

Vision for Education in Harrow

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The Harrow Context

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 generally disadvantaged community but one with severe pockets of deprivation and a rapidly changing population. Harrow has been enriched by generations of migration to the area and 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 we must plan our education system so that it is one that can respond to changing demands and, whilst celebrating the diversity of our community, recognises different needs and is able to respond to those needs. This will be a system that embraces partnership with the wider community, welcomes the community within its schools and recognises that children's learning needs to be rooted in family learning and community support. Our focus is on helping to Narrow the Gap by having high aspirations for every child.

Harrow's confidence in its education system is well founded on the success of its schools, their strong partnership with each other and with the Local Authority. Within this we can truly say that 'Every Harrow School is a Good School'.

The strength of the partnership supports a confident system that is not afraid to embrace change and innovate. The establishment of the Harrow Collegiate¹ 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.

The cohesiveness of the school community and its increasingly strong links with its partners in the private, public and voluntary sectors delivers a diversity of opportunity. 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.

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 a Jewish primary school, 6 Catholic primary schools, 2 Catholic secondary schools and a Catholic sixth form college, a Church of England Primary and the first Hindu primary school in the country planned to open in September 2008. Arrangements are underway to consult on the first all-through 3-19 school in the borough. There is also a mixture of first, middle and combined schools across the borough.

Cohesion, however, 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 Ofsted² 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 reduced. Harrow has the highest level of 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.

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

¹ **Harrow Collegiate** - Harrow's 14-19 strategy to develop a Collegiate partnership across all high schools, colleges and secondary special schools achieved a significant milestone in March '07 when the Learning and Skills Council agreed funding for £24m to develop accommodation for 16+ on all schools sites by 2009/10.

² **Ofsted** – Office for Standards in Education

they deliver an agenda for change which meets the needs of children and young people in the 21st century.

Fundamental principles informing change

There are a number of fundamental principles that must inform any developments in education – these include:

Champion of Children and Parents (Role of Local Authority – Education and Inspections Act 2006)

In its role of ‘champion of children and parents’ Harrow has sought and will continue to seek the views of pupils, parents and the wider community. A major consultation in 2003 revealed that parents wanted three things to change in Harrow – these were:

a) An expansion of Early Years provision

Over the last four years Harrow, and its schools, has worked to achieve this. Early Years provision has expanded significantly, not at the expense of the private and voluntary sector but in partnership with them, offering wide choice and diversity of provision. By 2011, 16 Children’s Centres³ will be established across the borough providing a wide range of early intervention, prevention and achievement-focused services for Harrow’s youngest children and their families. The Harrow Children’s Centres are located in areas of greatest need and provide a hub and spoke approach to service delivery for all elements of the Children’s Centre core offer including affordable childcare.

The 2007 Childcare Sufficiency Assessment has indicated an overall positive picture but highlighted areas where further development is needed.

b) A change of age of transfer to 7 and 11

Changing the age of transfer from the current 8 and 12 years has proved problematic due to the significant capital investment required. Harrow Council recently agreed to progress this policy and has established an all-party stakeholder reference group to consult on how this can be achieved with a target date of 2010. This process would be linked to capital investment through the Primary Strategy for Change, Building Schools for

³ **Sure Start Children’s Centres** are places where children under 5 years old and their families can receive seamless integrated services and information, and where they can access help from multi-disciplinary teams of professionals.

the Future and the One School Pathfinder, allowing the restructuring of schools in Harrow in our strategic plan without additional capital cost.

c) Post -16 provision in high schools

Post-16 provision in high schools has been achieved through The Harrow Collegiate, a unique collaboration between schools, colleges and the local authority delivering not just a coordinated post-16 offer but the also foundations for a 14-19 vocational curriculum offer. The Harrow Collegiate will be fully operational by September 2008 with its own governing board and director. In planning for the future the Harrow Collegiate will be a key partner to help us deliver a first class offer to all pupils' post 16. It has a challenging target of 100% of young people being engaged in education or employment with training (EET) by 2010.

Every Harrow Child Matters

The Harrow Children and Young People's Strategic Partnership (HCYPSP) and the Local Safeguarding Children's Board (LSCB)⁴ have been an intrinsic part of education in Harrow. Schools and colleges are active partners and share Harrow's commitment to delivering this agenda as part of the progression towards a Children's Trust⁵.

