statutory framework with effect from September 2008, and drew heavily from the findings of the government-funded longitudinal study of effective practice in pre-schools. The statutory framework was due for a planned review in 2012.
6. The aim of the EYFS was to create:

- A single quality and outcomes framework for all children from birth to five across all sectors;
 - A universal entitlement for children and their parents;
 - A universal requirement for all providers, and;
 - Regulation and inspection frameworks explicitly linked to the EYFS
7. Key principles underpinning the framework include
 - Parents as the primary and enduring educators;
 - Provision Indoors and out, planned around observation, assessment and reflection and tailored to meet the needs of individual children;
 - A play-based curriculum with a clear balance of teacher-led and child-initiated activities to develop sustained critical thinking and active engagement, and;
 - Partnership with other agencies and providers
 8. The planned review of the EYFS was brought forward and conducted throughout 2011 and the key purposes were re-affirmed, with a reduction in the scale of the requirements.
 9. In addition the incoming government has, through the implementation of the revised EYFS from September 2012, given new responsibilities to LA in the identification of 2 year old children and supporting services in agreeing earlier interventions that have a positive impact. It is the responsibility of local stakeholders to agree a process and framework to identify those children through the two-year old progress check. This is currently underway in partnership with health service in the LA.
 10. The aim of the revised framework could be summarized in terms of
 - Continuity of learning and development from birth to 5;
 - Coherent service delivery experienced by children and families, and ;
 - Consistent messages across service providers

Current context

11. In Harrow parents are also able to access their child's free entitlement to three and four year old early years provision in over 90 PVI providers, 37 schools. Over 270 childminders are registered with Ofsted. The hub and spoke model of children's centres is also part of the web of services for children under the age of five.
12. Responsibility for monitoring the range of providers in terms of quality and impact upon outcomes for children sits across a number of LA services, including ESSO, HSIP and EIS.

Why a strategy is needed

13. National expectations of the outcomes for children at the age of five are measured in terms of the percentage of children achieving at

least 78 points across the six areas of learning in the EYFS as well as in terms of the gap between the lowest achieving 20% of children and their peers. A sample of the school data is moderated each year and the LBH's moderation processes have been externally validated by the Standards and Testing Authority (STA) and judged to be rigorous.

14. Over the last 4 years the trend data is rising, from 42% of children reaching national expectations in 2007 to 56% in 2011, a rise of 14%. Over the same period national data rose from 45% to 59%, showing the same rise. In relation to our statistical neighbours (SN), the difference is significant. Whilst Harrow showed outcomes 3% below our SN in 2007, the difference increased to 6% in 2011.
15. The achievement gap in 2007 was broadly in line with both national data and SN in 2007. By 2011, the difference has grown to being 5% below both national and SN data.
16. This puts Harrow in the lowest quartile of LA performance nationally and tenth out of our eleven statistical neighbours.
17. Feedback from service providers and an initial analysis of data shows that :
 - much of the improvement in outcomes has been driven by the achievements of BME children;
 - that some BME groups are not accessing their entitlement, and;
 - that pathways between universal, targeted and specialist services are not always clear to parents and service providers.
18. Many practitioners in early years, as well as leaders and managers, as well as feedback from service providers recognise the need for a single strategy to ensure that LA priorities as well as statutory requirements are fulfilled in way that:
 - builds consistent messages across service providers;
 - offers parents and families a sense of coherent service delivery, and;
 - results in improved outcomes for all children.
19. The LA established in May 2012 an Early Years Advisory Board with key responsibilities to:
 - (a) to scope out a possible borough-wide EYFS strategy, including priorities and actions;
 - (b) to promote and encourage interchange of information, data and opinion on questions relating to the provision, quality in and impact of the EYFS, in the London Borough of Harrow;
 - (c) to encourage and foster a wide interest and responsibility for the Early Years Foundation Stage, in the London Borough of Harrow.
20. It is proposed that the Advisory Board becomes the Early Years Strategy Board to consider all evidence-based matters relating to the provision, quality and impact of the EYFS in the private,

voluntary and independent sectors, as well as the maintained sector and health in Harrow and make recommendations to the Council in six specific areas:

- (a) broadening participation by under-represented groups and those at risk of under-achievement and exclusion;
- (b) promoting coherent messages across all sectors, services and providers;
- (c) raising the quality of provision and practice across sectors and services;
- (d) promoting continuity of learning and development ;
- (e) improving outcomes for children, and;
- (f) reducing the attainment gap.

21. Membership of the Advisory Board has been agreed, as have the terms of reference (see Appendix A). Membership includes:

- A representative from each of the private, voluntary and independent sectors;
- A representative of childminders;
- Two maintained sector heads, one from mainstream, and one from special schools;
- A maintained sector EYFS leader/co-ordinator;
- A representative from the PLA;
- Six representatives, from ESSO, Specialist Service, targeted services, Early Intervention and EMAS;
- One representative from HSIP;
- Two representatives from health;
- A representative of the parenting strategy, and;
- The Education Professional Lead, Early Years from ESSO

22. The initial meeting was held in May 2012 and monthly meetings have been scheduled.

23. It is intended that the work of the board will be informed by access to a range of existing stakeholder groups, including those parents and others from groups at risk of under-achievement and exclusion.

24. Work has already started on working with health on the development of a shared framework for the statutory progress check on all two year olds in the authority.

25. Proposed timescales for the development of the strategy are as follows:

June	Data from stakeholders Establish link with health and well-being board Outline of strategy enters the political process
July	Finalise vision and begin data analysis Begin equalities impact assessment Establish sub groups and links with stakeholders
August	Identify key priorities based on data analysis

September	Action planning, with key measures and milestones
October	First draft of strategy Equalities impact assessment Financial implications identified
November	Refinement of strategy
December	Strategy ready for consultation
January 2013	Public consultation process begins Road shows for professional agencies and services Further refinement and development in light of feedback
April 2013	Strategy goes live
June	First quarterly monitoring meeting of the strategy board

Financial Implications

26. Improving pathways between services, and having explicit thresholds for referral, with information sharing protocols that lead to earlier interventions have the potential to reduce the duplication of assessment and service delivery. As priorities have not been agreed at this stage, it is not possible to set out the financial implications of the proposed strategy.

Risk Management Implications

27. Risks associated with the Early Years Strategy will be identified in the development process

Equalities implications

28. Equalities Impact Assessments will be undertaken by officers and members of the EYFS strategy board once the priorities and the associated actions have been agreed. It is anticipated that the conclusions of these assessments will be that the implications are either positive or neutral in terms of broadening participation by groups at risk of under-achievement and exclusion as well as improving outcomes for all children.

29. Harrow's early years providers and services are successful and inclusive and provide a diversity of provision. The EYFS strategy aims to ensure that existing effective practice is more wide spread and builds on the successful provision that already exists in Harrow's across early years services.

Corporate Priorities

30. Please identify which corporate priority the report incorporates and how:
- United and involved communities: A Council that listens and leads
 - Supporting and protecting people who are most in need

31. In addition it will make significant contribution to the priorities of the Children and Young People's Commissioning Strategy, including

- Early Intervention
- Health prevention
- Safeguarding
- Narrowing the gap

Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 18.6.12		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 19.6.12		

Section 4 - Contact Details and Background Papers

Contact: Michael Baxter Education Lead Professional, Early Years
0208 7366500

Background Papers: Appendix A- terms of reference

Terms of reference

Under the 2006 Childcare Act the LA has a number of statutory functions in relation to the early years. These include

- improvement of young children's well-being (sections 1-5)
- provision of childcare (sections 6-11)
- information, advice and assistance (section 12 & 13)

Under Section 3, there are four specific duties, including

- the integration of childhood services
- identify parents who could take advantage of those services
- involve parents, providers and others in the planning and management of those services
- listen to young children

In order to discharge these duties it is proposed that the LA establishes the Early Years Strategy Board as a consultative body to make recommendations to the council and monitor the progress towards the strategy's aims and targets.

1 Function and Objectives

The function and objectives of the Early Years Foundation Stage Strategy Board (EYFSSB) shall be:

- (d) to act as a consultative forum for informing, developing and agreeing an borough-wide EYFS strategy;
- (e) to promote and encourage interchange of information, data and opinion on questions relating to the provision, quality in and impact of the EYFS, in the London Borough of Harrow;
- (f) to encourage and foster a wide interest and responsibility for the Early Years Foundation Stage, in the London Borough of Harrow, and;
- (g) to monitor and evaluate the implementation of the EYFS strategy and its impact on outcomes for children.

