

**REPORT FOR: PERFORMANCE AND
FINANCE SCRUTINY SUB-
COMMITTEE**

Date of Meeting:	27 November 2014
Subject:	School Expansion Programme
Responsible Officer:	Chris Spencer, Corporate Director Children & Families Simon George, Director of Finance and Assurance
Scrutiny Lead Member area:	Councillor Lynda Seymour, Policy Lead member for Children and Families
Exempt:	No
Wards affected:	All
Enclosures:	None

Section 1 – Summary and Recommendations

This report provides an update on the implementation of the school expansion programme and related matters. The proposed approach to the procurement of technical advisers for the next phases of the schools capital programme delivery and the indicative approach to procurement of contractors is outlined in the report.

Recommendations: The Performance and Finance Scrutiny Sub-Committee is requested to note the report and comment on the implementation of the school expansion programme.

Section 2 – Report

Introductory paragraph

1. The Local Authority has a statutory responsibility to provide sufficient school places for its area. Like many boroughs, Harrow is experiencing significant growth in the pupil population. There are several key strands to the delivery of sufficient school places because an increasing pupil population impacts across primary, secondary and special school provision.
2. This report updates Performance and Finance Scrutiny Sub-Committee Members and outlines the progress to date on the planned programme implementation.

Background

3. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.
4. In July 2013 Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.
5. In November 2013, Cabinet approved the Secondary School Place Planning Strategy which outlines the proposed approach to increase capacity within the secondary sector by September 2015 for the demand expected by September 2018.
6. Statutory proposals to expand 15 schools on 13 sites in Phase 2 of the Primary School Expansion Programme in 2014 and 2015 were agreed by Cabinet at its meetings in March and April 2014.
7. In July 2014, Cabinet agreed to the publication of statutory proposals to expand permanently a third phase of primary schools.

School Expansion implementation

Additional places at schools

8. Phase 1 of the Primary School Expansion Programme was implemented in September 2013 with the creation of 8 additional permanent Reception forms of entry at expanded schools.

9. Phase 2 of the Primary School Expansion Programme will deliver 15 additional permanent Reception forms of entry by September 2015. Seven in September 2014 and a further eight in September 2015.
10. The combined increase of permanent Reception classes across Phase 1 and Phase 2 is 23 additional forms of entry in primary schools from the 2008 baseline.
11. Additional secondary school places and additional special educational need provision at special and mainstream schools are approved from 2015.

Delivery of the School Expansion Capital Programme

12. A building programme is underway to create the spaces and facilities required by September 2015. The Council's School Capital Team is delivering the majority of the programme with Keepmoat the Council's Framework Partner. The Whitefriars School project is being delivered by Kier Construction appointed through the Education Funding Agency's (EFA) Contractors Framework. Some capital works are being delivered by the Education Funding Agency through the Priority School Building Programme and via a free school. The conversion of the Bentley Day Care Centre to the Pupil Referral Unit was commissioned under the national SCAPE Framework during the summer by Kier Construction.
13. Part of the capital works were programmed over the summer months to limit some disruption to schools and to enable the new intake of pupils to be accommodated. Generally all were substantially completed although some minor delays were experienced. A late programme has been received from the framework contractor of the outstanding projects to be completed by September 2015, but it is lacking in detail and the issue is being referred back so that the council can be assured about delivery in time for the new pupil intakes in 11 months' time.
14. The current increase in construction work activity in the country as a whole has also caused some problems in obtaining competitive quotes and employing sufficient resources to deliver a large scale building programme and this has caused some delay in agreeing prices and starting works on site.
15. As of October 2014 half the Agreed Maximum Prices (AMP) had been received from the Framework contractor which may impact on the delivery of the programme by September 2015.

Position for school places in September 2014

16. The immediate pressures continue to be experienced in the primary sector. Eight additional Reception classes (240 extra places) have been opened this September. On-time applications for Reception places continue to rise each year in line with projections. Late / in-year applications for reception are also high and are at a level for

September 2014 that may require additional provision during 2014/15 academic year. This position is being monitored closely.

