

Decision Makers Guidance

The decision maker for these statutory proposals is the local authority, and this report presents the proposals to Cabinet for determination. If the local authority fails to decide proposals within two months of the end of the representation period the local authority must forward proposals, and any received representations, to the Office of the Schools Adjudicator for decision. This two month period will end on 20 April 2014.

Decision Makers are required to have regard to guidance issued by the Secretary of State when they take a decision on proposals. The guidance documents are available on the Department for Education School Choice and Operations Team website at <http://www.education.gov.uk/schools/leadership/schoolorganisation> and in Background Papers.

The format of this Appendix follows the framework of the guidance. The text in italics at the start of each section contains extracts from the guidance to assist members to understand the context

Important Notes about the Decision Makers Guidance

1. It should be noted that the guidance has not been updated by the Department for Education to reflect changes in organisations, etc.
2. New school organisation regulations and associated guidance came into force on 28 January 2014. However, the changes apply to statutory proposals published after this date. Therefore, these statutory proposals are being determined under the previous statutory process.

Checks on Receipt of Statutory Proposals

There are 4 key issues which the Decision Maker should consider before judging the respective factors and merits of the statutory proposals:

1. Is any information missing?

If so, the Decision Maker should write immediately to the proposer/promoter specifying a date by which the information must be provided.

In order to make the nature of the proposals explicit and clear for all stakeholders, the notice and the complete proposals stated as full information as possible. It is considered that all necessary information was provided and made available for stakeholders and interested parties to see.

2. Does the published notice comply with statutory requirements?

The Decision Maker should consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.

The statutory notice was developed using the School Choice and Operations Team 'Build a Statutory Notice' facility. This facility is designed to help local authorities, governing bodies and other proposers publishing statutory proposals, to construct a statutory notice which contains all the information required by law.

It is considered that the published notice and complete proposals comply with the statutory requirements.

3. Has the statutory consultation been carried out prior to the publication of the notice?

Details of the consultation should be included in the proposals. The Decision Maker should be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not yet been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Statutory consultation was conducted from 4 November to 29 November 2013. It is considered that all applicable statutory requirements have been complied with in relation to the consultation on the proposals. The local authority has had regard to the Department for Education School Choice and Operations Team guidance on making prescribed changes to schools. The consultation document was sent to all interested parties in accordance with the guidance.

The consultation responses and outcomes (see 'Other issues' below) were reported to Cabinet on 12 December 2013, and Cabinet decided to publish statutory proposals.

4. Are the proposals linked or "related" to other published proposals?

Any proposals that are "related" to particular proposals must be considered together. Generally, proposals should be regarded as "related" if they are included on the same notice (unless the notice makes it clear that the proposals are not "related"). Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals. If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals should be regarded as "related". Where proposals are "related", the decisions should be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both should be approved or rejected.

The statutory proposals are not linked or "related" to other published proposals.

Factors to be considered by decision makers

The factors contained in the Secretary of State's guidance should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals should be considered on their individual merits.

The sections that follow contain information to assist Cabinet to determine how the proposals meet the factors the decision maker must have regard to in reaching a decision. Not all of the factors contained in the decision makers guidance are relevant to these proposals. For example: the proposals do not make changes to early years provision or nursery schools; there are no issues of poor performance; there is no change to school category; and there is no special educational needs reorganisation. The effect of the proposals is to expand permanently and extend the age range of Whitefriars Community School to include provision for secondary aged pupils. The following sections, therefore, focus on relevant factors of the guidance.

A system shaped by parents

The Government's aim is to create a schools system shaped by parents which delivers excellence and equity. The Education and Inspections Act 2006 amends the Education Act 1996 to place duties on local authorities to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas.

In addition, local authorities are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on local authorities.