2 Scope

EYFSSB will consider all evidence-based matters relating to the provision, quality and impact of the EYFS in the private, voluntary and independent sectors, as well as the maintained sector (and health?) in Harrow in six specific areas:

- (g) Broadening participation by under-represented groups and those at risk of under-achievement and exclusion
- (h) Promoting coherent messages across all sectors, services and providers
- (i) Raising the quality of provision and practice across sectors and services
- (j) Promoting continuity of learning and development
- (k) Improving outcomes for children.
- (l) Reducing the attainment gap.

3 Membership of the Early Years Foundation Stage Strategy Board

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

- (a) A representative from each of the private, voluntary and independent sectors.
- (b) A representative of childminders.

- (c) Two maintained sector heads, one from mainstream, and one from special schools.
- (d) A maintained sector EYFS leader/co-ordinator.
- (e) A representative from the PLA.
- (f) Six representatives, from ESSO, Specialist service, targeted services, Early Intervention and EMAS.
- (g) One representative from HSIP.
- (h) Two representatives from health.
- (i) A representative of the parenting strategy.
- (j) The Education Professional Lead, Early Years

In addition, the work of the board will be supported by a member of the Performance team and a member of the finance team

Note: A proposal to establish any working or sub-groups of the strategy board shall be subject to approval by the Board.

4 Meetings and Attendees

- (a) The Education Professional Lead, Early Years shall be responsible for ensuring the effective running and leadership of the strategy group;
- (b) Each member appointed to the EYFSSB has formal voting rights and will serve for a period of two years;
- (c) Any member of the EYFSSB may request an item relevant to the work of the EYFSSB to be placed on the agenda, but the agenda will be at the discretion of the Education Professional Lead, Early Years;
- (d) All members of the EYFSSB may nominate a list of reserves to attend meetings in their place;
- (e) The members of the EYFSSB shall hold office until the appointment of their successor by the relevant nominating body. Any casual vacancy shall be filled as and when it may arise;
- (f) Any individual being a member of EYFSSB shall cease to be a member if he/she shall ceases to work or deliver services in the London Borough of Harrow.

5 Procedures

- Meetings will be set for the second Wednesday of each month, except for August, and will commence at 1.00pm;
- An agenda will be sent out electronically one week in advance of each meeting, along with minutes and any papers for consideration at the meeting;
- Any other business will be declared at the beginning of the meeting and its inclusion is subject to the Education Professional Lead, Early Years agreement.

**REPORT FOR: EDUCATION STRATEGY
CONSULTATIVE FORUM**

Date of Meeting: 27 June 2012

Subject: INFORMATION REPORT

Outcomes from the consultations on the future of Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS)

Key Decision: No

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

Portfolio Holder: Councillor Brian Gate, Portfolio Holder for Children, Schools and Families

Exempt: No

Decision subject to Call-in: No

Enclosures: The consultation pack for the BHEBS' staff consultation (1st May 2012)

The consultation pack for the EMAS' staff consultation (1st May 2012)

Section 1 – Summary and Recommendations

The Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS) were reviewed in order to inform decisions on any future provision of services. The review of Brent and Harrow Education Business Service (BHEBS) was carried out jointly with Brent Council. An earlier report described the review of the Brent and Harrow Education Business Service (BHEBS) and the Ethnic Minority Achievement Service (EMAS).

This report informs the Forum of the outcomes from these reviews, the subsequent staff consultations and of the decision taken regarding the future of each service.

Following the consultations the proposals described in the consultation documents will be implemented from 31st August 2012. This means that BHEBS will cease on 31st August 2012 and the two EMAS posts will be established in ESSO for 1st September 2012.

Recommendations:

Forum members are asked to note and comment on the report

Section 2 – Report

Introductory paragraphs: Why a change is needed

- 1.1 BHEBS and EMAS carry out duties provided under the Councils' overarching commitment to young people and schools. It is not a statutory requirement for local authorities to deliver these services.
- 1.2 From September 2012, BHEBS and EMAS needed to be full cost recovery services that exist without local council or central government grant funding. It was therefore essential that the council established 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.
- 1.3 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, were essential in helping the Council to decide the future shape of these services or if these services would continue to be offered.
- 1.4 The review period for both services closed on 26th March 2012. Harrow, and for BHEBS Brent, Council officers summarised the responses for staff and other stakeholders, and used them to make a formal proposal on the future of BHEBS and EMAS. A key factor that officers considered was if there was a sustainable financial basis for future service provision.
- 1.5 Formal consultations with BHEBS and EMAS staff and a full range of stakeholders took place over four weeks from 1st May 2012. These consultations were later extended to 12th June 2012.

1.6 Consultation activities

During the consultation period, there were:

- Consultation meetings specifically for staff, to which unions were invited
 - One to one meetings with staff. Staff met with senior officers, including from the Council's HRD service. Some staff met more than once and a few were accompanied by union representatives
 - Open consultation meetings to which staff, unions and stakeholders were invited
- 1.7 As a result of a union request for additional consultation time to consider the implications of the Equalities Impact assessment, there was an additional open meeting on Monday 11th June, consultation for both services was extended to 12th June 2012 and formal feedback to staff was delayed until Monday 18th June 2012.
- 1.8 The final decision on BHEBS and EMAS was made by the Head of Education Strategy and School Organisation after consultation with the Portfolio Holder for Children, Schools and Families.

2. The Brent and Harrow Education Business Service (BHEBS)

The outcome from the BHEBS' staff consultation

- 2.1. It is worth noting here that the responsibility for work related learning rests with schools and colleges. The government intends to remove this

responsibility from schools with respect to many young people. A review of practice in other areas provides little evidence that Local Authority run services such as BHEBS are self-sustaining in any model and small scale private providers struggle to continue without some LA commissioning.

- 2.2. The Council, after due consideration of the responses received during the consultation period decided **to implement the proposal to close BHEBS** on 31st August 2012 which had been consulted on and staff were informed of this on Monday 18th June 2012. Brent Council have also carried on a staff consultation on their proposal to close the BHEBS.

Implications of the Closure of BHEBS

- 2.3. As of 1st September 2012, there will be no Council service supporting work related learning, particularly work experience. Schools will be responsible for any provision they make in future.

Financial Implications (BHEBS)

- 2.4. The proposed consultation and service reviews were undertaken at minimal cost and were funded from within existing resources.
- 2.5. As a result of the decision to close the service redundancy will be paid to four members of BHEBS staff from already identified funding, if they are not redeployed. The costs of redundancies have been fully provided for as part of the 2011/12 outturn. Full support is being provided to all staff at risk of redundancy.
- 2.6. The Council will be protected from the projected significant shortfall in revenue as a result of running the service in future. There may be some residual costs as the service closes as remaining commitments will need to be fulfilled or advice continued to be given to assist schools and businesses in this transition. We will continue to work closely with Brent Council on the closure of the service.

Equalities Implications (BHEBS)

- 2.7. A full EQIA was prepared and agreed within Children, Schools and Families' Equalities Task Group. The four Harrow employees in BHEBS are women and they have received notice of redundancy in order for the service to close on 31st August 2012.
- 2.8. There may be a minimal adverse impact on young people as service users seek alternative service providers. There may be an adverse impact on learners with SEND/ LLDD as they need specialist placements. Schools and colleges may need to find alternative providers to help place these young people.
- 2.9. To mitigate the impact of closure and the possible risk to young people, and young people with SEND / LLDD in particular, the Council will provide advice to schools and colleges on making the transition to a new service provider where needed.

3. The Ethnic Minority Achievement Service (EMAS)

The outcome from the EMAS' staff consultation

- 3.1. After due consideration of responses received during the consultation the Council has decided to reduce the current EMAS service to two substantive posts from 1st September 2012. The posts are described in the consultation document and appointments to the posts will be made in line with the Council's Protocol for Managing Organisational Change. Staff were informed of this decision on Monday 18th June 2012.

Implications of the Re-structuring of EMAS

- 3.2. The current EMAS Service will cease on 31st August 2012 and staff not appointed to one of the posts or successfully re-deployed to other posts will be redundant on that date. Up to 20 staff might be redundant as a result. Full support is being provided to all staff at risk of redundancy.