17. To help alleviate the pressure in other primary year groups, four schools have opened temporary classes in September 2014: a Year 2 class at Grimsdyke School; a Year 3 class at Marlborough Primary School; and Year 4 classes at Glebe Primary School and Grange Primary School. The effect of opening these additional places causes a beneficial ripple effect for school places by easing numbers over PAN at schools and/or creating vacancies that can be offered.
18. Harrow's Fair Access Protocol is being used to place children and there have been three Panel meetings to ensure late applicants are offered a school place close to the beginning of term and before the School Census on Thursday 2 October.
19. The situation will be monitored through the year with the in-year applications. Should there be more children than can practicably be placed using the Fair Access Protocol, or concentration of demand in a particular planning area, it may be necessary to consider opening further class(es).

Development of Phase 3 and Phase 4 of the Primary School Expansion Programme

20. A phased approach to the delivery of Phase 3 and Phase 4 places will be adopted to allow for the expansion programme to be adjusted in accordance with free school announcements and potential changes to the projections/demand for places. Planning for phases 3 and 4 will cover two year periods:
 - Phase 3 will cover 2015 and 2016;
 - Phase 4 will cover 2017 and 2018.The increased demand is spread across all planning areas of the borough, with the greatest demand in the South East Primary Planning Area and Central Primary Planning Area which includes Harrow's Opportunity Area.
21. Modelling of the phases is being developed that factors in possible free school developments. This is complex because it is not known at this stage which free school applications will be approved. There may then be delay before the school's permanent location is confirmed and timescales for admitting the first pupils.
22. Discussions are being held with the individual schools identified in this initial modelling, and with a representative group of headteachers that is meeting during this term to discuss lessons from experience, options and solutions for the challenge that is faced. Cabinet has delegated authority to decide the schools that will be moved to the statutory processes and consultations have been launched at two schools, the Weald schools on 8 September and Grimsdyke School on 16

September. Further consultations will be launched as discussions are progressed and firm proposals developed.

Special Educational Need and Secondary Phase

23. There is pressure for special educational needs (SEN) provision places, which will be alleviated in the medium term as additional places will become available from 2015 following successful TBNP applications in accordance with Harrow's Special Schools and SEN Placement Planning Framework. However, in view of the projections and in light of the Government's Special Educational Needs and Disability reform agenda, consideration needs to be given to the next phase of expansion of special educational needs provision especially for Severe Learning Difficulty.
24. A representative group of Headteachers has been established to draft the Special Education Needs and Disability (SEND) Strategy. The strategy articulates the vision for special education in Harrow and aims to ensure that there is a continuum of high quality local provision for young children and young people from 0-25 years of age with special educational needs.. Parents and carers will also be engaged in the process.
25. The position for high school places is currently very different to that of primary schools. There is planning in place to increase secondary school places to meet increased Year 7 demand up to 2018 in accordance with Harrow's Secondary School Place Planning Strategy with additional permanent places available from September 2015.

Procurement process to deliver the capital programme

26. The Phase 1 and Phase 2 school expansion projects are being delivered through the Keepmoat/Apollo Contract (Framework Contractor) which expired in March 2014. This four year partnership contract allowed the Council to source all works so instructed on schools from initial feasibility through to construction through one contractor. The Framework Contractor was allocated the majority of the projects prior to March 2014 which will provide the building solutions to the current expansions at 16 school sites. In addition the Council had a Cost Consultancy Framework involving MACE and Turner and Townsend who provided a view on the value for money and market cost checks arising out of the prices provided by the Framework Contractor. This contract expired for new projects in July 2014.
27. With the expiry of the two main Frameworks the Council has no direct access to any professional support or contractor. Traditionally the Council would need to follow the European Union OJEU process to identify suitable companies to undertake its Capital requirements. This can be a costly and prolonged activity. An alternative is to use Frameworks that have been through the EU procurement process for the desired services and goods and which allows other public bodies to use them. Some examples would be the various Education Funding

Agency (EFA) Contractor Frameworks and the London Construction Framework, through which the Council could have access to suitably competent consultants and contractors. The Council is already using two of the national frameworks (under the EFA and Scape) for current projects. Through the procurement process, the Council would seek to increase opportunities for local employment in the construction programme.