Statutory consultations about the proposal to expand permanently and extend the age range of Whitefriars Community School to include provision for secondary aged pupils was held between 4 November 2013 and 29 November 2013 and the outcomes of the consultations were reported to Cabinet on 12 December 2013. Cabinet decided to publish statutory proposals. Summary of the responses to the consultation is included in the 'Other issues' section below.

Standards

The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes. Decision Makers should be satisfied that proposals for prescribed alterations will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Schools in Harrow perform well in comparison to national and statistically similar local authorities. The vast majority of primary schools and secondary schools are judged 'good' or 'outstanding' by OfSTED. 92% of Harrow's primary and secondary schools are judged 'good' or 'outstanding', compared to 85% in London and 78% nationally.

A key principle identified by officers and representative primary headteachers in the work to develop expansion proposals was the maintenance of high quality education standards, and all schools with council support as necessary will work to ensure high education standards are promoted through the expansions. The governing body and senior leadership team of the school will ensure appropriate structures are in place to manage the increased numbers and age range of pupils and deliver the curriculum.

Suitable accommodation and facilities will be provided to accommodate the increased pupil numbers. Revenue funding is based on pupil numbers and the funding for increased numbers of pupils can enable opportunities for schools to be creative in use of resources to promote pupils' learning.

Diversity

The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision. Decision Makers should consider how proposals will contribute to local diversity. They should consider the range of schools in the relevant area of the local authority and whether the alteration to the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

There is a range of schools in Harrow offering diversity to parents both in terms of ethos and size. Harrow has a Church of England primary school, a Hindu primary school, a Jewish primary school, six Roman Catholic primary schools and two Roman Catholic high schools.

Primary sector community schools are organised as separate and combined infant and junior schools and have a range of planned admission numbers from one to four forms of entry.

Harrow is committed to securing greater autonomy, flexibility and scope for schools to drive their own agendas within a collaborative whole-borough framework. Harrow's success in this approach is demonstrated through the Harrow School Improvement Partnership and the Harrow Collegiate.

Whitefriars Community School is federated with Heathland School with a Federated Governing Body and Executive Headteacher. This proposal would establish the first permanent all-through school on one site in Harrow (Avanti House free school is an all-through school currently based at temporary locations within Harrow) and would increase the diversity of provision within Harrow.

The community of Harrow schools has a tradition of collaboration and cooperation and is confident to develop and embrace innovative solutions. Within this context the local authority, in partnership with schools, will continue to explore routes that provide creative and innovative solutions for challenges faced by individual schools and groups of schools, and provide a means to secure school improvement.

Two schools are currently consulting about establishing an academy trust to drive improvements in education attainment.

Every Child Matters

The Decision Maker should consider how proposals will help every child and young person achieve their potential in accordance with Every Child Matters' principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This should include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and vocational training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

The principles that were contained within Every Child Matters are central to all Harrow plans for schools so that wrap around care, support for families and a wide range of opportunities are developed in all schools.

The local authority has to ensure that its strategic solution to create more places in schools maximises the potential of re-commissioning accommodation as classrooms, which may mean changes to how activities are undertaken at the schools. Not all schools are in the same position about the facilities available to them. Some schools have additional physical facilities available to their pupils that are not available at other schools. For example, not all schools are currently able to hold full school assemblies and not all schools have rooms set aside for specialist activities.

The reinstatement of space for use as classrooms does not necessarily mean that enrichment and other activities would cease. Schools would still be able to organise activities even if there are not specified rooms set aside for the purpose. It would mean that the way certain activities are provided would be organised and provided differently.

While every effort will be made to maximise the range of facilities available to the school as an all-through school, it needs to be borne in mind that the capital that will be available will be limited in the current economic climate.

School characteristics

No changes to the overall characteristic of the school in relation to boarding provision arise from the proposals.

Equal opportunity issues

The Decision Maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

Equalities Impact Assessment has been undertaken by officers and the Headteacher on the proposal. The conclusion of this assessment is that the implications are either positive or neutral in that the expansion and extension of the age range of the school will help to ensure sufficient school places for the increasing numbers of children in Harrow. The assessment has not identified any potential for unlawful conduct or disproportionate impact and concludes that all opportunities to advance equality are being addressed.