Redundancy (EMAS)

- 3.3. The re-structured service will only provide strategic leadership to the Council's work associated with Ethnic Minority Achievement including supporting the work of the voluntary sector and support to Traveller pupils and their families.
- 3.4. Future support to schools in their work and this area will be provided by the Harrow School Improvement Partnership (HSIP).

Financial implications (EMAS)

- 3.5. The DfE proposals on school funding legally restricts the Dedicated Schools Grant (DSG) which the Local Authority can withhold to deliver services centrally. Therefore the current arrangement whereby EMAS is funded by centrally retained DSG can not continue.
- 3.6. Consultation processes were undertaken at minimal cost and were funded within existing resources. The costs of redundancies have been fully provided for as part of the 2011/12 outturn.
- 3.7. Funding for future schools activities and support in this way by the HSIP is already in school budgets or in an allocation agreed by Schools Forum. Future funding will be dependent on the implementation of government proposals on future school funding arrangements.

Equalities implications (EMAS)

- 3.8. ESSO will continue to evaluate the school performance of minority ethnic groups and individuals and provide challenge and support to schools through a commissioning framework that is reviewed regularly.
- 3.9. Previous EMAS activities have targeted support on increasing the achievement of underachieving pupil groups. Schools will now be responsible for ensuring that this focus is not lost. Accountability for this work will be through the OFSTED Inspection Framework.
- 3.10. Direct support to schools and children will be commissioned through HSIP and enhanced provision will seek to sustain and develop additional activities to narrow gaps in attainment. Potential gaps in provision will therefore be mitigated. Planned activities include focused work to support young people who are looked after, are on free schools meals and the achievement of underachieving pupil groups and individuals from minority ethnic groups.
- 3.11. The 'Rights Respecting Schools Award' will continue to be supported through the work of the HSIP. This project contributes to narrowing gaps in attainment and progress by helping to overcome barriers to learning and promoting harmony and well-being.
- 3.12. A full range of school to school support now exists, including through cluster arrangements that supports schools in developing strategies to narrow gaps in attainment and improve the progress of pupils.
- 3.13. Staff at risk of redundancy come from a range of ethnic groups and the eventual position of these staff will be monitored as the re-organisation is implemented.
- 3.14. The strategic lead post retained in the organization will be responsible for ensuring that the Council and schools maintain a focus and, where possible, provide effective support for partners in promoting improved outcomes pupils in underachieving ethnic groups.
- 3.15. Retaining support for Travellers as part of the core of strategic activities will mitigate the effect of discrimination faced by this group.

4. Corporate Priorities

- 4.1 United and involved communities: a Council that listens and leads

Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 14 June 2012		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 14 June 2012		

Section 4 - Contact Details and Background Papers

Contact:

Patrick O'Dwyer
Education Professional Lead
Education Strategy and School Organisation
020 8763 6514

patrick.odwyer@harrow.gov.uk

Background Papers:

BHEBS

The consultation pack for the BHEBS' staff consultation (1st May 2012)
The summary of responses to the BHEBS' review (11th April 2012)
Equality Impact Assessment (BHEBS)

EMAS

The consultation pack for the EMAS' staff consultation (1st May 2012)
The summary of responses to the EMAS' review (11th April 2012)
Equality Impact Assessment (EMAS)

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Brent and Harrow Education Business Service (BHEBS)

Consultation Pack (Harrow Staff)

1st May 2012

1 May 2012

Dear Colleague

Staff and Trade Union Formal Consultation on the proposed closure of the Brent and Harrow Education Business Service (BHEBS), including formal redundancy consultation

You will be aware of discussions relating to potential changes and the future of the Brent and Harrow Education Business Service as signalled in staff meetings and with Trade Unions in the joint DJC and Stakeholder Reference Group. Following a research phase with stakeholders, the results of which are summarised in this paper, this formal consultation paper proposes that the current service will cease. The proposal is to close the service from 31st August 2012.

I enclose a consultation pack which details:

1. the rationale for the proposal;
2. the process for moving from the current structure to closure;
3. a list of positions at risk of redundancy arising from this proposal (Appendix B).

Also included are Frequently Asked Questions which you may find helpful. These papers will be sent to the home address of any absent employees.

I would like to invite you to attend a formal consultation meeting to initiate the formal consultation on the proposal at 9.30 a.m. on Tuesday 1st May 2012 at Harrow Teachers' Centre. I have also invited trade union representatives to attend.

There will also be the opportunity for you to discuss any concerns on a one-to-one basis, with me or you can contact the HRD Advice Line on 020 8424 1110 for advice on procedural issues.

I confirm the timetable below:-

- Tuesday 8th May 2012 - Open Consultation meeting regarding the closure of the Brent and Harrow Education Business Service at the Teachers' Centre.
- Tuesday 29th May 2012 – Closing date for comments on the consultation.
- Monday 11th June 2012 – Meeting with staff employed by Harrow and trade unions for feedback on consultation at Harrow Teachers' Centre.

The Council has set a standard for managing change which managers must follow called the '*Protocol for Managing Change*'. Copies are available and it is on the Council Intranet site under "Working for Harrow".

I also confirm that advice and support is available to you from your trade union, the Occupational Health Service on ext 2449 and the Council's Employee Assistance Programme who can be contacted on 0800 716017, quoting reference 71650.

Yours sincerely

Adrian Parker

Brent and Harrow Education Business Service (BHEBS) Closure

1 Background

- 1.1 Brent Council and Harrow Council conducted a review of Brent and Harrow Education Business Service (BHEBS) between 27th February and 26th March 2012 to inform their planning of the work-related learning services that BHEBS would provide from September 2012. The councils sought 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 would have to be a full cost recovery service that exists without local council or central government grant funding. It was therefore essential that the two councils used the review to establish the level of demand from schools and other partners for BHEBS' services 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 The review took place in the light of the rapidly changing national and local context. The thrust of national policy relating to work-related learning is still evolving with some of the decisions about its statutory place in the 14-19 curriculum still to be confirmed by the Department for Education.

2 Factors affecting the future of the service

2.1 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 last 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, in the current academic year the service has not generated enough income from its traded services to cover all its costs.

2.2 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.

2.3 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.

2.4 Service opportunities

Despite these changes, there have been 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 outlined the potential areas it has been considering. At the same time, the DfE ran a consultation on its proposals for *Study Programmes for 16-19 year olds* that stated its intention that “*providers will be free to offer experience of the workplace as part of a programme of study*”.

3 The outcome of the review and next steps

3.1 For the purpose of the review, Brent Council and Harrow Council treated Brent and Harrow Education Business Service (BHEBS) as one joint service, and sought the views of stakeholders in both local authority areas in the same way. The collection of the views of stakeholders by the councils, in particular the current customers, namely schools and colleges and the businesses that support the delivery of work-related learning, was deemed essential in helping to decide the future shape of the service.

3.3 The review period closed on 26th March. Brent Council and Harrow Council officers have produced a *Summary of the responses to the review* (Appendix C) which they have distributed to BHEBS’ staff and the organisations that were invited to contribute to the review.

3.4 Council officers have used the summary of responses to develop the options for the future of the service from September 2012. A key factor that officers have had to consider is whether the income of the services that stakeholders have confirmed that they will purchase balances with the cost of the current service structure or a revised service structure, and is sustainable in the long term. The confirmed sum for the academic year starting September 2012 is £105,595 and the cost of running the service in 2011/12 was £377,000. The additional amount of income that might be generated from education providers, that were unwilling in their review responses to commit, is in the region of £58,000. However, this would give a shortfall of over £200,000. Keeping the service in its current structure is therefore not an option.

3.5 A survey of education business partnership services in other areas provides evidence that:

- local authority run services are finding it difficult to develop a long-term business model that is self-sustaining
- some councils have closed the services
- small scale private providers are struggling to generate sufficient income to cover costs without entering into new areas of business e.g. European Social Fund projects.

3.6 It is anticipated that the final decision on the service’s future will be made in June. Harrow Council will implement its *Protocol for Managing Change* for its staff. Both

councils will, where possible, follow the same timetables for change and aim to complete the process by 31st August 2012.