28. To provide additional expansions to schools in September 2015 and 2016 under Phase 3(2015) and Phase 4(2016) a new procurement route must be established. The additional delivery to have available additional space ready for up to 4 forms of additional entry by the September 2015 statutory expansion timescale is within a very tight programme.
29. At its meeting on 16 October 2014, Cabinet resolved that
 - (1) the update on the implementation of the School Expansion Programme be noted;
 - (2) the Corporate Director of Children and Families, following consultation with the Portfolio Holder for Children, Schools and Young People and the Portfolio Holder for Finance and Major Contracts, be delegated authority for the appointment of a consultant or contractor from a national or local public sector Framework(s),
 - a) to undertake feasibility studies, surveys and provide professional and technical services;
 - b) to design and build /refurbish the school facilities;
 - c) to provide additional school places within the School Expansion Programme Phase 3 and Phase 4, subject to Council's approval of the Capital Programme 2015/16 to fund additional Phase 3 school expansions and Phase 4;
 - (3) subject to the competition arrangements through the Education Funding Agency (EFA) Contractors Framework, the Education Funding Agency be commissioned to deliver the expansion of the Weald Schools as an extension of the Priority School Building Programme.

Brief updates

Priority School Building Programme

30. The Priority School Building Programme is the Government's programme to rebuild or refurbish schools in the very worst condition across the country. The programme is managed by the Department for Education and implemented by the Education Funding Agency (EFA).
31. The Education Funding Agency is engaging with schools in the first phase of the programme (PSBP1). Marlborough Primary School has been decanted onto the Civic Centre site to enable the EFA to rebuild the school. The council is advised that building work will begin at Vaughan Primary School in February 2015 with a substantive completion date of December 2015. Scoping work has been progressed by the EFA at the remaining schools over the summer

holiday period with a view to completion of these rebuilds by 2017. A more detailed programme should be available later in the autumn.

32. Harrow has submitted a small number of bids to the second phase of the Priority School Building Programme (PSBP2) for the period 2015-2021. These are schools, or parts of their buildings, with particularly serious condition issues that it is believed are likely to be ranked by the EFA as a high priority. Successful bids may provide a cost effective opportunity to further expand schools in the rebuild and to consolidate schools on sites in ways that may create strategic opportunities to develop further educational provision.

Free School Programme

33. On 30 September the EFA announced the following applications to establish free schools from 2015 will proceed to the next stage of the process (pre-opening stage). The pre-opening stage is the period between the approval of the free school application and when the free school opens. During this phase, the free school proposer group will finalise plans, develop policies and undertake a statutory consultation.
- **Harrow Bilingual Primary School** (site to be announced) will be a 4-11 co-educational bilingual primary school. It will open in September 2016 with 90 pupils (2 Reception classes and a Year 1 class) and grow to the full capacity of 420 pupils in 2021. The school will have a Christian faith designation.
 - **Harrow View Primary School** (site on Kodak development) will be a 3-11 co-educational primary school. The school will have a nursery and a 12 place autism spectrum disorder (ASD) SEN centre. It will open in September 2016 and grow to full capacity of 630 primary pupils, 26 FTE nursery and 12 place ASD centre in 2024.
 - **Pinner High School** (former Heathfield School site) will be a 11-18 co-educational secondary school. The school will have a 12 place ASD SEN centre which would enable pupils with ASD to spend time in the mainstream school. It will open in September 2015 and grow to full capacity of 1,140 in 2022.
34. These free schools would be a significant and welcome addition to school places for Harrow residents and will assist with meeting the increasing demand for school places. Harrow View Primary School and Pinner High School applications were submitted by Harrow schools and reflect the continuing commitment of the schools with Harrow Council's support to ensuring sufficient high quality school places for the communities in Harrow.
35. There was a further opportunity for free school proposers to make applications by 10 October 2014 for schools that would open in 2016 and beyond. The Secretary of State has announced that the following

