

Meeting:	Education Consultative Forum
Date:	Wednesday 19 <sup>th</sup> March
Subject:	Education Vision for Harrow
Key Decision:	No
Responsible Officer:	Heather Clements - Director of Schools and Children's Development
Portfolio Holder:	Christine Bednell – Portfolio Holder for Schools and Children's Development
Exempt:	No
Enclosures:	None

## Section 1 – Summary and Recommendations

This report sets out a draft vision for Education in Harrow which is being developed to support the councils submission for the Primary Capital Strategy and Building Schools for the Future (BSF)

### **Recommendations:**

The forum is asked to consider the scope of the vision and comment on whether it covers the key areas for educational development within Harrow over the next 10years and to consider if there are other aspects we should include.

**Reason:** This will allow the widest possible audience for this early draft to ensure we have captured everyone's point of view.

## Section 2 – Report

### Draft

#### A Vision for Education in Harrow

We are in the process of putting together our submissions for Building Schools for the Future and Primary Capital Strategy. As part of this process we have to set out our Vision for Education in Harrow. It is of course important that we do this in a meaningful and consultative way because it will determine whether we get early access to funding for BSF but it will also inform how we deploy that funding to achieve our goals.

Your engagement with this process is essential if we are to present a united front to Department of Children, School and Families and Government Office for London who have an agenda which is very focussed on governance rather than on pupil outcomes.

***The London Borough of Harrow aspires to be a council that is cosmopolitan, confident and cohesive and it is within this framework that we wish to set out our vision for education in Harrow.***

The community of Harrow is cosmopolitan – not a deprived and disadvantaged community but one that has been enriched by generations of migration to the area and which continues to grow and change as new groups come to live and work in the borough. Not all communities have started their lives in Harrow in affluence or security, many have and still do arrive as asylum seekers and refugees with neither financial resources nor the necessary skills, including language skills, to take their place fully in society.

In this context that we must plan our education system so that it is one that can respond to changing pressures and, whilst celebrating the diversity of our community, recognises different needs and is able to respond to those needs and pressures. This will be a system that embraces partnership with the wider community that welcomes the community within its schools, that recognises that children's learning needs to be rooted in family learning.

Harrow's confidence in its education system is well founded, based as it is on the success of its schools, their strong partnership with each other and with the Local Authority. Within this we can truly say that in 'Harrow Every School is a Good School'. It is also a confident system that is not afraid to embrace change and innovate. The establishment of the Harrow Collegiate is testimony to the ability of the schools, colleges and Local Authority to work together to achieve something unique in the interests of young people in Harrow.

This also reflects the cohesiveness of the school community and its increasingly strong links with its partners in the public and voluntary sectors. The equality of the schools has helped ensure that there are no perceived winners or losers allowing every school to offer choice and diversity, through their distinct and different ethos and culture.

Thus every high school is a specialist college with three being invited to take up a second specialism. Within both sectors there are a range of faith schools including the first Hindu school in the country planned to open in September 2008 and plans are underway to consult on the first all through 3-19 school.

But cohesion is not just about institutions; it is about the communities within our schools. Harrow enjoys harmonious community relations and this is reflected in our schools and in Ofsted inspection reports where care guidance

and support is good or outstanding in all our schools, where behaviour and relationships are commended and where racism and prejudice are challenged and addressed. Harrow has the highest religious diversity nationally and yet religious tension is virtually unknown in our schools.

Harrow's policy and approach to meeting the needs of children with learning difficulties and/or disabilities has developed and evolved since the mid-1980s. It has been characterised by a strong commitment to inclusive education and Harrow has for some years been among the most inclusive authorities in England, meeting the needs of children with learning difficulties and/or disabilities in mainstream schools as far as possible where this is in the child's best interests. . Inclusion in education is part of the broader concept of social inclusion. The majority of children should be educated as locally as possible, whether in the school nearest to where a pupil lives, a school in the authority with specialist expertise or a special school for those children with severe and complex needs. It is recognised that a small number of children will need highly specialised education and care to meet very severe and complex needs, which might not be possible within the local authority. However, Harrow needs to move to a situation where we keep children closer to home, both to keep them within their local communities and to make more effective and/or efficient use of public money.