4. Proposals for consultation

- 4.1 As a result of the review it is clear that the existing service is not sustainable and that other options for re-organisation are not likely to secure a viable and cost effective service. **It is proposed, therefore, that the Brent and Harrow Education Business Service will cease on 31st August 2012** and, in preparation for this, Harrow Council will implement its *Protocol for Managing Change* for its staff.
- 4.2 The Council is required to issue redundancy notices by 8th June 2012 in order to give the required 12 week notice for termination of employment on 31st August 2012.
- 4.3 As a result of these developments 4 Harrow staff will be at risk of redundancy. The list of current positions and staff at risk of redundancy is shown in **Appendix B**.
- 4.4 The implications for, and entitlements of, staff issued with redundancy notices; details of the dismissal/redundancy process, including voluntary redundancy; redundancy payment arrangements, in line with the Council's redundancy scheme, and support available to staff are set out in the PMOC. This includes arrangements for re-deployment and retraining. **Every effort will be made to redeploy Harrow staff under notice of redundancy.**
- 4.5 Individual advice on these issues is available from the HRD Advice Line (020 8424 1110).
- 4.6 Responses to any of the proposals in this consultation document should be sent to :
Adrian Parker, Harrow Teachers' Centre
adrian.parker@harrow.gov.uk – by **5.00pm on Tuesday 29th May 2012**.

5. Timetable for Harrow's BHEBS' Staff

Activity	Timing / Date
Consultation Document issued to Harrow staff and trade unions	9.30am Tuesday 1 st May 2012
Staff Consultation Meeting	Tuesday 8 th May 2012
Open Consultation Meeting, including Trade Unions	Tuesday 8 th May 2012
Individual consultation meetings, by appointment with Adrian Parker and/ HRD representatives.	Friday 11 th May 2012, or at other times by appointment
Close of Consultation	5:00pm Tuesday 29 th May 2012
Decision feedback to Staff and Trade Unions	Monday 11 th June 2012

Frequently Asked Questions and Answers regarding closure of a service

1. Why does the Brent and Harrow Education Business Service (BHEBS) need to close? Can't things be left the way they are?

Answer: BHEBS needs to close because of significant changes to funding which means a much reduced budget and also changes to national and local expectations of school support. The review phase showed that there would be insufficient funds available to sustain the service into the future.

2. Does the consultation mean that my views and opinions on the proposals count and a final decision has not been made to close?

Answer: The consultation process means that management are proposing to close the service and also proposing how it will be done. A final decision on how the changes are made have not been finalised yet and your views and those of other stakeholders will be considered before a final decision is made.

4. Does the deletion of my post automatically mean that I have been selected for redundancy?

Answer: Yes. The proposal is that BHEBS will close and no posts will exist in future in Harrow.

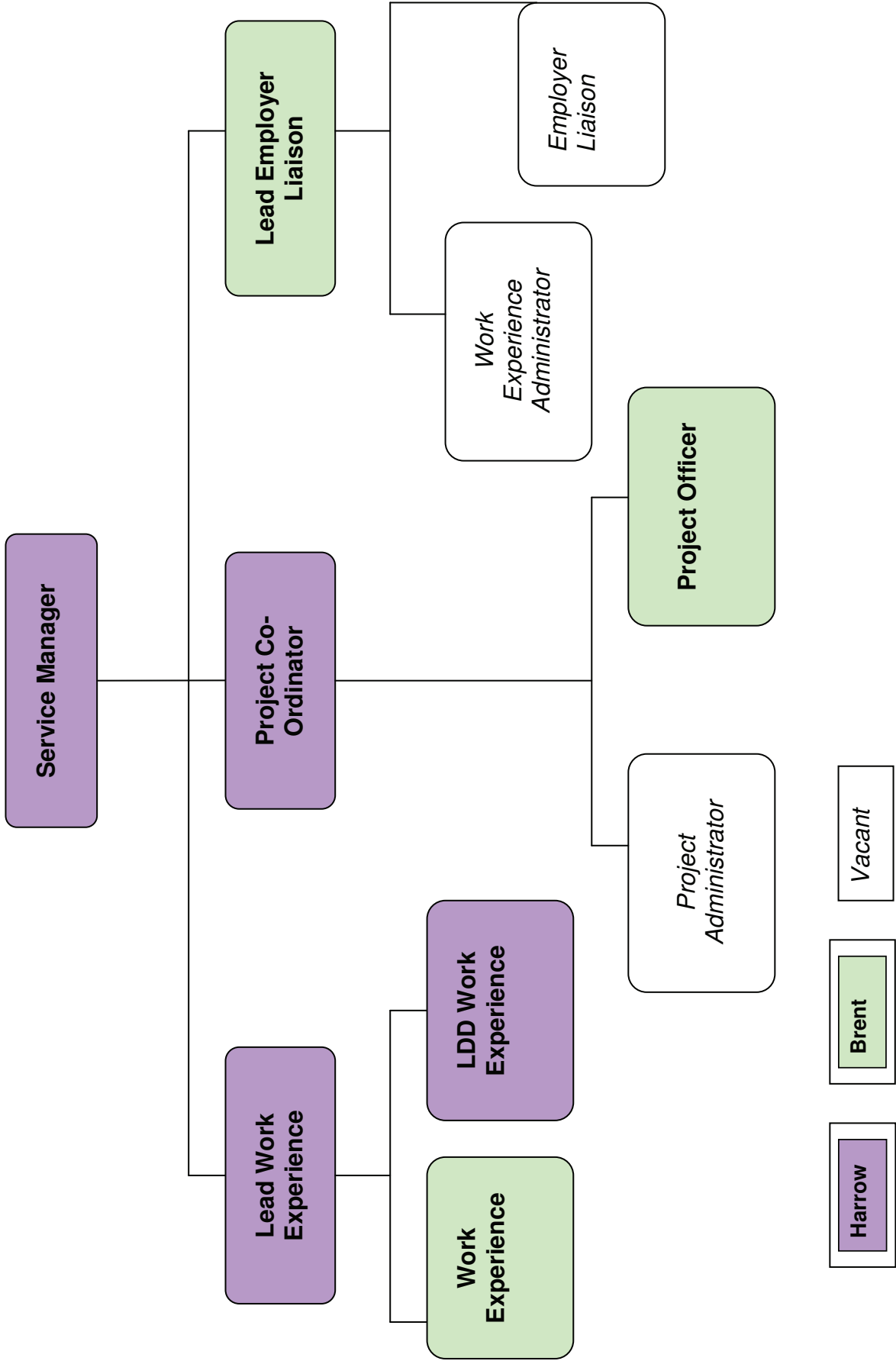
3. What support will I receive through this process?

Answer: To ensure that staff are well supported and informed throughout the process, support and guidance will be available from your manager and, if you belong to a union, your union representative. Advice and support is also available to you from the Occupational Health Service on ext 2449 and the council's Employee Assistance Programme who can be contacted on 0800 716017, quoting reference 71650.

4. What if I feel I have been treated unfairly in the process?

Answer: If you feel you have been unfairly treated in the process then you should contact the senior manager leading the closure. If still unsatisfied after this, then you can raise your complaint through the Dignity at Work Procedure and seek advice through your trade union.

APPENDIX A: Current Structure of Brent and Harrow Education Business Service (BHEBS)



APPENDIX B: Harrow BHEBS Staff at risk of Redundancy

Name	Designation
Alison Brown	BHEBS Service Manager
Frederica Pratley	Lead Work Experience Officer
Meinir Llewelyn	School Project Co-ordinator
Clare Berry	LDD Work Experience Officer



APPENDIX C

Brent and Harrow Education Business Service (BHEBS)

A joint review of service provision

Brent Council and Harrow Council

27th February to 26th March 2012

Summary of the responses to the review

11th April 2012

Brent Local Authority Area

John Galligan

john.galligan@brent.gov.uk

Harrow Local Authority Area

Patrick O'Dwyer

patrick.odwyer@harrow.gov.uk

A Consultation scope

Brent Council and Harrow Council invited 156 education and training providers, 55 business partners and 15 other stakeholders to contribute to the review of Brent and Harrow Education Business Service. The two councils received a total of 32 responses from:

Education and training providers

- Alperton Community School
- Avigdor Hirsch Torah Temimah Primary School
- Bang Edutainment
- Brent Education Tuition Service
- Brondesbury College for Boys
- Capital City Academy
- Claremont High School
- College of North West London
- Harrow College
- Hatch End High School
- JFS
- Kingsbury High School
- Newman Catholic College
- Park High School
- Poplar Grove School
- Preston Manor School
- Queens Park Community School
- Sacred Heart College
- Salvatorian College
- Shaftesbury High School
- St Gregory's Catholic Science College
- Whitmore High School
- *Anonymous*

Business partners

- Artemis Coaching
- Greenbee.net
- IET London Region
- Leslie Ann Hair and Beauty Salon
- MG Hairdressing
- Stemnet
- Wembley Plaza Hotel

Other stakeholders

- Brent Youth and Connexions Service
- Cllr Ann Hunter, Brent

Brent Council and Harrow Council officers will use the responses to the review to develop options for the future of Brent and Harrow Education Business Service from September 2012. 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.

