

**REVIEW OF THE SCHOOL ORGANISATION PLAN 2003 – 2008  
NOVEMBER 2005**

**1. INTRODUCTION**

- 1.1 This is the second review of the School Organisation Plan 2003-2008. The Review aims to provide members of the School Organisation Committee with information about changes in the statutory nature of the SOP and to provide updates on issues identified in the School Organisation Plan 2003-2008.
- 1.2 There are two Sections to the Review.  
Section One: Changes to the status of the School Organisation Plan and role of the School Organisation Committee.  
Section Two: Up-date on key school organisation issues.

**2. SECTION 1 – SCHOOL ORGANISATION PLAN AND ROLE OF THE SCHOOL ORGANISATION COMMITTEE**

- 2.1 The School Organisation Plan (SOP) was repealed from 1 March 2005. LAs no longer have a requirement to produce a SOP and School Organisation Committees (SOC) no longer have to consider the SOP when making decisions on statutory proposals for changes to schools.
- 2.2 This means the next SOP, which was due this year, as well as future plans and the annual review of demographic information, as suggested by SOP guidance will no longer be needed. With effect from the same date, SOCs will no longer have a duty to have regard to the SOP when considering individual statutory proposals.
- 2.3 However, SOCs are expected to continue to consider how such proposals fit into local plans. The omission of any reference to statutory proposals in local plans should not be a barrier to their approval. It will be for the SOC to consider each case, with regard to the Department's statutory Decision Makers' Guidance (See Appendix i).
- 2.3 Each Local Authority is still under a duty to provide sufficient primary and secondary educational provision within its area.
- 2.4 Regulations also require that LAs consult SOCs and diocesan authorities during the preparation of the CYPP.
- 2.5 Despite the change in nature of the SOP, there is still a need for the LA to set out a strategic vision, showing how developments in school place provision will raise standards and improve outcomes for all pupils in its area and promote good community relations. The strategic vision set out should draw on and inform other local plans and will need to provide

A – a clear analysis of demography, the organisation of school places, and the need to add, remove, relocate or otherwise re-organise school places.

B - a statement of the Local Authority's policies and principles for ensuring enough suitable school places offering a good and improving standard of education;

C - conclusions drawn from Part A and Part B about the need to add to, remove, relocate or otherwise re-organise provision in particular areas of the authority.

### **3. SECTION TWO UP-DATE ON KEY ISSUES**

#### **London Challenge**

- 3.1 The DfES London Challenge Team has commissioned a detailed report on the planning of secondary places in London. The report, and the DfES response, will be published this Autumn. The draft DfES response expresses the view that issues of insufficient provision are already being addressed from within the overall capital strategy and the available resources. The Director of Strategy, People First, has written stating our disagreement with this view, and pointing out that substantial capital investment is needed by Harrow in order to change the age of transfer to 11 years and to increase 14-19 provision and opportunities.

#### **3.2 Place Planning and Pupil Projections**

The population of 4 to 10 year olds in Harrow is predicted to increase over (the period of the plan) from 17501 in 2005 to 17871 in 2008. This is an increase of 2.1% (approximately 50 pupils per year group). During the same time period the population of 11 to 15 year olds is due to decline from 12898 to 12521, a drop of -3.0% (approximately 75 pupils per year group).

School roll projections are based on a combination of historical roll numbers in schools ("catchment") and projections of population by wards ("replacement")

For most purposes the two sets of data are combined to give more weighting in the short term to catchment and more weighting in the long term to replacement. The school population of 4 to 10 year olds is projected to increase from 16658 to 17167 (3.1%) over the course of the plan and the school population of 11 to 15 year olds is projected to decrease from 10799 to 10481 (-2.9%). However, particularly in primary schools, an overall increase or decrease in population can hide significant differences in areas of the Borough. Area projections are prepared for 5 areas of the Borough, each combining school and ward data and are only currently available for years reception to 6 i.e. ages 4-10. It should be noted that the model for pupil number projections cannot incorporate potential changes in school organisation which may affect school rolls in some cases.

