

# Draft School Organisation Plan

## SECTION 1 THE ORGANISATION OF SCHOOL PLACES IN HARROW

### 1 A Strategic Vision

The School Organisation Plan is an integral element in the LEA's approach to raising school standards. It has close links with the Education Development Plan, Asset Management Plan, Lifelong Learning Plan and Early Years Development and Childcare Strategy. The Education Services Strategic Plan has a target to maintain a surplus capacity of places across all sectors of schools at 10%. The School Organisation Plan will be central to achieving this target.

### 2 Diversity of Provision

#### Pre-School and Nursery Provision

2.1 Within this Plan nursery provision is defined as that made for three and four year olds in nursery classes at LEA schools. Provision for 4 year olds in LEA reception classes is included with information on First and Middle Schools.

2.2 The LEA makes nursery provision at 24 first and middle schools and 1 special school, supplying 1248 part time places (624 FTE).

2.3 The LEA participates in the Harrow Early Years Development and Childcare Partnership, which publish the Harrow Early Years Development and Childcare Strategy. This strategic plan sets out the wider context of pre-school provision made by the private, independent, voluntary and statutory sectors. The 2003-2004 Plan has been approved by the Secretary of State.

#### First and Middle School Provision

2.4 Harrow maintains a system of mainstream provision with separate and combined first and middle schools providing for pupils aged 4 – 12 (first schools 4-8 years) and high schools 12-16 years. Two Roman Catholic high schools provide places in year 7.

2.5 Statutory provision begins in the first term after a pupil's fifth birthday. In Harrow, pupils are either admitted to reception at the start of the autumn term if their birthday falls between 1 September and 28 February, or at the start of the spring term, if their birthday falls between 1 March and 31 August in that year. The provision is made up as follows:

School Type and Number	Forms of Entry		
	1 FE	2 FE	3 FE
First schools		2	17
Middle schools		2	17
First & middle schools	2	15	1

- 2.6 This provision includes 6 Voluntary Aided Roman Catholic all-through 2FE schools, a Church of England 2FE first and separate middle school and a combined 1FE Jewish school. Admission to first and middle community schools is based on a priority road system. Each school has allocated 'priority' roads and applicants with home addresses in these roads are given priority in accordance with the admissions criteria.

### High School Provision

- 2.7 High school provision in Harrow covers years 8 to 11 in 8 community schools. Of the 10 high schools, 2 are Voluntary Aided Roman Catholic and admit pupils in Year 7. High school standard numbers range from 150 (5FE) to 300 (10FE).

- 2.8 Seven of the high schools are co-educational, the 2 RC schools are single sex and 1 further community school is for girls. Admission to high school is based on a linked school system. Applications from pupils attending linked first and middle or middle schools are given priority in accordance with the admissions criteria.

### Specialist Schools

- 2.9 All secondary schools are given the opportunity to develop a distinctive mission and ethos. Specialist schools are expected to collaborate with other schools, sharing their expertise that they have developed in their curriculum specialism and in other areas, to help raise standards across the system.

- 2.10 Harrow currently has 4 specialist schools:

Schools	Specialism
Canons High / Park High	Technology (jointly)
Hatch End High/Nower Hill	Arts (jointly)
Harrow High	Sports
Sacred Heart High	Modern Foreign Languages

- 2 schools are currently in the process of applying:

Schools	Specialism
Whitmore High	Science
Bentley Wood High	Maths

- 2 schools are currently considering in applying:

Schools	Specialism
Rooks Heath High	Enterprise
Salvatorian College	Science

### Post 16 Provision

- 2.11 The LEA does not make provision for 16 – 19 year olds within its mainstream high schools. Post 16 provision is made within two tertiary colleges and a Roman Catholic Sixth Form College.

- 2.12 These three colleges guarantee a place to all students leaving Harrow high

schools at the end of Year 11. A wide range of "A" level and vocational courses are available to students with only a very small number of subjects, mainly those requiring capital intensive facilities such as engineering, not available as a result of limitations in facilities.

- 2.13 The two special schools which cater for secondary age pupils do, offer continuing education to prepare students for transfer to colleges or other settings agreed by professionals, parents and students to be most appropriate.

#### **Provision for Special Educational Needs**

- 2.14 Harrow is an inclusive Borough and meets special educational needs in mainstream schools wherever possible. Two high schools and five first and middle schools are additionally resourced schools (ARMS) for pupils with low incidence special educational need.

- 2.15 The LEA maintains 4 special schools catering for pupils aged 2 – 19. Provision for pupils with learning difficulties and some behavioural difficulties are made in two age-phased schools. Two schools, one first and middle school and one high school provide for pupils with severe learning difficulties and complex needs.

- 2.16 Harrow does not maintain residential provision for pupils with special educational needs but does support out-borough placements in either special schools maintained by other LEAs, independent or non-maintained special schools.

#### **Education otherwise that at School**

- 2.17 The LEA maintains a Pupil Referral Unit (PRU) catering for pupils aged 5 to 16. Harrow Tuition Service provides education for pupils as a result of a medical condition; pregnancy when continued education in school is no longer possible; permanent exclusion when another place is not available; and for a few pupils with special needs who are awaiting a long term place. For some excluded pupils in Years 11, provision is made through attendance at a Harrow tertiary college.