B Summary of answers

Under each question, the number of responses that make similar points is given in brackets.

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?

23 education and training providers responded to this question. Their answers were:

Yes (19)

Reasons

- The reliable, professional and efficient service provided by the BHEBS' staff team. (8)
- The quality of support for work experience planning, placements and evaluation activities. (5)
- Benefit of work-related learning for students' development. (4)
- Specific service packages offered by BHEBS. (3)
- Employer liaison and BHEBS' large employer database. (3)
- Ensures that the legal requirements are met including health and safety. (2)
- Provides a tailored service to meet needs. (2)
- Placements and support for students with special educational needs and/or disabilities. (1)

No (4)

Reasons

- The service's provision is not relevant to the organisation. (2)
- The education provider has an in-house team. (1)
- BHEBS did not find the placements that were required by the provider. (1)

2. Which activities from BHEBS' current service menu will you purchase?

19 education and training providers stated that they wanted to purchase BHEBS' services. 15 providers stated the amount of funding that they are committing to purchase work experience placements and work-related learning activity sessions from BHEBS in the next academic year. The total amount committed is:

	No. providers committing funding	Total funding committed	No. providers wanting to purchase but not committing funding
Work experience placements	15	£85,109	4
Work-related learning activity sessions	6	£20,486	2
Total		£105,595	

3. Are there any service activities that BHEBS does not currently provide that your organisation would purchase?

No (7)

Five organisations stated that they would consider purchasing other service activities:

- Apprenticeship placements (2)
- Work experience to support the raising of the participation age (1)
- Engineering and science-based activities (1)
- Longer-term placements for students on applied and vocational courses pre and post-16 (1)
- Specific provision for student with special educational needs and/or disabilities. (1)
- Other activities if offered (1)

4. What do you think the vision and direction of BHEBS should be from September 2012?

23 organisations made suggestions. Two organisations stated that they were unable to comment and one stated that the vision and direction of BHEBS depends on the financial commitment from education providers. The following points were made:

- Retaining the current service model and maintaining the high level of its provision. (10)
- Supporting partnerships between schools and employers. (3)
- Supporting young people's continued participation to the age of 18. (3)
- Developing young people's employability skills that are centred on the effective use of communication. (2)
- Providing high quality work experience placements that meet students' needs pre and post-16. (2)
- Effectively marketing BHEBS' services including the use of face-to face meetings and each council's communication channels. (2)
- Making closer links with Brent Youth and Connexions Service to ensure synergy between all local careers information and guidance related activities for young people. (1)
- Providing the framework for coherent centrally organised work-related learning. (1)
- Supporting schools with strategic planning for this area of the curriculum. (1)
- Continuing to support curriculum development and staff professional development.
- Providing briefings about national policy on work-related learning. (1)
- Preparing young people for work in the current economic climate. (1)
- Being flexible to respond to changing customer needs. (1)
- Increasing the number of employers on the database and the opportunities for work experience within Brent Council and Harrow Council. (1)
- Working jointly with other council services to bid for funding to deliver projects. (1)
- Increasing the type of work experience opportunities available. (1)
- Making the notification period for placements longer (three weeks). (1)
- Moving towards providing health and safety checks with students finding their own placements. (1)
- Supporting apprenticeship placements. (1)
- Organising volunteering activities. (1)
- Delivering science-related activities, manufacturing and software activities and wealth creating enterprise activities. (1)

- Brokering data gathering missions including investigations into the delivery of council-run services. (1)
- Supporting businesses with their delivery of National Vocational Qualifications. (1)

5. Do you have any other comments that would inform this review?

18 organisations answered this question. Three stated that they did not wish to make any other comments and 15 made the following points:

- BHEBS provides very good materials for its activities and delivers the activities efficiently and smoothly. BHEBS quickly responds to feedback and is an excellent partnership organisation. (6)
- Education providers and businesses praised the service, and the BHEBS' manager and team for their professionalism and dedication. (5)
- Business partners stated that they want a single point of contact. They would not welcome multiple approaches from schools. BHEBS has strong relationships with employers and a successful track record. One of these business partners stated that BHEBS is the most efficient London organisation that it deals with in this area of work. (3)
- The partnership between BHEBS and local businesses helps students, including those from disadvantaged backgrounds to develop employability skills. (3)
- The service is good but reductions in budgets have made delivery difficult. There should therefore be a move towards supporting work places and training at work. (1)
- One education provider stated that it had to reluctantly reduce the amount of work-related learning activities that it purchases because of tighter funding constraints. (1)
- BHEBS provides value for money. (1)
- The service must be kept affordable without compromising its quality. (1)
- The councils should encourage more local businesses to offer work experience. (1)
- The service should place greater emphasis on delivery post-16 and providing placements of up to a month for the unemployed. (1)
- Employability skills are vital in current economic climate. The service's continuity is therefore very important for the longer-term. Its closure would be an "ill-thought through short-term decision". (1)
- Students could benefit from greater contact with employers in the school curriculum to develop their employability skills. (1)
- BHEBS' work on employability skills helps to reduce welfare payments. (1)
- Businesses and their employees benefit from participating in activities with students. (1)
- One provider stated that because BHEBS could not provide the number of work experience places that it required for its students in July it had switched to another provider of placements. (1)

C Next steps

Brent Council and Harrow Council officers will use this summary of responses to the joint review of Brent and Harrow Education Business Service 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. A key factor that will determine the options is whether the financial sum of the services that stakeholders confirmed that they will purchase in their answers to question 2, balances with the cost of the current service structure or a revised service structure. 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.

D Contact details

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 HA3 5PQ
john.galligan@brent.gov.uk	patrick.odwyer@harrow.gov.uk

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Ethnic Minority Achievement Service Reorganisation

Consultation Pack

1st May 2012

Dear Colleague

Staff and Trade Union Formal Consultation on the Proposed Reorganisation of the Ethnic Minority Achievement Service (EMAS), including formal redundancy consultation.

You will be aware of discussions relating to potential changes and the proposed reorganisation of the Ethnic Minority Achievement Service as signalled in staff meetings and with Trade Unions in the joint DJC and Stakeholder Reference Group.

Following a research phase with stakeholders, the results of which are summarised in this paper, this formal consultation paper proposes a major change to the current service. The proposal envisages a major reduction in staffing from 22 to 2 posts and up to 20 potential redundant positions.

I enclose a consultation pack which details:

1. the rationale for the proposal;
2. the proposals for the restructure;
3. the process for moving from the current structure to the new;
4. a list of positions at risk of redundancy arising from this proposed re-organisation (Appendix E).

Also included are Frequently Asked Questions which you may find helpful.

These papers will be sent to the home address of any absent employees.

I would like to invite you to attend a formal consultation meeting to initiate the formal consultation on the proposals at 4:00pm-5:00pm on Tuesday 1st May 2012 at Harrow Teachers' Centre. I have also invited trade union representatives to attend.

There will also be the opportunity for you to discuss any concerns on a one-to-one basis, with me or you can contact the HRD Advice Line on 020 8424 1110 for advice on procedural issues.

I confirm the timetable below:-

- Tuesday 8th May 2012 – Open Consultation meeting regarding reorganisation of the Ethnic Minority Achievement Service at the Teachers' Centre from 3:00pm-5:00pm.
- Tuesday 29th May 2012 – Closing date for comments on the consultation.
- Monday 11th June 2012 – Meeting with staff and trade unions for feedback on consultation at Harrow Teachers' Centre from 3:45pm – 4:45pm.

The Council has set a standard for managing change which managers must follow called the 'Protocol for Managing Change'. Copies are available on the Council Intranet site under "Working for Harrow". Staff without Intranet access should request a copy from Pravina Ladhu.

I also confirm that advice and support is available to you from your trade union, the Occupational Health Service on ext 2449 and the Council's Employee Assistance Programme who can be contacted on 0800 716017, quoting reference 71650.

Yours sincerely

Adrian Parker (Head of Education Strategy and School Organisation)

Tel: 020 8736 6506

Email: adrian.parker@harrow.gov.uk

Ethnic Minority Achievement Service (EMAS) Reorganisation

1 Background and Summary

This reorganisation is required as a result of:

1.1 Funding changes

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 by 1st September 2012.