#### **3.3 Planning areas**

For place planning purposes, Harrow is divided into five Planning Areas. These were last revised in March 2004.

**North West.** The North West primary projection area is forecast to experience a decline in the school roll for reception to year 6 from 3245 in 2005 to 3197 in 2008, representing a decrease of -1.5%.

**North East.** The North Eastern primary projection area is forecast to experience the second biggest reception to year 6 school roll increase in Harrow rising from 2196 in 2005 to 2346 in 2008, an overall growth of 6.8%.

**Central.** The Central primary projection is predicted to see the biggest growth in reception to year 6 increasing from 2674 in 2005 to 2944 in 2008, an increase of 10.0%.

**South West.** South West Harrow is predicted to experience little to no change in its reception to year 6 school roll projections with a forecast growth of 3362 in 2005 to only 3363 in 2008 representing a 0.0% growth.

**South East** As with the South Western projection area the South East is forecast to experience little movement in its reception to year 6 school rolls increasing slightly from 2154 in 2005 to 2157 in 2008, an increase of just 0.1%

Action is being taken to address the surplus in the primary sector (see section 6 below).

### **Admission to schools – September 2005/06**

Co-ordination of Admissions across London – 11+ transfer

- 3.4 2005/06 was the first year of co-ordinating admissions with Harrow's voluntary aided schools and with authorities across London.
- 3.5 The London Schools Admissions System is a voluntary agreement between London boroughs and authorities surrounding the capital that builds on the national requirement to co-ordinate secondary school admissions within each local authority area.
- 3.6 London LAs and neighbouring counties exchanged information about applications to each others' schools. Authorities worked together to determine the single best offer that could be made to parents guided by the order they ranked schools on their application form.
- 3.7 By reducing the instances of parents being made more than one offer, authorities were able to make more parents an offer at one of their preferred schools and reduce the number of parents who have received no initial offer at all.
- 3.8 Although there are no existing benchmarks against which the results of the London Admissions System can be measured the outcomes shown below indicate a high level of success.
  - On 1<sup>st</sup> March, 90% of applicants were offered a place at one of their preferred schools.
  - On 1<sup>st</sup> March at least 40% fewer children were without the offer of a place than at the same stage in the previous year.
  - The system eliminated many multiple offers that would otherwise have been made to parents, thus releasing places to be offered to others.
  - Because offers were co-ordinated at the initial stage, the vast majority of children had a firm offer of a place earlier than in the past and many schools have earlier information about their intake.

- By the end of the summer term London LEAs reported only 44 pupils without a confirmed offer of a place.
- Early indications are that the number of appeals heard has reduced from the previous year.

3.9 The scope of the co-ordinated admissions project did not include management of the post 1<sup>st</sup> March offer processes. However, the need for a common approach is clear and LA's are consulting with own admission authority schools on the best way to achieve this.

3.10 Appendix ii provides detail previously not available about applications for schools that transfer at 11+ from Harrow residents and the outcome of their applications.

### **Consultation on Admission Arrangements 2006/2007**

4. Following extensive consultation on admission arrangements for 2005, only minor changes were consulted on for the 2006/7 academic year. These were:

- Clarification of the sibling link
- Clarification of medical claims in relation to parental preference for single sex or co-educational school
- Reduction to Rooks Heaths' Planned Admission Number.

4.1 Reduction to Rooks Heath Planned Admission Number (PAN)

For the 2005/06 Rooks Heath requested an in-year variation to their PAN. The Office of the Schools Adjudicator considered this application. The outcome was that the Adjudicator agreed an in-year variation to the PAN from 260 to 222.