Harrow's schools are successful, 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.

Need for places

Where proposals will increase provision, the Decision Maker should consider whether there is a need for the expansion and should consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker should take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places.

Harrow Council commissions the Greater London Authority (GLA) to provide pupil projections. The borough is divided into 6 planning areas for the purpose of primary school place planning. Planning for secondary school places is done across the borough as a whole, though takes into account current preferences and trends in applications for school places.

Primary school places

5 planning areas are geographic and 1 planning area contains all the voluntary aided schools. The projections for each planning area were used to estimate the number of additional Reception places required

Whitefriars Community School is in the Central Primary Planning Area. The range of increased demand above current available permanent Reception places in the Central Primary Planning Area is between an additional 114 (in September 2014) and 176 (in September 2021) pupils per year. In the context of the current projections it is expected that at least a further four primary schools in this planning area will need to be permanently expanded to meet increased demand

for places up until 2015/16. In addition to these proposals for Whitefriars Community School, Phase 2 of the School Expansion Programme proposes that three other schools are expanded permanently in the Central Primary Planning Area: Belmont School; Elmgrove Primary School and Norbury School.

It is currently projected that the peak of the increased demand for Reception places in Harrow will occur in January 2019 at 3,437 Reception aged pupils and will be sustained at that high level with a slight reduction in numbers in subsequent years. It is expected that a third phase of primary school expansions will need to be brought forward in due course. The projections and actual pupil numbers will continue to be monitored carefully, as well as any variations in demand in planning areas within Harrow, and will be considered alongside any school developments in Harrow that may provide additional school places.

Secondary school places

The projections for secondary school places indicate that demand for Year 7 places will exceed the permanent places available from September 2015, and the shortfall of Year 7 places will increase for some years to come as the increased numbers in the primary sector move through into the secondary sector.

Travel and Accessibility for All

In considering proposals for the reorganisation of schools, Decision Makers should satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes should not adversely impact on disadvantaged groups. In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. Proposals should also be considered on the basis of how they will support and contribute to the local authority's duty to promote the use of sustainable travel and transport to school.

Whitefriars Community School is in Central Primary Planning Area, which is an area of high additional demand for primary school places that is projected to continue increasing until at least 2021/22. There will be increased local demand for secondary school places in future years as the children progress through the education phases.

The vision for the all-through school is about providing a hub and focus for the local community. The aim is to attract local children to the school, adopting a family approach to the school and optimising the green agenda. There would be a local catchment and older siblings may often walk with younger children to school. Adult education and youth club may be attractions for the local community in the evenings.

16-19 Provision

The Decision Maker will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

The new places would fit into a partnership model of collaboration with other local sixth form providers to offer students a wide choice of academic and vocational pathways.

The proposals would enable the school to work in collaboration with partner Harrow High Schools/Academies and colleges to offer a wide range of post sixteen qualifications, including the new technical baccalaureate in specialist vocational provision created as part of the new build proposed.

The proposed sixth form provision would increase participation of 16 – 19 year olds by building on the Key Stage 4 offer of the newly expanded high school and capitalising on the strength of the proposed community learning campus. It would have strong employer and HEI links, outstanding youth workers and a youth club offer to enhance social stability - and a knowledge of local families built up over 14 years of partnership working with the community in the through school.

The range of educational and training opportunities available to young people in the immediate Wealdstone area is currently limited. The new provision would deliver outstanding, coherent pathways and new partnerships with other providers including local schools, colleges and employers. Many learning pathway options would be determined by stage rather than age. The Federation's modern vision for new technologies includes the offer of a 'device per student' approach to enable increased personalisation of learning.

School category changes

No changes to school categories (e.g. no changes to become voluntary aided, foundation body, trust or academy) arise from these proposals.