The service's council budget contribution is only £32k and given the financial challenges facing the council there is minimal scope to increase this funding.

1.2 Changed National Expectations

There are 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.

1.3 Harrow Children's Services

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 outcomes of the research phase and then this formal consultation.

2.1 Research Phase

Research was undertaken from 27 February to 26th March to inform future proposals. Responses were sought on core strategic activities, leadership of enhanced provision and advice and support to schools, including CPD. The outcomes of this phase have been previously circulated.

2.2 Core Activities

There was a general view that the following should constitute core activities:

- monitoring achievement of BME pupils including Travellers;
- seeking grant funding for projects;
- monitoring advice and support to schools;
- support for Travellers.

2.3 Leadership of Enhanced Provision

There was a general view that EMAS should provide strategic leadership on aspects of enhanced provision. Currently this might include ESOL, Family Learning, Quality Assuring Supplementary Provision, the Harrow Weekend School and Parent Ambassadors training. The range of such activities might vary over time.

2.4 Buy back from schools

Whilst Refugee Achievement and Parent Ambassador support for new arrivals was valued, the buy back from schools is insufficient for this provision to continue in its existing form.

2.5 Advice and Support to Schools including CPD

There was a general view that this should be undertaken by HSIP and Knowledge Centres, with a possible partnership contribution from EMAS.

3 Proposed New Operating Model for EMAS

3.1 As a result of changes to funding, changed national expectations and local reorganisation it is necessary for the Ethnic Minority Achievement Service to be restructured.

Therefore, a future EMAS will be a minimal strategic service funded by a combination of:

- 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.

To better reflect the changed service, it is proposed to rename the service as the 'Enhancing Achievement Service.'

3.2 Existing Structure compared with Proposed New Structure - see Appendix A & B

It is proposed that the restructured EMAS will have two posts. A strategic post, Senior Professional, Enhancing Achievement Service, and a Traveller Liaison/Support Officer.

3.3 Proposed Role Profiles – see Appendix C & D

The proposed role profiles for the two posts are provided as part of this consultation.

4 Proposed Implementation

4.1 All posts will be filled in line with the implementation timetable to be set out in the final proposals (June) and by the processes described in the Council's "*Protocol for Managing Organisational Change*" (PMOC). Depending on the outcome of the consultation on proposed posts and associated role profiles, it is anticipated that appointment to those posts will be through assimilation and/or ring fenced interviews of current staff following a job matching process.

4.2 However, recruitment to agreed posts will not be taking place until after the dates, 31st May for those staff on Teachers' Pay and Conditions and 8th June 2012 for other staff, on which the Council is required to issue redundancy notices in order to give the required 12 week notice for termination of employment on 31st August 2012.

- 4.3 As a result of these developments up to 20 staff will be at risk of redundancy. The list of current positions at risk of redundancy is shown in **Appendix E**.
- 4.4 The PMOC sets out the implications for, and entitlements of, staff issued with redundancy notices, including:
- details of the dismissal/redundancy process, including voluntary redundancy;
 - redundancy payment arrangements, in line with the Council's redundancy scheme;
 - support available to staff, including arrangements for re-deployment and retraining.
- Every effort will be made to redeploy staff under notice of redundancy.**

Individual advice on these issues is available from the HRD Advice Line (020 8424 1110).

5. Timetable

Activity	Timing / Date
Consultation Document issued to staff and trade unions	Tuesday 1st May 2012 4:00pm – 5:00pm Harrow Teachers' Centre
Staff Consultation Meeting	Tuesday 8 th May 2012 3:00pm – 4:00pm Harrow Teachers' Centre
Open Consultation Meeting, including Trade Unions	Tuesday 8 th May 2012 4:00pm – 5:00pm Harrow Teachers' Centre
Individual consultation meetings, by appointment with Adrian Parker and/or HRD representatives.	Friday 11 th May 2012, or at other times by appointment
Close of Consultation	5:00pm, Tuesday 29 th May 2012
Decision feedback to Staff and Trade Unions	3:45pm, Monday 11 th June 2012

Responses to any of the proposals in this consultation document should be sent to Adrian Parker, Teachers' Centre adrian.parker@harrow.gov.uk – by 5.00pm on Tuesday 29th May 2012.

Frequently Asked Questions and Answers in Reorganisation

1. **Why does the Ethnic Minority Achievement Service (EMAS) need to restructure? Can't things be left the way they are?**

Answer: EMAS needs to restructure because of significant changes to funding which means a much reduced budget and also changes to national and local expectations of school support.

2. **Does the consultation mean that my views and opinions on the proposals count and a final decision has not yet been made on how to restructure?**

Answer: The research and consultation process means that management are proposing these changes and also proposing how it will be done. A final decision on how the changes are made have not been finalised yet and your views and those of other stakeholders will be considered before a final decision is made.

3. **What happens within a restructure?**

Answer: In a restructure/reorganisation the staffing structure changes and in some cases this involves the deletion of existing posts and the creation of new posts in line with a new business way of working. Once new posts have been created management will try and match current employees to new posts within the new structure through assimilation or ring-fencing arrangements.

4. **Does the deletion of my post automatically mean that I have been selected for redundancy?**

Answer: No. Posts that are deleted may be replaced with new posts. If there is a match between the new and old post then where possible you will be assimilated into the new post.

5. **What is assimilation?**

Answer: Assimilation is the process in a reorganisation whereby an employee whose current job matches a job in the new structure can be offered, without being interviewed, the new position.

6. **I am acting up/seconded into a higher graded post which is for a period of less than 1 year. Can I be considered for assimilation into the higher graded post?**

Answer: No. Assimilation will only be considered where the reorganisation affects your substantive post.

7. **What is ring fencing?**

Answer: Ring fencing is a method of selecting people for a post in a restructuring process. Ring fencing is implemented when there are more people who may be assimilated into a post than there are posts available or when no employee's current role profile matches a job in the new structure closely enough to be assimilated, but

there are a number of employees with a part match. Those employees with a part match will have the right to apply for posts in the new structure ahead of any others. Only when the ring fencing process has been completed will any “unfilled” posts be open to others.

8. How would I ensure that Role Profiles are fair and reflect the duties required?

Answer: Role Profiles are part of the consultation process and we welcome your views on them. The Role Profiles will also be provided to the unions to consult on their content and also the grading.

9. What if I am not successful in obtaining a post in the new structure through assimilation or ring-fenced interview?

Answer: You may wish to apply for one of the roles under open competition if they are still available. HRD will support you in this process.

10. What if I do not want to apply for any posts in the new structure or accept a redeployment opportunity and prefer to be made redundant?

Answer: Unreasonable refusal to accept an offer of suitable alternative employment will normally affect an individual’s entitlement to a redundancy payment. The restructuring is not an opportunity for individuals to seek voluntary redundancy but it is an opportunity for the business to re-organise itself to deliver an effective service.