Schools and colleges recognise that learning does not begin and end with the school day and that children live within families and communities. Through their Extended Schools work they have embraced and delivered a wide range of additional services. Currently 54% schools are offering the full-extended offer and all schools are working within their clusters to achieve this. Additionally all schools are working towards the new healthy schools standard and all primary schools are delivering work on the Miss Dorothy.Com personal safety materials. The Every Child Matters⁶ agenda will be central to all future plans for Harrow schools so that wraparound care, support for families and a wide range of opportunities are developed in all schools.

⁴ **LSCB** – The objective of Local Safeguarding Children's Boards is to coordinate and to ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children.

⁵ **Children's Trusts** bring together all services for children and young people in an area, underpinned by the Children Act 2004.

⁶ **Every Child Matters** – Change for Children is a new approach to the well-being of children and young people from birth to age 19.

High Achieving Schools at the Heart of Community Services – Harrow Council vision statement

The Council's vision statement has the potential to transform the way schools in Harrow develop. There are two central tenets to this vision:

- High Achievement
- Schools at the Centre of Community Services
- Co-location of partnership services for children and families on school sites

To deliver the former we need to change and innovate – staying still is not an option as the gap narrows between Harrow's performance and its statistical neighbours and the gap between the highest achieving pupils and those who are most disadvantaged widens. If Harrow is to continue to improve and stay ahead of its statistical neighbours we need to:

- Have high quality provision from birth to five;
- Tackle the barriers to success and Narrow the Gap in achievement;
- Have a school system aligned to National Curriculum Key Stages;
- Target our resources on underachieving groups;
- Support and challenge schools to tackle underachievement and the causes of underachievement;
- Have a system that is personalised so every child can succeed.

To do this we need the best early years provision and schools, with the best teachers and leaders. We need to harness new technology and we need to listen to the views of children and young people and act on them.

To deliver schools at the centre of community services we need to think differently about the nature and purpose of schools and how schools can work together. We need to consider what services can and should be delivered on school sites to the mutual benefit of the school and the community and what services schools themselves can deliver for each other, such as special needs services and a wide range of extended services.

Sports, arts and recreational facilities will be created within schools to enhance the curriculum whilst providing truly local resources for the community.

The development of Information hubs in schools with libraries and ICT facilities will promote family and community learning while enriching what the school can offer its pupils.

Effective partnerships with other services and the public, private and voluntary sectors will create the potential for health, police and community activities to be delivered in a supportive school environment.

As well as delivering services to the community schools will no longer be seen as distant places but accessible places for the whole family changing young people's attitudes to school by engaging them in focused leisure activities on school sites.

The Children's Plan

The Children's Plan aims to make England the best place in the world for children and young people to grow up. These aspirations align with Harrow's own aspirations.

Five principles underpin the Children's Plan:

- Government does not bring up children – parents do – so government needs to do more to back parents and families;
- All children have the potential to succeed and should go as far as their talents can take them;
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- Services need to be shaped by and be responsive to children, young people and families, not designed around professional boundaries; and
- It is always better to prevent failure than tackle a crisis later.

The main themes

Happy and healthy - Secure the wellbeing and health of children and young people.

Safe and Sound - Strike the right balance between keeping children safe and allowing them the freedom they need.

Excellence and equity - Individual progress to achieve world-class standards and close the gap in educational achievement for disadvantaged children.

Leadership and collaboration - System reform to achieve world-class standards and close the gap in educational achievement for disadvantaged children.

Staying on - Ensure that young people are participating and achieving their potential to 18 years and beyond.

On the right track - We want a society where young people feel valued and in which their achievements are recognised and celebrated.

The Children's Plan Vision for 21st century children's services

Delivering the vision set out in the Children's Plan will require a series of system-wide reforms to the way services for children and young people work together. By putting the needs of children and families first, we will provide a service that makes more sense to the parents, children and the young people using it, for whom professional boundaries can appear arbitrary and frustrating. By locating services under one roof in the places people visit frequently, they are more likely to find the help they need. And by investing in all of those who work with children, and by building capacity to work across professional boundaries we can ensure that joining up services is not just about providing a safety net for the vulnerable – it is about unlocking the potential of every child.