opportunity to apply to set up a Free School after this will be in May 2015, though no deadline has been announced for that round.

Traffic and Travel

36. Traffic is a key concern to local residents that has been expressed in the consultation responses. Measures are being put in place to help reduce the traffic and congestion issues arising from the creation of additional school places. These measures have been reported to Cabinet in detail in reports.

Stakeholder Engagement

37. Robust and extensive community consultation has been one of the main priorities of Harrow's School Expansion Programme. A dedicated Council communications officer has assisted every school to research and canvass the views of parents and staff, and officers have held talks and meetings at every school in the programme. More than 6,000 Harrow households have been directly invited to events with specially designed invitations, and 500 Harrow residents have attended exhibitions explaining the programme and given their views. The expansion projects in the programme have been altered and improved by the feedback and suggestions given by the local community.

Key Stage 1 Meal Entitlement

38. From September 2014, all state funded infant school children in Key stage 1, i.e. those in Reception, Year 1 and Year 2, have been receiving a free school meal.
39. Central Government has allocated each school revenue funding of £2.30 per meal/per child and this cost per meal serves as the basis for contracting with a caterer to provide a service or for the school to deliver the meals themselves. Most of Harrow's 27 community schools have opted to contract with a service provider. In Harrow the range of services provided are complex as most schools have different contract lengths and provisions. The Children's Capital Projects Team have however engaged with all of these schools to understand their needs and with the assistance of Procurement and working with the schools have put in place a provision either as a short term solution or as the permanent one to meet the September 2014 requirement.
40. Harrow has been allocated £504,790 capital to uplift the local authority school kitchens to provide the 44% increase in meals provision. This fund has been targeted for greatest impact and has currently provided equipment in 7 schools and will in time provide 5 new kitchens. A further ten schools will receive new kitchens funded through the school expansion programme. These will be installed over the next year at a time convenient for the school and, in the short term, schools without a full cooking provision are receiving meals from off site catering units.

Legal Implications

41. The council will comply with public procurement legislation if it commissions the consultant and construction works from lawfully

procured Framework Agreements where the council is specifically or generically identified as a potential user of the Framework and the services and works to be called off from the Framework(s) are in scope and within the overall estimated financial value of the Framework(s).

42. The Council has a statutory duty under the Education Act 1996 to ensure the provision of sufficient schools for the provision of primary and secondary education in their area.
43. Under s.14 of the Education Act 1996, a local authority shall secure that sufficient schools for providing primary and secondary education are available in their area. Sufficient means sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.
44. In meeting this duty, a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.
45. State funded schools are split into schools maintained by the Local Authority and those directly funded by Central Government. The former are split into a number of categories and in Harrow, into community and voluntary aided schools. The latter encompass academies and free schools (which are academies which did not convert from a maintained school).
46. For maintained schools, there are prescribed requirements in order to make specific alterations. This includes expanding existing schools to add additional form groups. The requirements are set out in the Education and Inspections Act 2006 and associated regulations.
47. Academies do not have to follow the same requirements in order to expand, but are expected to seek the approval of the Secretary of State.
48. Section 6A of the Education and Inspections Act 2006 requires that local authorities seek proposals for the establishment of an academy if they think that a new school is required in their area. There are only limited circumstances when a local authority will be able to publish proposals to establish a new maintained school.
49. In order to publish proposals to expand maintained schools, local authorities (and governing bodies in relation to voluntary aided schools) are advised to consult stakeholders, although this is no longer a statutory requirement. If there is consultation, prior to deciding to publish proposals, the Council must consciously take account of the consultation results. Following the publication of proposals, there is a representation period. Decision makers must take account of any representations and any previous consultation, when deciding whether to implement proposals.