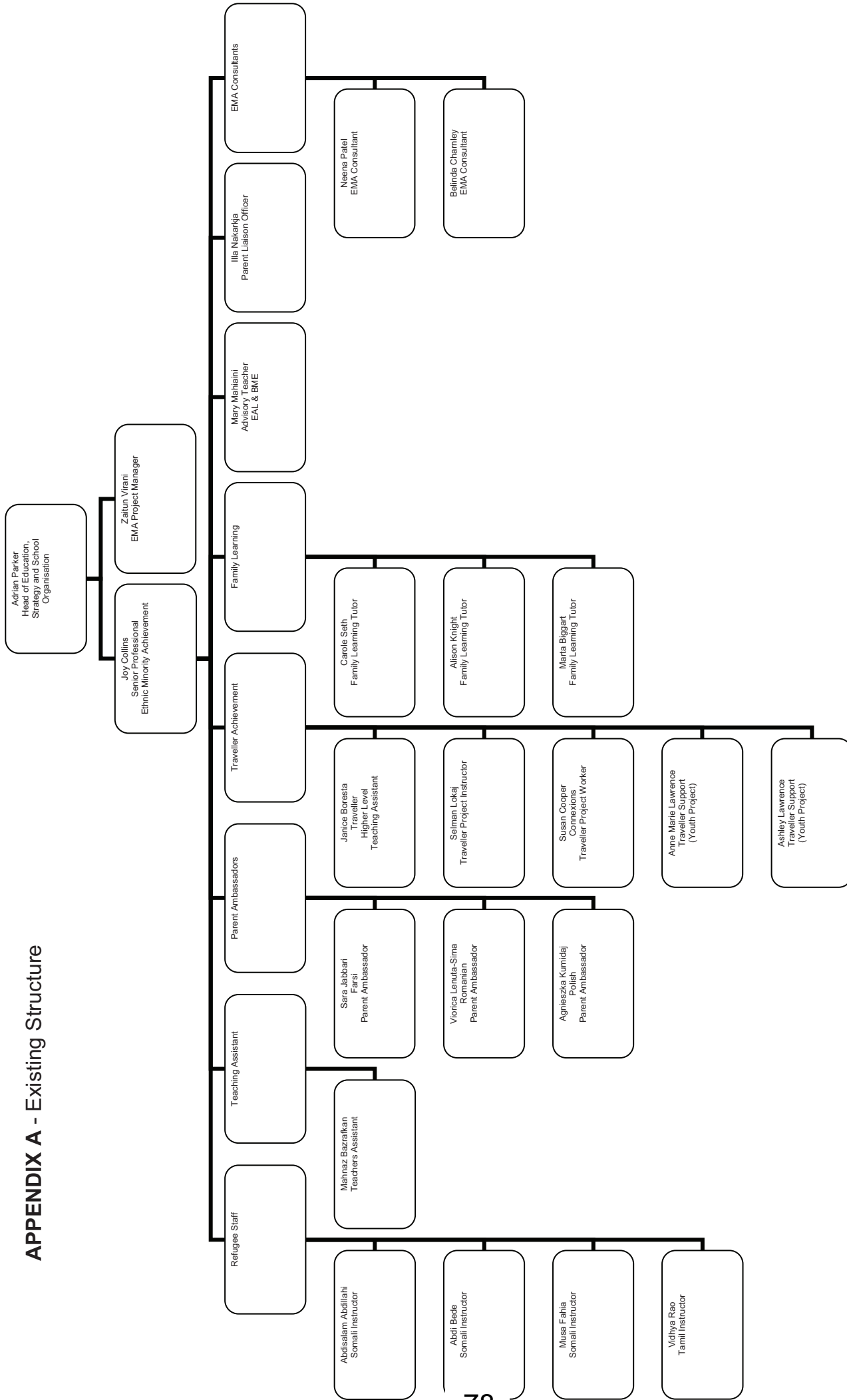
11. What support will I receive through this re-structuring process?

Answer: To ensure that staff are well supported and informed throughout the process, support and guidance will be available from your manager and, if you belong to a union, your union representative. Advice and support is also available to you from the Occupational Health Service on ext 2449 and the council’s Employee Assistance Programme who can be contacted on 0800716017, quoting reference 71650.

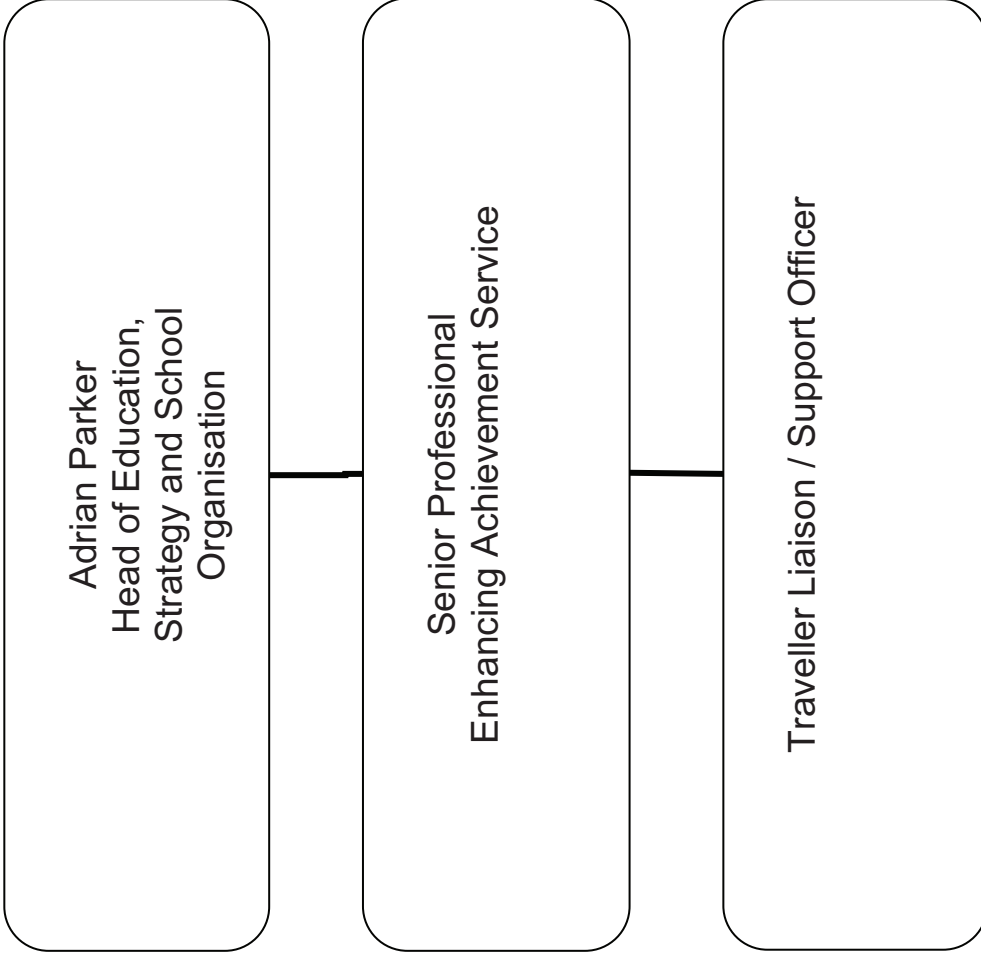
12. What if I feel I have been treated unfairly in the restructuring process?

Answer: If you feel you have been unfairly treated in the process then you should contact the senior manager leading the re-organisation. If still unsatisfied after this then you can raise your complaint through the Dignity at Work Procedure and seek advice through your trade union.

APPENDIX A - Existing Structure



APPENDIX B - Proposed New Structure



JOB DESCRIPTION / ROLE PROFILE

Job Title:	Senior Professional - Enhancing Achievement Service
Grade:	Leadership Group 11-15
Directorate:	Children's Services
Division / Section:	Education, Strategy and School Organisation (ESSO) / Enhancing Achievement Service
Reports to:	Head of ESSO
Date:	April 2012

1 ROLE PURPOSE

To lead on a range of core activities which include:

- Monitoring achievement of BME pupils including Travellers
- Monitoring advice and support to schools
- Support for Travellers
- Seeking funding for projects

2 DIMENSIONS

To provide strategic leadership on core activities and aspects of enhanced provision. Currently these include: ESOL, Family Learning, Quality Assuring of Supplementary Provision, the Harrow Weekend School and training for Parent Ambassadors. The range of such activities might vary over time.

3 CONTEXT

Working within ESSO and in collaboration with HSIP, Knowledge Centres and Schools, the postholder will work to narrow the attainment gap for vulnerable and underachieving pupils.

4 MAIN DUTIES / ACCOUNTABILITIES

List the principal duties/accountabilities of the post and the role specific accountabilities.

Generic Duties/Accountabilities	
1.	To implement and champion, through service and staff development, the Council's Health and Safety, Equal Opportunity and Information Security Policies.
2.	To promote and ensure participation in the Council's IIP, IPAD and training initiatives, information governance initiatives and information management best practice.
3.	To ensure that the post holder complies with their responsibilities as laid out in the Council's health and safety policy and takes an active role in promoting a positive health and safety culture.
4.	To support the operation of local and general elections when requested by the Returning Officer.

Generic Duties/Accountabilities	
5.	To manage provision so that the services are responsive to customer requirements, accessible to all relevant areas of the community and provide value for money.
6.	To be responsible for all personnel matters relating to the management of staff as required.
7.	To formulate annual operational plans and budgets so that there are clear priorities and appropriate resources are allocated to their achievement.
8.	To develop and contribute to longer term (2-3 years) plans for the service managed so that they are developed in line with Council and Government priorities and customer requirements.
9.	To use information technology systems as required, carrying out the duties of the post in the most efficient and effective manner.
10.	To ensure that all expenditure, in the area of budget responsibility, is monitored and controlled and, where appropriate, all income is claimed.
11.	To ensure services link effectively with related service provision, within or external to the Council, so that coherent and value for money services are provided. Where appropriate, and in conjunction with other service providers, to undertake joint planning of service delivery and/or for the closer integration of service provision.
12.	To develop SLAs in line with the Council's procurement and commissioning procedures.