Outcomes from our consultation with stakeholders

The views of stakeholders have been embedded into this vision document. In gathering these views we have been reassured that there is a consensus among most groups about our focus and direction of travel. Most notably young people have a clear sense of where we need to go and expressed a desire to maintain what is good while moving forward. A typical example of this was their view that “that technology is good but they still need to learn handwriting”. They also felt strongly that the most important thing was that “all staff need to be skilled but also motivated, enthusiastic and talented”. They are keen to contribute to improvement and would like to see a young version of Ofsted because “no one knows more about the quality of teaching than pupils”.

Our vision for 'Future Education' in Harrow

Our vision for Education in Harrow is:

- High quality Early Years and Childcare provision, which meets the needs of every child and the community;
- An inclusive primary and secondary system in line with national curriculum key stages with 4-11 year olds in primary schools and 11-19 year olds in high schools;
- Schools offering choice and diversity through their distinctive ethos, culture and specialisms;

- A Harrow Collegiate across all high schools and colleges delivering the 14-19 agenda to every young person in Harrow with 100% EET and XX% of young people going on to Higher Education;
- Strong links with the business community both within Harrow and across London and nationally, ensuring that our young people are equipped to contribute to future global economic development and have real learning opportunities in the workplace;
- High performing schools and colleges with aspirational 5 and 10 year targets to improve performance even further;
- A personalised learning agenda that will allow every child to achieve their potential through the creation of flexible learning pathways across schools, colleges and work based learning;
- High performance among potential underachieving groups including black pupils, white working class boys, children looked after and those who are gifted and talented;
- Engaging young people, and their parents and carers, in planning and evaluating the provision we make;
- A holistic approach to provision for special needs that meets the needs of every child with learning difficulties or disabilities;
- Every School a Healthy School promoting personal well being including access to a wide range of sporting activities;
- All Harrow schools and colleges good with at least 60% outstanding as judged by Ofsted;
- All Harrow schools linked to Children's Centres and offering access to the full range of extended services within their clusters;
- Community service delivered through Harrow schools in line with Community Development Plan to include sports, leisure, arts and community learning facilities, developed with leisure partners and community groups;
- Strong links with the diverse communities within Harrow which will enable schools and colleges to take advantage of the rich variety of culture, tradition, scholarship and language in the area and promote community cohesion;
- A highly skilled and motivated workforce able to secure the best possible outcomes for Children and Young People;

- State of the art and sound buildings and facilities in every school and college, which will improve the quality of teaching and learning and contribute to our aspiration to Narrow the Gap;
- Enhanced technology within and across schools and colleges to support new ways of learning and learning together.

Our route map to achieve this vision

1. High quality Early Years and Childcare provision which meets the needs of every child and the community

- Ensuring that childcare is integrated with education in the areas of Harrow with identified gaps in provision;
- Children's Centres and Extended Schools⁷ working collaboratively through community clusters to provide a wide range of support services which contribute to the attainment and achievement of children;
- Development of 7 further Children's Centres, giving a total of 16 distributed across the borough and accessible to all;
- Targeted services that ensure the development of high quality learning environments, well-qualified and effective staff and high aspirations for all young learners;
- Focus on achieving improved Foundation Stage outcomes through early intervention and support for families with increasing numbers of pupils achieving national expectations;
- Ensuring that all foundation stage pupils in primary schools have access to appropriate resources, facilities and outdoor space through the Primary Capital Strategy (PCS)⁸.

⁷ **Extended School** - A key way of delivering Every Child Matters outcomes, an extended school works with the local authority, local providers and other schools to provide access to a core offer of integrated services.

⁸ **Primary Capital Strategy** - Primary schools fully equipped for 21st Century learning, at the heart of the community, to rebuild, remodel or refurbish at least half of primary schools targeted to address deprivation nationally and in every authority and responding to population changes.

2. An inclusive primary and secondary system in line with national curriculum key stages with 4-11 year olds in primary schools and 11-19 year olds in high schools.

- Formation of a stakeholder reference group to plan for the change of age of transfer to ensure that we maximise the benefits and minimise the disruption of organisational change;
- Develop a strategy to change the age of transfer by 2010 deploying BSF⁹ and Primary Capital Strategy to bring about the change without the need for a new school;
- To promote the amalgamation of first and middle schools where this is deemed to be in the best interests of pupils;
- To ensure that space created in primary schools is used to meet growth and create community facilities to support the extended schools agenda;
- To ensure in the development of school sites consideration is given to space for play.