The Heathland Whitefriars Federation has resolved to convert Whitefriars Community School to academy school status from 1 July 2014. This is a separate matter to these statutory proposals and the timing of the proposed date for conversion takes into account the determination of these statutory proposals.

Funding and land

The Decision Maker should be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the local authority, DCSF, or Learning and Skills Council). In the case of a local authority, this should be from an authorised person within the local authority, and provide detailed information on the funding, provision of land and premises etc. Proposals should not be approved conditionally upon funding being made available, except for proposals being funded under the Private Finance Initiative or through the Building Schools for the Future programme.

Successful application for funding to create the new places at the school was made by Harrow Council on the school's behalf to the Government's Targeted Basic Need Programme (TBNP). £12.4million has been allocated by the Education Funding Agency (EFA) to deliver the new school places at the school. Under the conditions of the TBNP, the capital allocation has to be spent by September 2015.

Initial site feasibility work has been undertaken by architects. This initial site feasibility work has indicated how the additional school places could be accommodated through a combination of new build and remodelling of the existing Whitefriars Community School and Harrow Teachers' Centre accommodation. The initial estimated cost of the proposals is in the region of £15m – £20m depending on the options chosen. This current estimate is above the TBNP funding of £12.4m and officers will need to ensure an affordable solution is achieved. The cost of the scheme will also need to cover the relocation costs of Harrow Tuition Service. If the project cannot be reduced to the TBNP level of funding, resources from other school funding streams will need to be identified so that it is affordable within the overall School Expansion Programme.

The Secretary of State has confirmed the TBNP allocation for Whitefriars Community School is £12.4million in the Funding Agreement sent to the Council in January 2014.

It is proposed to create the all-through school by adopting a holistic approach to the use of the Whitefriars Community School and Harrow Teachers' Centre sites. The Harrow Teachers' Centre site has already been identified in Harrow's area planning for the provision of additional secondary school places. The vision is to develop a community and learning campus for Wealdstone that offers provision and facilities for the community as well as education and learning for children and young people.

Principles have been agreed with the federation for the approach to the disposal of the Whitefriars Community School and Harrow Teachers' Centre sites to the academy trust in line with Harrow Council's procurement of the construction programme for the all-through school.

Special educational needs provision

When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change, local authorities should aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability.

Within these proposals, there are no plans to establish new provision or change existing provision for pupils with special educational needs at the school. It is a mainstream school, which makes appropriate provision for pupils with SEN who attend mainstream schools.

Other issues

The decision maker should consider the views of all those affected by the proposals or who have an interest in them. The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Statutory consultation was conducted from 4 November 2013 until 29 November 2013. The full analysis of the responses was presented to Cabinet on 12 December 2013.

49 responses were received to the consultations. Respondents were primarily parents/carers and residents. A number of comments were included with the responses given.

Two questions were asked in the consultation. They were:

- "Do you agree with the proposal to permanently expand Whitefriars Community School to become a three forms of entry primary school?"
- "Do you agree with the proposal to extend the age range of Whitefriars Community School to include secondary school provision?"

Both questions offered the option to respond 'Yes', 'No', or 'Not Sure' to each question. Opportunity was given for comments to be added after each question if the respondent wished to do so.

The following tables provide overall responses to the consultation questions.

The overall responses to Question 1 were:

Question 1: “Do you agree with the proposal to permanently expand Whitefriars Community School to become a three forms of entry primary school?”

Response	Number	Percentage
Yes	31	63.27%
No	13	26.53%
Not Sure	05	10.20%
Total	49	100.00%

The overall responses to Question 2 were

Question 2: “Do you agree with the proposal to extend the age range of Whitefriars Community School to include secondary school provision?”

Response	Number	Percentage
Yes	26	53.06%
No	15	30.61%
Not Sure	08	16.33%
Total	49	100.00%

The response to the statutory consultation questions by respondent type is as follows.