4.2 For the 2006/07 academic year it was agreed to consult on reducing the PAN from 260 to 210. The reason for this proposal related to the major impact that casual entrants have on the School's ability to deliver a stable, quality-learning environment. The School consistently accommodates a very large intake of casual students during the year. This has an increasingly challenging impact on the school and its capacity to achieve its goal of raising the quality of teaching and learning. The proposed reduction to admission numbers will assist the School in its continuing endeavours to deliver high quality education and aid forward planning.

4.3 Following consultation, the Planned Admission Number for Rooks Heath is now 210. As the Planned Admissions Number is lower than the net capacity formula, Harrow has followed the necessary statutory procedures to implement this change for the 2006-7 academic year and published notices in the local press.

## **Hard to Place Protocol**

5. The Government paper “Every Child Matters” explained that all children should receive a good education to help them fulfil their potential. However for some children that can be harder than for others. Sometimes children can find themselves without a school place, because their personal circumstances are such that they have had to move home; or they are looked after children; or they have been excluded from school.
- 5.1 In December 2004, Charles Clarke, Secretary of State for Education wrote to LEAs to advise that every local Admission Forum, which did not already have one, would need to agree a protocol for sharing hard to place pupils. In February 2005 the new Secretary of State for Education, Ruth Kelly, informed LEAs that the 2005 admissions protocol for hard to place pupils need not apply to excluded pupils. This was to allow time to develop agreement between schools and the LEA on arrangements for strengthening support to schools in dealing with disruptive pupils. By September 2007 the protocol will need to be extended to include previously excluded pupils.
- 5.2 A copy of Harrow’s Hard to Place Protocol is attached at Appendix X.

## **Update on School Organisation Issues**

### **Primary**

6. Work has progressed to address the surplus places currently experienced in the primary sector. The approach is to achieve a reduction in surplus places without permanently removing accommodation on school sites. The distribution of surplus places is not spread evenly across the borough. The Council’s target is to maintain a 10% surplus capacity of places across all sectors.
- 6.1 In February 2005 Cabinet agreed the Shaping Schools for the Future Strategy. This Strategy includes a Framework for Managing the Over Provision of School Places and an Amalgamation Policy. The Framework for Managing the Over Provision of School Places was developed by a representative working party. The Amalgamation Policy was finalised following consultation with stakeholders.
- 6.2 Community primary schools with surplus places of 15% or more during the past three years have been identified. Several of these schools already have actions in hand to address their surplus places e.g. reduced forms of entry, full service extended school, community/college provision. Other schools have been approached for preliminary discussions about the situation and their ideas for developments. A report is to be considered by the Shaping Schools for the Future Group in early November, and actions may be agreed to consult upon during the second half of this term.
- 6.3 It is likely that a number of the new Sure Start Children’s Centres will be located on school sites providing exciting possibilities for expanding the community role of schools in their localities.

- 6.4 Earlier this year the government made it possible for promoters of voluntary aided schools to bid through the local education authority for the creation of a new voluntary aided school where there is clear local demand. For some two years two Hindu faith organisations have been in discussion with the Council about their wish to develop a primary school in Harrow. Both organisations submitted proposals. In May Cabinet decided to submit a bid to the Targeted Capital Fund on behalf of I-Foundation. The Government announced on 12 October that this bid has been successful, and £9,852,943 capital funding has been allocated to establish a new school. This will be the first state Hindu school in the country. Full statutory processes will need to be followed, including full consultations and planning consents. The proposal is for a one form of entry voluntary aided Hindu primary school with a Nursery, which would be filled on an incremental basis to minimise potential impact on other schools.