Service Specific Duties/ Accountabilities	
1.	To provide strategic leadership on Enhancing Achievement and aspects of enhanced provision.
2.	To monitor the achievement of minority groups, currently BME & Travellers.
3.	In collaboration with partners across Harrow Council contribute to strategic development to narrow the gap in attainment for vulnerable and underachieving groups.
4.	To maximise funding by seeking additional grant funding.
5.	To manage support for Travellers.

5. SELECTION CRITERIA

Note for applicants – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
a. Knowledge of leading and managing staff teams.	A. I
b. Excellent understanding of curriculum and pedagogical issues relating to EAL and narrowing the gap in primary/secondary schools, including latest inspection and research findings.	A. I
c. Knowledge of Equalities Act 2010 and the implications for schools and services.	A. I
d. A clear understanding of the diverse nature of Harrow's communities and the implications for attainment of newer arrivals and minority groups	A. I
Experience (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	Method of Assessment
e. Successful leadership experience within a school or Local Authority service.	A. I
f. Experience of observing and evaluating teaching and learning and providing feedback.	A. I
g. Experience of strategic planning and project management.	A. I
h. Experience of working collaboratively with head teachers and members of school management teams, advisers and teachers.	A. I
i. Experience of planning and delivering effective training and other professional development programmes which meet identified needs within schools and within the LA.	A. I
j. Experience of managing budgets.	A. I
k. Experience of writing successful bids for additional grant funding.	A. I

Education, Qualifications and Training (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	Method of Assessment
l. Graduate or equivalent status	A
m. Qualified Teacher Status.	A
n. Evidence of further advanced study and / or continuing professional development relevant to the post.	A, I

Skills and Abilities (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	Method of Assessment
o. Ability to communicate effectively and negotiate at all levels, both verbally and in writing, within tight deadlines.	A, I
p. Good coaching/adult teaching skills including ability to analyse need.	A, I
q. Ability to manage time efficiently prioritising as necessary.	A, I
r. Ability to work with strategic partners and develop integrated service delivery.	A, I
s. Effective use of IT and knowledge of standard software.	A, I

Other Essential Factors (Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between 'need' and 'convenience' so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ's or GOR's) here if an essential requirement)	<u>Method of Assessment</u>
t. Inspire the confidence of Headteachers, senior colleagues across the Council and school management teams through high quality work and personal presentation	A, I
u. Observe and maintain confidentiality.	A, I
v. A commitment to self-development, team working; leading or supporting as required.	A, I
w. Willing to work flexible hours.	A, I
x. Willing to travel to different schools, settings, agencies etc	A

JOB DESCRIPTION / ROLE PROFILE

Job Title: Traveller Liaison / Support Officer

Grade: H5 £20,595-£22,428 pro rata 36 hours per Term Time only

Directorate: Children's Services

Division / Section: ESSO / Enhancing Achievement Service

Reports to: Senior Professional, Enhancing Achievement Service

Date: April 2012

1 ROLE PURPOSE

To contribute to raising the achievement of pupils from Traveller communities in Harrow by promoting strategies for inclusion and curriculum access. To promote positive links between schools, other agencies and Traveller communities and advise schools and the LA on best practice.

To raise the educational achievement of Traveller pupils in all Key Stages.

2 DIMENSIONS

To liaise with other Traveller Achievement staff in accordance with the postholder's duties and responsibilities.

To lead on specific projects to raise achievement of Traveller and other underachieving pupils.

3 CONTEXT

To provide high quality provision for vulnerable pupils in line with the Council's strategy.

4 MAIN DUTIES / ACCOUNTABILITIES

<u>A</u>	Generic Duties/Accountabilities
1.	To take an active role in promoting equality and diversity within Harrow's diverse community.
2.	To take an active role in promoting a positive health and safety culture.
3.	To participate in the council's individual performance appraisal and development (IPAD) initiatives.
4.	To ensure compliance with the council's information security policies and maintain confidentiality.

	Service Specific Duties/ Accountabilities
Support for Pupils	
5.	Support the assessment and induction of new Travellers pupils.
6.	Support the transfer of pupils to other schools.
7.	Continue to develop knowledge of Traveller culture to support pupils' learning, setting high expectations and building self-esteem. (Support and training will be provided in this area).
8.	Promote the inclusion and acceptance of all pupils, including Traveller pupils.
9.	Encourage pupils to interact and work collaboratively.
Support for the Teacher	
10.	Work with teachers in lesson planning, evaluating and adjusting lesson/work plans as appropriate.
11.	Produce lesson plans, worksheets, etc. reflecting Traveller pupils' needs and culture.
12.	Provide teachers with information on Traveller pupils' background and culture.
13.	Provide regular feedback to teachers by systematically recording progress, achievement and any problems in lessons/ activities.
14.	Monitor progress and provide evidence of progress and levels of attainment.
15.	Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

16.	Establish positive relationships with parents/carers, enabling them to have direct verbal communication with the school.
17.	Through listening to parents, provide teachers with information on Traveller pupils' background and culture.
18.	Ability to take initiative in, for example suggesting curriculum links with Traveller culture.
Support for the Curriculum	
19.	Use ICT effectively to support learning.
20.	Select and prepare resources needed to support learning activities, taking account of pupils' interests and cultural background as well as attainment levels.
21.	Act as a resource to make links for the teacher between the curriculum and Traveller culture.
22.	Provide and develop resources related to Traveller culture, to promote a positive attitude towards Travellers.
Support for the School	
23.	Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
24.	Establish constructive relationships and communicate with other agencies/professionals, in liaison with teachers, to support the achievement and progress of pupils.
25.	Contribute to planning and delivery of projects and out of school learning activities
26.	Accompany teaching staff and pupils on visits, trips and out of school activities and liaise with Traveller parents to address any concerns about these school activities.
27.	Attend and participate in relevant meetings as required.
28.	Support newly appointed other Traveller support staff.

5. SELECTION CRITERIA

Note for applicants – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
1. Interest in contributing to achievement of Traveller pupils	A, I
2. Knowledge of the English education system	A, I
Experience (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	Method of Assessment
3. Working in a support role in school	A, I
4. Experience of project development	A, I
5. Experience of effective support work in schools	A, I
6. Experience of effective liaison with schools and other agencies	A, I
Education, Qualifications and Training (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	Method of Assessment
7. Graduate or equivalent status	A, I
8. Evidence of further study	A, I
Skills and Abilities (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	Method of Assessment
9. Ability to manage time efficiently and effectively	A, I
10. Willingness to be flexible and adaptable in working hours	A, I
11. Ability to work with mainstream colleagues	A, I
12. Ability to take initiative	A, I
13. Ability to empathise with families who may have undergone negative experiences of racism	A, I
14. Ability to understand constraints mainstream colleagues are working under	A, I
15. Excellent interpersonal skills	A, I
16. Excellent oral and written skills	A, I

	Name	Position
1.	Joy Collins	Team Leader
2.	Zaitun Virani	EMA Project Manager
3.	Abdisalam Abdillahi	Somali Instructor
4.	Abdi Bede	Somali Instructor
5.	Musa Fahia	Somali Instructor
6.	Vidhya Rao	Tamil Instructor
7.	Mahnaz Bazrafkan	Teachers Assistant
8.	Sara Jabbari	Farsi Parent Ambassador
9.	Viorica Lenuta-Sima	Romanian Parent Ambassador
10.	Agnieszka Kumidaj	Polish Parent Ambassador
11.	Janice Boresta	Traveller Higher Level Teaching Assistant
12.	Selman Lokaj	Traveller Project Worker
13.	Susan Cooper	Connexions' Traveller Project Worker
14.	Anne-Marie Lawrence	Traveller Support (Youth Project)
15.	Ashley Lawrence	Traveller Support (Youth Project)
16.	Carole Seth	Family Learning Tutor
17.	Alison Knight	Family Learning Tutor
18.	Marta Biggart	Family Learning Tutor
19.	Mary Mahiaini	Advisory Teacher ESOL/ EAL & BME
20.	Illa Nakarja	Parent Liaison Officer
21.	Neena Patel	EMA Consultant
22.	Belinda Charnley	EMA Consultant

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