

APPENDIX 1

Lifelong Learning Overview and Scrutiny Committee Annual Education Service Review 2004-2005

Context

This year has seen significant changes both within the national and local context for this report.

National changes

On a national level the drive towards combined Children's Services continues and linked to this is the requirement to produce a Children and Young People's Plan in partnership with the PCT and the Police. This is a high level strategic plan covering all services and actions relating to children and young people in Harrow with a view to ensuring "joined up thinking". This plan is currently being consulted on and will be submitted in April 2006.

There are five key themes that have been identified for this plan and these will inform the work of all services working with children and young people. These are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

As part of this process Local Authorities, and their partners, are required to complete an Annual Performance Assessment (APA), evaluating their own performance against key indicators, outlining the impact of their strategies and plans for future development. This is submitted and then followed up at an Annual Performance Review (APR) where the evaluations can be discussed and judgements agreed. Harrow submitted its APA in May and had its review in June – we are awaiting the final outcomes of this process, which will confirm the areas for future development.

As a result of these changes, the Education Development Plan is no longer required.

Every three years the Local Authority – in partnership with the PCT and Police – will be subject to a Joint Area Review (JAR), which will assess the work of the partnership to meet the needs of children and young people and replacing the historical Ofsted Inspection of the Local Education Authority.

In keeping with the national agenda for change, this report has been written to the Annual Performance Assessment Indicators and summarises the key assessments made in May with an update to the end of September and an

outline of our proposed plans for further development against which we will report next year

Local changes

At a local level the School Development Service has been restructured and renamed The Achievement and Inclusion Division (A&ID) to reflect its changed remit.

A new Group Manager took up post in April 2005 and the team now consists of three Principal Advisers, and six Senior Advisers – the roles and responsibilities for this team together with a list of attached schools is included in Appendix A.

In response to the Annual Performance Assessment and linked to the Children and Young People's Plan, service areas have developed new service plans. These are summarised in the report to show the key actions that service areas will be working on, many of these actions extend beyond 2006 and the plans will be subject to annual review and development.

In addition we have revisited our guidance to schools on the way we will work to support them, including our support for schools in Ofsted categories, to bring it into line with national DfES guidance on the New Relationship with Schools.

Key developments in Harrow 2004-5

Achievement

Harrow pupils continued to record overall high levels of attainment at all key stages and in GCSE which in June 2005, showed the highest ever results achieved (based unvalidated results). The Authority maintains its reputation for particularly strong value-added results and progress continues in the local implementation of the national strategies both in Primary and Key Stage 3.

The successful implementation of the National Remodelling Initiative in Harrow Schools has been recognised by Continue, which has asked Harrow to pilot the Extended Schools Remodelling training.

The quality of teaching and learning in Harrow continues to be recognised and we now have 22 Advanced Skills Teachers and five London 'Chartered Teachers'. Many of our support staff have been participating in training to better support children and young people in the classroom and 23 have now achieved the Higher Level Teaching Assistant Qualification.

14-19

A major success has been the opening of the new vocational Skills Centre – developed in partnership with schools and colleges. This highly innovative centre, located on a commercial site, is currently providing courses for 99 students aged 14-19 in construction, Hair and Beauty, and there are a further 79 students aged 16-19 accessing a range of courses and programmes. The Centre is managed by Harrow College on behalf of the Local Authority and school and college partnership. All courses have a strong basic skills emphasis so students acquire literacy, Numeracy and ICT skills through their vocational studies. The

skills centre offers excellent facilities and is being looked at with great interest by other authorities.

The Skills Centre is a part of wider developments for the authority's 14-19 provision, building on the Pathfinder projects to develop vocational skills. The discussions this year have centred around the development of post 16 provision in high schools. Earlier this year the notion of a 16-19 Academy was explored as the way to attract capital however events have moved on and we are currently exploring with High School Heads, College Principals and the LSC a new opportunity to bid for both capital and revenue to support the development of Collaborative sixth form provision across Harrow.

Reorganisation

There have been a number of developments to our schools provision including the successful completion of the PFI project, with Woodlands and Little Stanmore moving to their new building in February. Woodlands are currently sharing their schools with Kingsley who will move to their new site in February 2006. The provision at these schools is excellent and it is hoped that a close working relationship between Little Stanmore and Woodlands will develop.

Glebe Primary has been developed as the Authority's first fully functioning Extended school offering a range of facilities including Adult and Family Learning, Breakfast, After School and Holiday Clubs, Sports Coaching and Health Links.

The Harrow Tuition Service has proved to be a highly effective provision for children and young people who find school challenging. However demand for places has exceeded supply and the service was unable to offer on site provision for primary pupils – the provision has now been extended and building work is due to be completed shortly allowing more pupils to access this support.

St John's First and Middle have successfully amalgamated to become St John's C of E Primary School. A number of other schools are currently exploring the possibility of amalgamation.

Meeting Pupils Needs

A major review of how we manage pupil needs was commissioned and began in January 2005. It found that the vast majority of Harrow's children are well behaved and highly motivated. However, a very small minority of young people with unacceptable behaviour present a challenge to schools and teachers across the Borough. The relatively high proportion of exclusions in years 9 to 11, led the review to focus attention on high schools but clearly evidence shows that many of the problems begin much earlier in 'school life'.

The review recommended tackling the issue through three broad strategies:

- Developing a clear vision and action agreed by all.
- Targeting resources where they will have long-term impact.
- Monitoring progress to ensure the vision and outcomes are achieved.

The report concluded that on a practical level Harrow and its partner agencies needed to address the following as a priority:

- Extend alternative provision for pupils not in mainstream schools.
- Facilitate school collaboration on behaviour management.
- Develop new admissions protocols and a managed move programme for hard to place pupils.
- Challenge schools where behaviour is judged to be weak.
- Maintain long-term provision for pupils with a statement of need who are excluded from schools.