### **Secondary**

7. In July 2003 Cabinet decided that the change of school transfer to 11+ and the post-16 agendas should be progressed together. Bids for government capital funding to be able to implement these developments have been made, but without success so far. Harrow is not projected to receive Building Schools for the Future capital funding until at least 2012. Harrow's bid to establish a 'virtual 16-19 Academy' has been unsuccessful.
- 7.1 Despite these setbacks, options to progress these agendas remain under active discussion. Discussions with DfES, including meetings with Lord Adonis, have been held this year. A 'Secondary Schools for the Future' discussion paper was distributed to high school heads and college principals in July, and models illustrating possible ways forward are being developed to facilitate discussions this Autumn.
- 7.2 The Harrow 14-19 Advisory Group meets regularly. A successful workshop was held on 26 September, and it is hoped all stakeholders will be able to agree a Harrow 14-19 Strategy in the near future, which includes the development of a Harrow Sixth Form Collegiate (see below).
- 7.3 A new 14-19 Skills Centre opened in September 2005 offering a vocational pathway at Key Stage 4 and beyond. Initially BTEC courses in Construction will be offered, and provision will be developed to cover further vocational areas. Over 200 students enrolled for September.

## **Post-16**

8. In March 2004 Cabinet agreed the criteria to assess models for post-16 provision. Cabinet also decided that a Harrow Sixth Form Collegiate would be established. Important issues of management and governance, and capital and revenue funding, were identified to be able to progress the collegiate model.
- 8.1 A number of consortia of high schools and colleges in Harrow are successfully working to develop post-16 opportunities. Feasibility studies have been funded by London West Learning & Skills Council, and some initiatives are being progressed. For example, Central consortium is developing a franchise arrangement with Harrow College focussing on AS/A Level provision. A curriculum offer has been developed, and limited opportunities for some pupils at those schools will be provided from September 2006. The Roman Catholic consortium is looking into the possibility of some vocational provision located near the high school sites.
- 8.2 While these consortia initiatives are being progressed, stakeholders have continued to discuss the development of comprehensive and co-ordinated post-16 provision in Harrow. Stakeholders agreed a vision of a Virtual 16-19 Academy model, which would encompass all providers in Harrow and include the development of a Learning Resource Centre. Discussions have been held with DfES during this year, but despite initial encouragement it is apparent that the Virtual Academy model will not be funded by the Government.
- 8.3 However, Harrow is being encouraged to apply to the new 16-19 Capital Fund in order to establish a Harrow Sixth Form Collegiate. Lord Adonis is supportive of a Harrow bid, and spoke of how impressed he is with the collaboration/partnership in Harrow. He indicated it may be possible for Harrow to be a 'fast-tracked' authority, ahead of timings in the consultation guidance, and this possibility is being pursued with the Minister.
- 8.4 At the stakeholder workshop on 26 September, there was a collective wish to establish a Harrow Sixth Form Collegiate, with comprehensive and co-ordinated provision across all providers and a Harrow Learner Entitlement for all students. A Core Group with high level representatives from the Council, high schools and colleges has been established to steer the submission of a collective bid to the 16-19 Capital Fund by 31 March 2006.

## **Developments in Neighbouring Boroughs**

9. The Wembley area regeneration is expected to increase demand for school places and as a consequence the LEA has firm proposals to establish a new 6FE Academy in Central Wembley.

- 9.1 The West London Academy has moved into its rebuilt site. Targeted Capital Fund monies have been allocated for a new Khalsa (Sikhism) VA primary school in Southall. There are no major expansions expected to impact significantly on Harrow.
- 9.2 In the London Borough of Barnet, the building of the new City Academy at Edgware High School specialising in Business Studies and Technology is progressing. The Borough has five regeneration schemes which in total are expected to result in a population increase of 50,000 – 80,000 by 2021. It is anticipated that there will be a need for new school provision in both the primary and secondary sectors from possibly 2010/11.
- 9.3 In the London Borough of Hillingdon a new 5FE school (Ruislip High School) is being developed. Haydon High School in Ruislip has issued statutory proposals to expand its admission numbers to 300, under the successful and popular schools initiative. Both Harrow and Hillingdon LAs have objected to these proposals, which will be determined on 19 October.
- 9.4 Two Academies are being developed (Stockley in West Drayton, and Harefield), which largely replace existing schools rather than provide additional places. There are proposals to establish a 16-19 Academy at Brunel.