Numbers Overall	
Harrow Resident	21
Parent/Carer	25
Pupil	1
School Staff	0
School Governor	0
Other/Blank	2
Total	49

The responses by respondent type for the first consultation question were as follows:

Do you agree with the proposal to permanently expand Whitefriars Community School to become a three forms of entry primary school?	Harrow Resident	Other	Parent / carer	Pupil	Total
Yes	6	2	22	1	31
No	10	0	3	0	13
Not Sure	5	0	0	0	5
Totals	21	2	25	1	49

The responses by respondent type for the second consultation question were as follows:

Do you agree with the proposal to extend the age range of Whitefriars Community School to include secondary school provision?	Harrow Resident	Other	Parent / carer	Pupil	Total
Yes	4	0	21	1	26
No	13	0	2	0	15
Not Sure	4	2	2	0	8
Totals	21	2	25	1	49

Themed analysis of comments received

The responses made to the first consultation question (“Do you agree with the proposal to permanently expand Whitefriars Community School to become a three forms of entry primary school?”) indicate broad agreement with the proposal to permanently expand Whitefriars Community School from parents/carers to become a three forms of entry primary school. There

was less agreement from residents. The comments made by respondents to this question include the following main themes:

- The area is already congested and overcrowded;
- Too many schools in one small area;
- The site is too small for the numbers of children;
- Traffic is already a problem in the area and this will be made worse;
- Concerns about the quality of the education at a larger school and at Whitefriars Community School currently;
- The safety of children on already busy roads.

Comments from respondents in favour of the proposal included:

- More places are needed to cope with the growing demand, including in good and outstanding schools;
- It will be good for the community as long as the school maintains a very good standard.

Half the responses made to the second consultation question (“Do you agree with the proposal to extend the age range of Whitefriars Community School to include secondary school provision?”) agreed with the proposal to extend the age range of Whitefriars Community School to include secondary school provision. Again, there was more support to the proposal from parents and strong disagreement to the proposal from residents. The comments made by respondents to this question include the following main themes (additional to those that were the same as made to the first question):

- Concerns about existing traffic to commercial premises in Cecil Road, especially GFL;
- There was not enough room for Avanti House, so why is this proposal acceptable?
- Anti-social behaviour in the High Street is a problem;
- Community gains need to be identified;
- Concern about lack of secondary expertise in the ‘sponsors’ and whether the post-16 numbers are sustainable;
- Existing high schools in the vicinity of the school;
- Concern that green space would be lost as a result of the development.

Some alternative suggestions were made:

- Could the Winsor & Newton factory site be used?
- All high schools should be expanded to cope with the extra demand.

Comments from respondents in favour of the proposal included:

- This school should cater for all age ranges due to the growing population;
- As long as education standards are kept.

A number of questions were raised by respondents, including:

- Will the intake be for children within walking distance of the school?
- Will there be serious consideration for ESL?
- Will there be Headteachers for each section of the proposed school?
- What outdoor space is envisaged?
- Will children have a choice of secondary schools?
- Will more public transport be provided at essential times?

Response to the consultation from the High School Heads Group

Response to the consultation was received from the High School Heads Group. Key points made in the response include:

- Recognition of the medium term need for additional secondary phase places within the Borough and the appropriateness of the Teachers Centre as a location for additional secondary phase places in a borough where it is difficult to find appropriate sites.
- The high schools would want to work with Whitefriars on the development of the curriculum and staffing to ensure that students have access to appropriate specialist teachers during the growth of the school when staffing may be a challenge.
- Suggested approaches to phasing the introduction of the secondary phase places prior to the need for all the additional places in the borough.
- The group would welcome confirmation from Whitefriars as to their intentions regarding over-subscription criteria. The schools strongly believe that it is in parents' interests for over-subscription criteria for secular, co-educational provision within the borough to remain as consistent as possible.
- Concern that a sixth form capacity of 75 is unsustainable, even with inclusion into the Sixth Form Collegiate.