Last year (2004-05) there was a 23% reduction in permanent exclusion rates at High Schools and only 2 primary exclusions. However Harrow's overall permanent exclusion rates are still high compared to similar authorities (based on last year's data). It is intended that following a short but intense consultation, a final version of a partnership **Compact** can be signed no later than mid Autumn.

To address the report's findings schools (and agencies) will need to prioritise resources to ensure the Compact can be fully implemented. Discussions are already underway to achieve this aim.

Support for School Leadership

The Achievement and Inclusion Division has developed a number of resources to support school self evaluation including a Supported School Self Evaluation Framework which identifies key questions that schools should consider when reviewing their provision and exemplifies what good practice looks like. We have also developed a Quality Standard for teaching and learning that will help to ensure consistency of judgements and a more objective and analytical approach to the monitoring of teaching and learning.

ICT

ICT provision continues to develop across the authority with all schools now having broadband connection and Becta have recognised that three Harrow Schools have leading edge practice in the use of Interactive White Boards. This year has also seen increasing use of the London Grid for Learning as a resource to support both teaching and learning and leadership and management in schools.

Interschool working

There is an increasing drive nationally to get schools to work cooperatively on a range of projects and we are delighted to report that all Harrow primary schools are members of a Primary Strategy Learning Network. Cooperation within clusters is also growing rapidly with an increasing number of joint projects led by the cluster coordinators. For schools we hope this work will be enhanced by the reorganisation of the attached advisers to ensure that they work in geographical clusters of schools and can contribute to the shared agenda. This is further reinforced by the new role for principal advisers who now have responsibility for an 'area' in line with the area structure. They will work closely with the area

managers and the attached advisers to ensure that the needs of these communities are considered in our work with schools.

International Links

We have continued to extend our international links and Whitefriars and Newton Farm have both achieved the International School Award. Two major international visits took place in with a Harrow sponsored team visiting India and a TIPD (Teachers' International Professional Development) visit to Beijing. The visits have greatly enhanced our understanding of education and culture within these countries and have opened up opportunities for future links between schools there and in Harrow. We are keen to extend opportunities to find out more about education in the home countries of our diverse communities and will actively seek further opportunities to do this.

This desire to reflect the diversity of our communities is further reflected in the work done to support Black History Month. All subject areas have been working to develop resources to support the development of a wider understanding of Black History and Culture and this year we will be launching a resource pack that will support learning throughout the year.

SEN

Supporting pupils with Special Educational Needs has been an issue for all authorities. The government agenda for "Removing Barriers to Achievement" has been to encourage Local Authorities to delegate the resources to schools to allow schools to meet the needs of pupils as soon as they are identified and without the need for a Statement of Need. This allows schools to be more proactive but it also creates a clear responsibility on schools to provide appropriate support. The authority will monitor the provision and allocation of resources to ensure that schools are fulfilling this responsibility.

Equality and Diversity

The EMAS team continue to support schools in ensuring that their provision meets the needs of an increasingly diverse school population. Overall many of our minority ethnic groups do exceedingly well but we are aware of the underachievement of some groups and are in the process of setting up a group to tackle underachievement. In the first instance this group will look at the achievement of African-Caribbean Boys – drawing on national research and identifying good practice in Harrow and neighbouring authorities. Analysis of data within our schools will identify where achievement is lower and allow us to provide targeted support and intervention. It is anticipated that this group would then begin the process again for another identified group. We understand that the Primary Strategy is planning to pilot strategies for African-Caribbean Pupils and we have asked to be included in this process.

This year has seen the launch of a Muslim Teaching Pack for all our schools and the development of a Black History Resource Pack which is being piloted in Black History Month.

Early Years and Childcare

The service continues to provide a wide range of information to parents/carers, employers and professionals and is actively engaged in the borough's recruitment drive to bring more people into the early years and childcare profession.

Free part time early education places are now available for all three and four year olds whose parents want them. The Partnership continues to work closely with the Ethnic Minority Achievement Service to promote the availability and advantages of early education.

The Foundation Stage and childcare training programmes have been expanded and all practitioners have access to at least 4 days training per year as well as bursary support to undertake relevant qualification training. The next two years will see a further increase in training available to all those who work in early years and childcare.

The structure and working methods of the Partnership itself are now firmly established. A multi-agency approach to early years and childcare support, advice and development is in place and policy development is achieved through the work of the Partnership's various project groups.

All early years and childcare practitioners have access to a range of support and advice including:

- Planning and Assessment workshops
- Cluster Meetings
- Network Meetings
- Area SENCO and Advisory teacher visits.

Children's Centres

The strategy for Children's Centre is Harrow's response to the Government's aspiration set out in their 10 Year Childcare Strategy "To have a Children's Centre in Every Community". The Policy Statement for Children's Centres brings together, into one document, the best practice and legislative requirements around Children's Centres. The policy sets the principles by which Children's Centres services should be provided and the procedures which should be followed. It is this policy framework on which the Children's Centre strategy is based.

The purpose of the strategy is to:

- Create clarity around outcomes for children;
- Set strategic aims and direction for the next two years;
- Set strategy targets to improve practice;
- Set targets to match priorities with resources.

Services will be provided in partnership with parents/carers and provide integrated support from other relevant agencies. They will be positioned in every community offering a range of information and integrated services according to local need, including early education and childcare, health and support services including family and parenting support

All centres will operate under a core service umbrella but will also be expected to develop themes of expertise which can be accessed by all families in Harrow with young children.

The core services will be achievement and prevention focused. They will principally be:

- Quality early education integrated with childcare;
- Family support and outreach to parents;
- Child and family health services;
- A base for childminders.