## **Capital**

### **Capital Planning**

10. Following the introduction of robust Asset Management Plans (AMPs) in LEAs, resources have been allocated more flexibly to meet other development costs, such as surplus place removal.
- 10.1 The Department for Education and Skills (DfES) has two annual schemes for funding capital works within schools. The provision of Standard Fund monies for a scheme of Formula Capital Allocation to schools and Local Authority Formulaic Capital Modernisation funding. The former distributes formula sums to all schools in Harrow on an annual basis, which allows schools to fund small capital projects linked to Asset Management Plan (AMP) priorities. The Capital Modernisation funding is given to the authority to fund large capital projects identified with the AMP.
- 10.2 Other funding sources are Target Capital Funded bids. Only two LEA bids and two Voluntary Aided bids can be submitted on a two-year cycle. The bid criteria are determined by the DfES prior to submission.



## DECISION MAKERS GUIDANCE

### INTRODUCTION

1. This guidance explains the procedures for making significant changes to schools, including opening new schools and closing schools. It is set within the context of the Government's overall objectives for educational reform and transformation, as set out in paragraphs 5 onwards. It is designed for those bringing forward proposals - Local Education Authorities (LEAs), promoters of new schools and governing bodies - and those deciding them - usually School Organisation Committees (SOCs) and Schools Adjudicators (though many proposals continue to be decided by the LEA if no-one objects to the proposals). Sections 1 to 4 are statutory guidance from the Secretary of State to decision makers. (Section 4 will be updated when current work on developing policy on SEN has been completed and the results of consultation on regulations amending SI 2212 The Maintained Special Schools Regulations have been considered.) Section 5 provides supplementary non-statutory guidance on community cohesion. Those bringing forward proposals will wish to bear this guidance in mind when drawing up their proposals.

2. This guidance applies to proposals published from 1 June 2003. Decision makers should refer to the Department's "Guidance on Statutory Proposals", issued in 1999, when considering proposals published before 1 June 2003. However, the factors listed in both editions of the guidance are not exhaustive and Decision Makers must consider each case on its individual merits, taking into account all of the factors they consider relevant and their relative importance and the particular circumstances of the proposal.

### Role of School Organisation Committees

3. A School Organisation Committee is an independent statutory body set up to decide statutory proposals for changes to schools. It consists of 5 groups, representing the Local Education Authority, Church of England and Roman Catholic dioceses for the area, schools, and the Learning and Skills Council. A sixth group can be added to cater for particular local interests. If the Committee cannot agree unanimously, proposals are decided by an independent Schools Adjudicator.

### Scope and purpose of this guidance

4. Significant changes in the organisation of schools may not be made without the publication and approval of statutory proposals. This guidance explains how proposals should be consulted upon, published, decided and implemented. It is intended to help Local Education Authorities, School Organisation Committees, Adjudicators and others with an interest in school organisation. It should not be treated as exhaustive, nor as a complete and authoritative statement of the law. The relevant factors and the weight to be given to them will differ from case to case.

5. The guidance is in two parts: the Secretary of State's statutory guidance, to which those concerned are required by legislation to have regard (Sections 1 to 4); and non-statutory guidance, which is designed to inform people about the legal requirements and help them to carry out their roles as effectively as possible (Section 5). Further non-statutory guidance on procedures and assistance in completing notices etc is also available on the School Organisation Website Forum at [www.dfes.gov.uk/schoolorg](http://www.dfes.gov.uk/schoolorg).