50. The Council must ensure it meets its public law duties when making decisions, including meeting its public sector equality duty. It must consider all relevant information, disregard irrelevant information, act in accordance with the statutory requirements and make its decision in a fair and transparent manner.

Financial Implications

Revenue

51. Any school expansion programme will inevitably have significant financial implications. All schools proposed for expansion have raised concerns about available funding and clarity about funding is essential to maintain their commitment to the School Expansion Programme. School revenue budgets are funded from the Dedicated Schools Grant (DSG). As the Department for Education (DfE) allocates DSG based on pupil numbers, any increase in pupil numbers results in additional revenue funding for the expanding school. The revenue funding is allocated to schools based on the Harrow Schools' Funding Formula. School budgets are based on pupil numbers in the October prior to the start of the financial year, so there is always a funding lag when schools increase their pupil numbers. To ensure that schools who agree to an additional class are not financially penalised, the Harrow School Funding Formula provides 'Additional Class Funding' for the period from September to the end of March, following which the mainstream funding formula will take effect. This ensures that schools have adequate funding for at least the average costs of a teacher and some set up costs.

Capital

52. The budget for the school expansion programme, including primary school expansions in Phase 1 and Phase 2 and three expansions at Phase 3, secondary school expansions and provision for pupils with special educational needs (SEN) is £89.534m. All schemes (excluding the SEP3 and the PSBP schools) have now been submitted for planning and received planning consents.
53. This does not include costs for two of the schools (Priestmead and Aylward) which will be delivered by the Education Funding Agency (EFA) as part of the Government's Priority School Building Programme (PSBP) to improve the schools in the worst condition across the country.
54. The framework contractor is currently undertaking a tender process for each individual project and is submitting an Agreed Maximum Price (AMP) to the council. Each AMP provides a competitively tendered total construction cost based upon the Employers Requirements, Specifications, Drawings and approved Planning Consent. When all AMPs have been received and accepted by the Council the overall programme cost will be confirmed.
55. A number of AMP submissions have been received from the contractor and are currently being scrutinised before final contracts are signed off.

Early indications are that a number of schemes are priced higher than the current budget. These additional costs are as a result of inflation in the construction industry which is currently expanding rapidly in response to a sharp growth in demand. Whilst there are some schemes which are potentially lower than the existing budget, at this stage in the process, it is anticipated that the contingency budget built into the programme will need to be fully committed to the delivery of the schemes.

56. Based on current estimates and market conditions it is still expected that it is possible to deliver this programme with EFA capital grants, without the need for council capital funding. If the programme is not deliverable within the current programme then borrowing may be required. This risk is being monitored closely in consultation with Cabinet Members.
57. Current predictions for Phase 3 of the primary school expansions (SEP3) indicate that the existing allowance for three further school expansions will not be sufficient and in addition there will be a need for a further Phase 4. The capital programme is being developed to deliver these additional expansions and this is subject to the agreement of the 2015-16 to 2018-19 capital programme at full Council in February 2015.

Performance Issues

58. 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. As at 31st March 2014, 90% of Harrow's primary and secondary schools are judged 'good' or 'outstanding', compared to 85% in London and 80% nationally (Source: Ofsted Data View).
59. The Schools White Paper and Education Act 2011 maintain a focus on driving up standards in schools, and place more of the responsibility with the schools directly for their improvement. The role of the Local Authority in measuring performance and driving improvement has changed significantly and is reduced from its previous level. However, the Local Authority maintains a strategic oversight and enabling role in local education, and is likely to retain some role in monitoring educational achievement and key measures such as exclusions and absence. The Local Authority is also statutorily responsible for supporting and improving underperforming schools.
60. The Local Authority continues to monitor key education indicators. The indicators are used locally to monitor, improve and support education at both school and local authority level. They are also used within information provided to the DfE.