3. Schools offering choice and diversity through their distinctive ethos, culture and specialisms

- To encourage schools identified as outstanding to apply for second specialisms aligned to an overall strategy within the Local Authority that will further enhance choice and opportunity within the borough;
- To explore the opportunities for focussed flexible partnerships to be developed between schools where this will allow greater opportunities for children and young people and raise standards;
- To seek innovative ways to build on existing specialisms to encourage schools to take a borough wide role in developing and supporting those areas in other schools;
- To further develop the Behaviour Partnership¹⁰ created as part of the Meeting Pupil Needs Compact to ensure that every pupil is able to learn and achieve their potential;
- To work with local communities including faith communities to ensure that the provision in Harrow meets their needs;

⁹ **BSF** – Building Schools for the Future

¹⁰ **Behaviour Partnership** – Schools working collaboratively to manage pupil behaviour, assuming shared responsibility for the well being of their pupils.

- Development of further specialist / additionally resourced provision and expertise in some schools where, for example, ASD¹¹ provision will enable needs to be met within the borough;
- To consider new and innovative ways of working where this will enhance the overall provision within the borough.

4. A Harrow Collegiate, across all high schools and colleges, delivering the 14-19 agenda to every young person in Harrow with 100% EET and XX% of students going onto higher education

- To further develop and implement the 14-19 strategy for Harrow which reflects the needs of the pupil population and the local community;
- To ensure that the educational provision is aligned to the skills agenda within Harrow so that we improve the long term employability of the community and contribute to the economic growth of the borough;
- To develop innovative ways of delivering personalised learning opportunities from 14-19 across the Harrow Collegiate including high quality provision for basic skills development;
- To ensure access to all the Vocational Diploma lines and a range of other qualifications across the Collegiate through partnerships within and beyond the Harrow;
- To develop enterprise learning to encourage entrepreneurship amongst the young people of the borough and provide opportunities for young businesses to develop and grow in Harrow;
- Develop strong and effective partnerships between schools, colleges, children's services and the private and voluntary sector to ensure participation and engagement.

5. Strong links with the business community both within Harrow, across London and nationally ensuring that our young people are equipped to contribute to future global economic development and have real learning opportunities in the workplace

- Support every High School to develop a partnership with a business and or a university to create innovative opportunities for learning and progression;

¹¹ ASD – Autism Spectrum Disorder

- To work with all potential partners to create real opportunities for work based learning, experiential projects and business mentors;
- To develop opportunities within Harrow Council for young people to have work experience, work related learning and apprenticeships to set an example to other employers;
- Ensure that significant council contracts include opportunities for training and employment for young people;
- Create opportunities through extended use of school sites to open them up for business conferences and events;
- To create business and enterprise opportunities through school activities and events;
- To prepare young people for a place in a 21st century workforce through learning a variety of languages.

6. High performing schools and colleges with aspirational 5 and 10 year targets to improve performance even further

- To engender a 'Good Progress' culture for all pupils;
- Key Stage 2 target for pupils attaining both English and Maths at Level 4+ in 2012 - **80 %**
- Key Stage 4 target for pupils attaining 5 or more GCSE grade A* to C, including English and Maths in 2012 – **60 %**
- To develop a range of external validation that acknowledges high quality provision across a broad and balanced curriculum;
- A curriculum that will be flexible and relevant to pupils in the 21st century.

7. A personalised learning agenda that will allow every child to achieve their potential through the creation of flexible learning pathways across schools, colleges and work based learning

- Reviewing Key Stages to consider whether a 2-year KS3 might allow for greater flexibility at Key Stage 4;
- Reviewing curriculum offer to allow for the development of breadth and depth of curriculum as well as the potential for different rates of progression;
- Develop Innovations that meet specific community needs including the development of qualifications in community languages.

8. High performance among potential underachieving groups including black pupils, white working class boys, children looked after and those who are gifted and talented. To achieve this we will continue to:

- Analyse performance data and constantly review that data to ensure that we have identified under performing groups both across the borough and within specific schools and that we monitor closely the progress and achievement of targeted groups;
- Have high expectations of all pupils and to challenge low expectations and underachievement within schools and the wider community;
- Build on existing knowledge of what works and ensure that this is applied consistently and in a sustained way to achieve embedded change;
- Carry out research in partnership with schools and the community to identify the causes of under achievement in particular groups where this is not known ensuring we take account of the views of children and young people;
- Tackle issues of behaviour and attendance to ensure that pupils are in school and able to learn;
- Pilot and implement a range of targeted programmes to support specific groups of pupils ensuring continuity of support at key points of transition;
- Work with families and communities to tackle the underlying causes of underachievement and change perceptions through the extended schools agenda and the Children's Centres; and
- To develop high quality provision for Able, Gifted and Talented pupils in all schools and to develop borough wide opportunities to extend their learning.