- 2.18 Wherever possible, looked-after children continue their education in the school they have previously been attending. For a number of children placed in a Social Services children's home, there is a need to consider whether support from any of the Education Services support teams, the Harrow Tuition Service or college will be necessary during the induction period in school. Although the number of looked after children in the school population is relatively small, a significant proportion, including those who may be placed in foster homes, have special educational needs which are addressed by the Assessment and Provision Team.

- 2.19 Provision for children with mental health needs is arranged by the Health Authority in specialist settings. Funding of the on-site educational provision is the responsibility of the LEA.

- 2.20 A small proportion of parents choose to educate their children at home. In 2002-2003 the number involved was 51.

### **3 Factors Affecting the Level and Organisation of Provision**

#### **Statutory Responsibilities**

- 3.1 The LEA has statutory duties to provide sufficient places for the school aged population in their area, to promote high standards in education, deploy available resources efficiently to improve educational standards and to take account of parental preference in allocating school places. These are inter-related and impact on the planning and provision of school places. In addition, the LEA has statutory responsibilities related to admissions appeals, meeting parental preference and limiting the size of infant classes, which also impact on the planning of school places.

#### **Local Policy Objectives**

- 3.2 Changes in service policy initiated by the LEA in response to local community needs might also affect the level and organisation of provision. A variety of Education and Corporate plans support the raising attainment and school improvement agendas. There are opportunities for complementary provision on school sites to maximise use of school buildings and accommodation, for example the provision of family learning classes through the Adult Learning Plan or training for childcare workers as part of the Early Years Development and Childcare Strategy. Other LEA policies, for example, inclusion of pupils with special educational needs in mainstream schools, will impact on the planning of school places.

#### **Harrow's Approach to Place Planning**

- 3.3 Place planning is undertaken by the Place Planning and Admission to Schools Strategy Group (PASS). This is an officer group with representatives from Strategy and Access including:

- Capital and Development
- Policy Review
- Admissions
- Parent Support and Information
- Research and Information

The group is chaired by the Director of Strategy, they meet on a regular basis to consider issues in relation to place planning across all sectors.

#### **Revenue Planning**

- 3.4 The financial implications of changes in the level and organisation of provision are currently considered by the LEA in parallel with proposals for structural development or change. Whilst the management of the revenue implications of proposal falls within the remit of the LEA, the commitment of capital to support the implementation of changes in provision is the subject of wider Council control. The School Organisation Plan does not, therefore, deal with financial issues, but it should be noted that any alternative proposals made by the School Organisation Committee, in response to objections to proposals

made following adoption of the Plan, will need to be the subject of wider discussion within the Council.

- 3.5 In its recent consultation document on Schools' Capital Strategy, the DfES has advised that for the foreseeable future, funding for basic need issues will continue to be met centrally through the LEA's Annual Capital Grant. It is likely, however, that following the introduction of robust Asset Management Plans (AMPs) in LEAs, resources will be allocated more flexibly to meet other development costs, such as surplus place removal.
- 3.6 The DfES has initiated two additional capital funding schemes for schools from 2000/2001 onwards. The provision of Standards Fund monies for a scheme of Formula Capital Allocation to schools and the Seed Capital Challenge scheme. 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 Seed Challenge scheme, also available annually, enables schools to make bids for resources to complete capital projects which are linked to the AMP priorities they wish to undertake and which may require more expenditure in total than the formula funded capital available. The DfES consider that the Authority is making satisfactory progress in establishing its AMP and therefore from 2001-02 approved two further areas of funding, NDS Condition and NDS Modernisation. This will allow the Authority to address large capital projects identified within the schools' AMP.

#### **4.0 Schools Asset Management Plan**

- 4.1 The purpose of the Schools Asset Management Plan (SAMP) is to provide a transparent strategy (as described in the SAMP Local Policy Statement) and mechanism for managing the use of school sites and buildings, and planning investment in these assets (described in the SAMP Statement of Priorities). The SAMP aims to achieve the following:
- From 2003 the LEA will use the results from the new capacity data to help inform Pupil Place Planning.
  - The improvement of sites and buildings to support effective and learning with a resultant direct impact on pupil achievement.
  - The improvement of the use of assets to optimum levels to meet key education and corporate objectives; and
  - The improvement of financial and environmental efficiency of assets in use and maintaining the value of all property assets within the Council's portfolio.

4.2 The SAMP is one part of the Council's strategy for asset management. It is operated in line with good practice, in particular with reference to the following factors:

- Decision-making on asset acquisition, disposal and investment will be approached in an integrated and planned way, ensuring that the three aims of the plan are taken into account; opportunities to secure added value are maximised by rigorous option appraisal, including whole life costing; opportunities for accessing non-traditional funding routes (such as PFI) are considered and the principals of challenge, consultation, completion as identified within Best Value regime are applied;
- Implementing Government policy initiatives such as increasing community use of facilities and ensuring that future development of school buildings will, wherever practicable, integrate education with other public and private sector services;
- Data collection and management systems will be reviewed to ensure that the information generated contributes positively to inform the decision-making process and are considered by schools to be valid and accurate in representing their needs;
- Responsibility for strategic asset management and day-to-day property management will remain separated between the LEA (strategic) and schools (day-to-day). Within the LEA support for day-to-day property issues will be dealt with independently of strategic management of assets.

4.3 In consultation and partnership with headteachers and governors, the LEA will work to address those issues highlighted in the Asset Management Plan. Funding will be sought through various routes including Private Finance Initiatives and Target Capital Funding Innovative and creative projects will be developed for groups of schools to address common issues, for example, sport facilities, improving curriculum facilities or those for community use.