Key Stage 2	Year	Reading, Writing & Maths L4+	KS1-KS2 Expected Progress - Reading	KS1-KS2 Expected Progress - Writing	KS1-KS2 Expected Progress - Maths
Harrow	2012	79%	91%	93%	90%
National		74%	90%	90%	87%
Harrow	2013	79%	90%	92%	92%
National		75%	88%	92%	88%
Harrow	2014	82%	93%	92%	93%
National		78%	91%	93%	93%

Source: DfE Statistical First Release

Key Stage 4	Year	% 5 A*-C grades inc E&M	KS2-KS4 Expected Progress - English	KS2-KS4 Expected Progress - Maths
Harrow	2011	64.6%	80.9%	80.1%
National		58.4%	73.1%	65.9%
Harrow	2012	63.6%	82.3%	80.4%
National		59.1%	69.3%	69.9%
Harrow	2013	65.4%	79.7%	83.3%
National		60.8%	71.7%	72.0%
Harrow(provisional)	2014	64.5%	NA	NA

Source: 2012-13 DfE Statistical First Release & 2014 Harrow schools

61. The indicators fall within the following areas:

- Attendance and exclusions - remain a statutory duty for the Local Authority to monitor and improve.
- Underperforming schools – schools are assessed at Key Stage 2 & Key Stage 4 against defined floor standards.
- Closing the Gap - is a fundamental part of Ofsted's school inspection process, and accordingly, the Local Authority monitors the attainment of identified groups of pupils in its schools. The table below includes the gap at key stage 2 between pupils eligible for free school meals and their peers and the gap between Harrow's SEN children and their peers – children with a SEN provision includes School Action, School Action Plus or a Statement.

2013 Key Stage 2 – Closing the Gap	Harrow	National
Achievement gap between pupils eligible for free school meals and their peers, based on pupils achieving level 4 or above in Reading, Writing and mathematics at Key Stage 2.	17%	19%
Achievement gap between pupils with special educational needs and their peers, based on pupils achieving level 4 or above in Reading, Writing and mathematics at Key Stage 2.	49%	53%

2012 Key Stage 4 - Narrowing the Gap	Harrow	National
Achievement gap between pupils eligible for free school meals and their peers, based on pupils achieving 5 or more A* to C grade GCSEs including English and mathematics GCSEs.	28.8%	26.4%
The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths GCSEs.	46.3%	47.0%

62. There is a complex interrelationship between a number of other performance issues such as traffic congestion, road safety, traffic and parking enforcement and travel plan performance, as referred to earlier in the report, and all these considerations are taken into account in assessing school expansion proposals.

Environmental Impact

63. The Council's over-arching climate change strategy sets a target to reduce carbon emissions by 4% a year. Schools account for 50% of the council's total carbon emissions. Reducing emissions from schools is therefore a vital component in meeting the Council's target. However there is a significant risk that the expansion programme will increase emissions rather than reduce them. Phase 2 of the School Expansion Programme will have an impact on carbon emissions that will need to be carefully considered in this context.
64. The RE:FIT Schools Programme will be available to retrofit existing school buildings to improve their energy efficiency. For new-build schools, the design standards will need to ensure that they meet high energy use efficiency standards. Of particular importance will be the use of low carbon technologies – particularly for space heating – and these will need to be thoroughly investigated during the design phase.
65. For many of the projects in the school expansion programme, planning applications will be required and part of the application will be a school travel plan. Through this process and the development of the solutions for the schools, the impact of the additional pupils and their travel modes will be addressed.