## The changing context

6. The documents *Education and Skills: Investment for Reform*, and *A New Specialist System: Transforming Secondary Education*, express the Government's determination to transform education so that each school has a distinctive character and ethos, building on the individual talent and potential of each child. They indicate the Secretary of State's wish to move into an era of diversity and innovation, particularly in secondary education, with every school having an incentive to improve, and with an increased emphasis on effective leadership, management and collaboration between schools and on expanding our best schools and making additional provision to meet local needs. Action to deal with failing schools should be decisive, and the best schools should be encouraged to join in raising the standards of the rest, including by greater involvement in weaker schools. The Secretary of State hopes local educational communities will take a pro-active approach to these new opportunities for transformation. The *Building Schools for the Future* initiative commits the Government to a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities of 21st Century standard. The availability of unprecedented levels of funding will enable LEAs and other providers to take a radical new look at the pattern of provision that will best prepare their areas for the future. The Secretary of State hopes local education communities will take a pro-active approach to these new opportunities for transformation.

7. The Education Act 2002 introduced specific modifications to the statutory proposal system with a view to promoting greater diversity and choice. A special procedure for new school competitions, to be decided by the Secretary of State, will apply where an LEA decides that a wholly new (or "additional") secondary school is needed – ie not one replacing an existing school or schools. Before publishing any proposals of its own, the LEA must publish a notice inviting interested parties to bring forward proposals for the new school. As well as being posted in a prominent place in the area and appearing in at least one local newspaper, the notice must be sent to the local CE and RC dioceses, any other person or organisation that has previously expressed an interest in setting up a secondary school to serve pupils in the area, and any other body or organisation that is likely to be interested in the proposals. Responses might include proposals for a new foundation or voluntary school or an Academy. When the deadline for receiving the proposals has passed, the LEA then publishes a notice in a local newspaper, giving details of all the proposals received, and any it wishes to make itself, and inviting comments on the various proposals. The School Organisation Committee then give their views on the proposals and any comments received on them, before they are considered alongside one another and decided by the Secretary of State.

8. In the interest of increased diversity, the Secretary of State considers that LEAs should invite other potential providers to bring forward proposals when any new schools are needed (although this is not a statutory requirement for schools other than additional secondary schools). The statutory guidance on consultation in Section 3 of this guidance has also been revised to include a provision that LEAs should consult the local dioceses and anyone else who has previously expressed an interest in setting up a secondary school before proposing any new secondary school, including replacement schools, mergers and amalgamations.

9. Specialist schools focus on a specific subject area but must still meet the national curriculum requirements and deliver a balanced education. The specialist system encourages schools to improve standards, not just in one particular subject but across the curriculum as a whole, and to work with their local communities. By 2006 the Government expects that there will be at least 2000 such schools, and in the long term they hope that all schools will be specialist schools. Any maintained secondary school can apply to join the specialist schools programme and will be successful if the application meets the required standard. Before applying schools must have raised £50,000 in sponsorship, although financial assistance is available to those not reaching this figure if they can demonstrate that they have made serious efforts to do so. Specialist status brings with it a one-off capital grant of £100,000 in addition to £123 per pupil per year over a four year period. It will be possible for new secondary schools to be specialist from day one, provided the necessary conditions are met. However, in taking a decision on whether to include a specialism in their proposals, promoters should look carefully at the range of specialisms already available in schools across the LEA as well as at the criteria that their application will need to satisfy to be successful. Further details on the specialist schools programme are available from <http://www.standards.dfes.gov.uk/specialistschools/> . Any additional school applying to be specialist from day one will need to raise the same sponsorship as existing schools.

Schools can currently choose one of ten specialisms in:

- arts;
- languages;
- sport;
- technology;
- science;
- engineering;
- business and enterprise;
- mathematics and computing;
- humanities;
- music.

10. The Act also amends the School Standards and Framework Act 1998 to give a right to promoters of new schools other than the LEA or CE or RC dioceses to appeal to the Schools Adjudicator if their proposals are rejected by the Committee (the LEA and CE and RC dioceses are represented on the Committee, and so are already able to ensure that proposals would go to the Adjudicator for decision).