Response to the consultation from Heathland Whitefriars Federation

The Heathland Whitefriars Federation responded that it is very positive about the expansion proposals. The federation team looks forward to being a key partner, with the Harrow Council, in delivering outstanding provision for more young people in the local community. The children's families say that they are very excited by this opportunity to build on the success of Whitefriars School since the federation with Heathland.

Officer response to the consultation comments

Officer responses to the consultation comments are given below under five main headings that encompass the themes: Traffic; Site; Area; School Places; Education Standards.

Traffic

The concerns expressed about traffic congestion and road safety in the area are fully recognised. Detailed description was given in the December Cabinet report of the corporate approach to addressing these concerns bringing officers together from Children and Families, Enterprise and Environment and Communications to co-ordinate work and committing additional resources to ensure an appropriate profile to the Phase 2 expansion projects in particular. Transport Assessment is being undertaken by an independent company and a dedicated officer will work with the school to develop robust and effective school travel planning as the school expands.

Site

The Harrow Teachers' Centre site has been identified for additional secondary school provision in the Council's Area Action Plan. The proposal is consistent with the planning contained in that plan which was the subject of extensive consultation.

The proposal has fewer pupil numbers than would have been the case if Avanti House free school had been permanently located at the Harrow Teachers' Centre site. Also, taking a holistic approach to the development of the combined school and teacher centre sites maximises the opportunities to make best use of available facilities and land.

Area

The Wealdstone area is densely populated and is located in the central area of the borough for development. Harrow Council is creating additional school places as close as possible to where the additional demand is and this helps to reduce the need for reliance on vehicular transport to and from school.

The proposed development would seek to maximise any opportunities to enhance and improve facilities for local residents. A sub-group of the School Expansion Stakeholder Reference

Group, a representative group of elected member and stakeholders, has been established to promote community engagement in the development of the proposal to the benefit of the local community.

Planning policy requirements would ensure full consideration is given to the preservation of green spaces in any development.

School Places

In November Harrow Cabinet agreed its Secondary School Place Planning Strategy to achieve sufficient school places to meet the increased demand. There are three strands to the first phase of the strategy: expansion of existing high schools; support for free school bids to create new schools; and this proposal. It is acknowledged that there are two existing high schools in the area located on the high street and the movement of pupils to and from the site would need to be planned and monitored to minimise any issues that may arise. The filling of places at the all-through school would happen incrementally and in phases which would assist planning.

The existing school's over-subscription criteria relates primarily to distance and it is envisaged that the admission criteria for the secondary school would be similar. There is no plan to allow selection by academic ability or by faith for the additional school places. If the school converted to an academy in the future, the school would be able to change its admission arrangements. However schools which do not have selection by academic ability are not allowed to add in this criteria.

The intake to the secondary provision would be phased and increase over time with the first Year 7 intake occurring in September 2015. This is because the full number of additional secondary school places will not be required in 2015 and to minimise any impact on other secondary schools in the borough.

Education standards

Whitefriars Community School and Heathland School formed a Federated Governing Body in August 2012. This formalised the cooperative working that has been in place since January 2012 to bring about improvements in educational achievement. The federation ensures the best practice from both schools is built upon, and has put in place leadership arrangements that are driving that improvement. The Federated Governing Body supports the proposal to expand and extend the age range of the Whitefriars Community School and representatives from the school were involved in the presentation and discussion at the open consultation meeting. The Federated Governing Body and senior leadership of the school would develop more detailed planning to establish the all through school including curriculum and staffing arrangements.

Whilst the all through school would have one headteacher, it would be possible to have deputy headteachers who focused on different phases of education. Staffing decisions are generally a matter for the Governing Body.

No formal representations in relation to the statutory proposals were received by Harrow Council. The Governing Body has confirmed the agreement it gave in response to the statutory consultation on the expansion proposal.