It is therefore important in setting out a vision for the future that we retain the qualities that make Harrow schools special while working together to ensure they deliver an agenda for change which meets the needs of children and young people in the 21<sup>st</sup> century.

### **Fundamental principles informing change**

There are a number of fundamental principals that must inform any developments in education – these are included in the following:

- Champion of Children and Parents (Role of Local Authority – Education and Inspections Act 2006)
- Every Harrow Child Matters
- High Achieving Schools at the heart of community services – Harrow Council vision statement.
- The Children's Plan

### **So what will 'Future Schools' in Harrow look like?**

Our vision for Schools in Harrow is:

- High quality Early Years and Childcare provision, which meets the needs of the community.
- A primary and secondary system in line with national curriculum key stages with 4-11 primary schools and 12-19 high schools.
- Schools offering choice and diversity through their distinctive ethos, culture and specialisms.
- A Harrow Collegiate delivering the 14-19 agenda to every young person in Harrow with 100% EET (in Education or Employment with Training).

- Strong links with the business community both within Harrow and across London ensuring that our young people are equipped to contribute to future economic development and have real learning opportunities in the workplace.
- High performing schools at every key stage with LA GCSE A-C with English and Maths pass rates of xxx.
- High performance among potential underachieving groups including Black pupils, white working class boys children looked after and those who are gifted and talented.
- A single care pathway for every child with learning difficulties or disabilities and increasing provision in Harrow to meet growing and changing needs.
- Every School a Healthy School promoting personal well being including a wide range of sporting activities.
- All Harrow schools good or outstanding as judged by Ofsted.
- All Harrow schools offering the full range of extended services within their clusters.
- Community service delivered through Harrow schools in line with community needs to include sports, leisure arts and community learning facilities developed with leisure partners and community groups.
- State of the art buildings and facilities in every school and every school building sound and fit for purpose.
- Enhanced technology to support new ways of teaching and learning together.

### **Key questions for discussion**

1. Is the vision right?
2. If not what else do we need to consider or what should we not include?
3. What are the potential barriers to our achieving our plans?

### **Financial Implications**

The financial implications at this stage are unknown and depend to a significant extent on whether we get BSF funding earlier than the current 2013 window. However the main financial implications are capital rather than revenue and will need in the main to be contained within the available resources.

Additional funding for capital developments may be sought from the council to fund community and leisure facilities where these meet the councils plans in this area and would be more cost effective than stand alone provision.

The stakeholder reference group is establishing a working group to consider the revenue implications for schools particularly in relation to Change of Age of Transfer.

Similarly The Workforce Development Group will consider the implications for staffing including potential redeployment.

## Performance Issues

It is hoped that by having a clear vision for the future we can have a more consistent focus on Raising Attainment and in particular on Narrowing the Achievement Gap. Though Harrow is a high performing borough the gap between our lowest achieving groups and our highest achieving groups is wider than for most local authorities. Over the last three years the gap between Harrow and similar authorities is narrowing suggesting that they are improving faster or our rate of progress has slowed. If we are to address this we must work together in new and innovative ways and in particular ensure that our school system aligns with the National agenda.

## Section 3 - Statutory Officer Clearance

Name: Bharat Jashapara	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 5 <sup>th</sup> March 2008		
Name: Rosemary Martin	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 6 <sup>th</sup> March 2008		

\*Delete the words "on behalf of the" if the report is cleared directly by Myfanwy or Hugh.

## Section 4 – Performance Officer Clearance

Name: David Harrington	<input checked="" type="checkbox"/>	on behalf of the* Divisional Director (Strategy and Improvement)
Date: 5 <sup>th</sup> March 2008		

\*Delete the words "on behalf of the" if the report is cleared directly by Tom Whiting.

## Section 5 - Contact Details and Background Papers

Contact: Heather Clements, Director – Schools and Children's Development, [heather.clements@harrow.gov.uk](mailto:heather.clements@harrow.gov.uk) or ext. 6523

Background Papers: none