11. Proposals in respect of sixth forms will also be able to be brought forward by the Learning and Skills Council (as well as by those who may already make proposals in respect of schools). These proposals will be decided by the Secretary of State.

12. In order to give decision-makers information on the full range of views in the local community, the Act provides for comments as well as objections to be made to proposals. This will allow people to express positive support for proposals, and also any concerns about particular aspects of proposals, even though they may generally support them. The "objection period" is renamed the "representation period" and, in order to speed the decision-making process, becomes six weeks rather than two months (except in the case of proposals involving schools causing concern, where it remains at one month).

### **School Organisation Plans**

13. This document complements the Secretary of State's guidance on School Organisation Plans, which is also being updated to reflect the changing context in which changes in school organisation need to be considered.

**11+ TRANSFER 2005/6**

APPLICATIONS FOR 11+ TRANSFER FROM HARROW RESIDENTS*	1091**
APPLICANTS OFFERED PLACES AT SACRED HEART	126
APPLICANTS OFFERED PLACES AT SALVATORIAN	91
APPLICANTS OFFERED PLACES AT OUTBOROUGH SCHOOLS	437
TOTAL NUMBER OF APPLICANTS OFFERED 11+ PLACES	654
TOTAL NUMBER OF APPLICANTS NOT OFFERED A PLACE	437

\*Some of these children will be attending schools in other areas.

\*\*Total number of preferences expressed for schools where the age of transfer is 11 by these 1091 applicants was 2554

NUMBER OF APPLICATIONS FOR 11+ TRANSFER FROM CHILDREN ATTENDING HARROW PRIMARY SCHOOLS*	792
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\*These are children from Harrow's community and voluntary aided primary schools and include both inborough and outborough residents.

## PROTOCOL ON HARD TO PLACE PUPILS

This protocol applies only to children who are living in Harrow.

### Which children are covered?

- A child looked after by the Local Authority and who does not have a school place.
- Children arriving in Harrow without a school place (eg refugees, asylum seekers, families moving into Harrow from other parts of the UK or abroad).

Which children are not covered?

- Children on roll in school where the parent is seeking a transfer to another school.

### When will the protocol apply?

Cases will be referred to the next meeting of the Admissions Panel as soon as the Harrow Admissions Service identifies it is not able:

- For secondary pupils – to offer any place because all schools in the relevant year group are full.
- For primary pupils – to offer a place because there is no school with a vacancy within a reasonable distance of the home address. Cases will not be referred to the Admission Panel if this would have a consequent impact on Infant Class Legislation (ie would result in more than 30 children in one teaching group).

### When will the Admissions Panel meet?

Meetings of the Admissions Panel are scheduled in advance and are generally held every two weeks during term time. If required a meeting is held during school holidays, usually the week before term starts, so that parents can be notified of the school allocated before the start of term.

### Which schools are involved?

Harrow community schools.

## **Process for determining allocation**

For both primary and secondary schools the Admissions Service will provide the Members of the Admissions Panel with the following details to inform their decision:

- The pupil's date of birth and year group.
- The school(s) the parent has named on their application together with the number of places available, the number of children currently on roll and the number on roll if all cases admitted.
- Names of the schools closest the child's home address together with the number of places available, the number of children currently on roll and the number on roll if all cases admitted..
- Whether the child is looked after and name of authority child is in care with.
- Names and dates of birth of siblings attending any of the schools identified.
- Any known special educational needs.
- Any information provided by the school.

In light of the information provided, the Members of the Admissions Panel will make their recommendation, which the Director of Learning and Community Development will then ratify.

Once the decision has been ratified the Admissions Service will inform the school and parents of the decision.

Parents still retain their right of appeal against any decision made by the Local Education Authority.

## **Monitoring**

The Admissions Service will provide an annual report on the placement of pupils through the Admissions Panel to the Harrow Admissions Forum.

March 2005