Risk Management Implications

66. The directorate and corporate risk management implications for the Council arising from school place planning are included on the directorate and corporate risk registers. A Programme Risk Register is reviewed by the Programme Board.
67. The highest priority risks for this programme are Planning and Finance. The table below sets out the high level risks together with mitigating / control actions.

High Level Risks	Consequences	Mitigating/Control Actions
Finance	<p>Unaffordable Programme / individual projects and additional costs to Council.</p> <p>Risk of loss of TBNP funding if the new places are not provided and the allocations spent by September 2015.</p>	<p>Capital Strategy developed to bring together the Government's school funding streams: Basic Need, Capital Maintenance, Targeted Basic Need Programme; and building programmes e.g. Priority School Building Programme.</p> <p>School expansion feasibility designs aligned to the DfE guidance on spaces and areas for schools.</p> <p>Indicative costs calculated from feasibility studies to inform programme budget.</p> <p>Programme contingency has been included in the programme budget.</p> <p>Robust financial and programme monitoring through the Programme Board, Capital Forum and Cabinet reports.</p> <p>Exploring how the Government's Free School Programme for new schools (programme funded directly from government) may be supported in Harrow.</p>
Programme delivery	<p>Delays to programme – school places not available, additional costs.</p> <p>Keepmoat – late AMPs and delivery programmes may impact on provision of places in September 2015.</p>	<p>Capital Team expanded with appropriate skills, experience and expertise in major construction projects to deliver programme.</p> <p>Programme Board established with Corporate Director and senior officer membership.</p>
Pupil Projections	<p>Over or under estimate of pupil growth leading to a mismatch of provision – shortage of places or over</p>	<p>GLA commissioned to provide school roll projections. Review of projections against Admissions data on applications and in-year movement of pupils. Close working with schools.</p> <p>The permanent expansions are planned to achieve a sustainable level of school places to</p>

	provision of places leading to high levels of vacancies.	<p>meet the growth as indicated by the pupil projections. The additional permanent places are created as the demand grows over the years.</p> <p>The peak and variations in demand for school places will be met by continued use of temporary additional places. This approach will minimise the risk of having to remove permanent capacity in the years following the peak in demand.</p>
Communication	Lack of understanding of need and proposals leading to delays and complaints.	<p>Communication strategy developed for overall programme and individual projects.</p> <p>School Expansion Stakeholder Reference Group meets with cross-party and representative membership to provide advice and guidance on the implementation of the school expansion programme.</p> <p>Programme communications officer appointed to develop and co-ordinate communications and community engagement.</p>

Equalities implications

68. Section 149 of the Equality Act 2010 requires that public bodies, in exercising their functions, have due regard to the need to (1) eliminate discrimination, harassment, victimisation and other unlawful conduct under the Act, (2) advance equality of opportunity and (3) foster good relations between persons who share a protected characteristic and persons who do not share it.
69. Equalities Impact Assessment has been undertaken on Phase 2 of the Primary School Expansion Programme and on each school proposed for permanent expansion. The overall conclusion of these assessments is 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. The assessments have not identified any potential for unlawful conduct or disproportionate impact and conclude that all opportunities to advance equality are being addressed.
70. 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.

Council Priorities

71. The Council Priorities are as follows:
- Making a difference for the vulnerable
 - Making a difference for communities

- Making a difference for local businesses
- Making a difference for families

72. The recommendation supports these priorities by:

- Ensuring Harrow Council fulfils its statutory duties to provide sufficient school places in its area.
- Providing high quality local mainstream and special educational need provision in schools for children close to where they live.

Section 3 - Statutory Officer Clearance

Name:	Jo Frost	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	17 November 2014		
Name:	Stephen Dorrian	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date:	17 November 2014		

Ward Councillors notified:	NO
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Section 4 - Contact Details and Background Papers

Contact: Russell Eacott, interim Head of Children's Capital Project Team, 020 8424 1805, russell.eacott@harrow.gov.uk

Background Papers: None