9. Engaging young people, and their parents and carers, in planning and evaluating the provision we make and in making a positive contribution themselves

- A student voice that is relevant, responsible and engaged;
- A range of forums where young people can make their views known to the council and its partners;
- Pupils' views about the quality of provision in schools and colleges informing self-assessment;
- Young people are actively encouraged to participate and take personal responsibility for supporting others and leading projects;

- Parent councils structured to engage hard to reach communities.

10.A holistic approach to provision for special needs that meets the needs of every child with learning difficulties or disabilities (LDD)

- Develop and implement an LDD strategy for Harrow Council;
- Increase provision within Harrow to meet growing needs but also enable more children and young people to be educated in the borough and remain at home;
- Ensure that provision in special schools is well coordinated, matches the needs of the pupils and is sustainable and effective and that the expertise and knowledge within special schools is shared with the wider school community;
- Ensure that support for children and young people with LDD is proactive and holistic and increase access to respite care to support children and their families;
- Ensure there is continuity of provision and a positive transition into adulthood for every young person with LDD;
- Promote the use of direct payments to empower children and families to make positive choices about their care;
- To improve our commissioning of services for children and young people with LDD and work in partnership with other boroughs to ensure we achieve the best care and VFM;
- Ensure all school sites and activities are accessible.

11. Every School a Healthy School, promoting personal well being that includes a wide range of sporting activities

- Every school achieving the Healthy School Standard¹² by 2009;
- Work with health partners to ensure that the health needs of children and young people are addressed including tackling obesity, sexual health and access to mental health services;
- Every school offering 2 hours of curriculum time for sport;
- Every school offering access to up to 5 hours of sport through their extended school programme linked to the London Olympics in 2012;

¹² **Healthy Schools Standard** - The White Paper on *Excellence in Schools* (1997) set out the Government's intention to help all schools to become healthy schools.

- Every School meeting the Healthy Food Standard by September 2009;
- Care Guidance and Support and Personal development and Well Being, good or outstanding in all schools inspected by Ofsted by September 2009.

12. All Harrow schools and colleges Good with at least 60% Outstanding as judged by Ofsted

- All schools with good systems in place for self-evaluation supported by their SIP;
- All schools to have well-developed and effective systems in place for tracking pupil achievement;
- All school leaders recruited through rigorous procedures, effectively inducted and supported throughout their headship; including easy access to appropriate training at a local and national level;
- Succession planning developed across the borough to develop the next generation of school leaders;
- Strong partnership between the Local Authority and schools to develop and deliver a high quality ongoing professional development programme for all school staff;
- Effectively tailored delivery of the National Strategies¹³.

13. All Harrow schools linked to Children's Centres and offering access to the full range of Extended Services within their clusters

- Further development of the clusters as a model of delivery linked to the development of Children's Centres;
- Effectively targeted provision to meet community needs;
- Provision focussed on impact on pupil learning and development;
- Improved links with the private and voluntary sector to widen access and engagement;
- A range of activities to support the Narrowing the Gap agenda including a cohesive borough wide provision for family learning.

¹³ **National Strategies** - The National Strategies have been established in key areas of primary and secondary education to support School Improvement through a sustained focus on improving the quality of learning and teaching and raising standards for all children.

14. Community services delivered through Harrow schools in line with the Community Development Plan to include sports, leisure, arts, environmental and learning facilities developed with leisure partners and voluntary groups and accessible by a broad range of community groups so that schools become the heart of their communities

- Develop a Sports and Leisure Partnership that allows managed access to community provision on school sites;
- Linked to the Community Development Plan, map community needs to school sites, to ensure that provision developed through BSF and PCS can, wherever possible, meet community and school needs;
- Promote council investment in sports, leisure arts and community facilities in schools as part of the wider investment on school sites where this meets specific community needs;
- Seek other sources of funding to support the development of sports, leisure, arts and community resources on school sites;
- Seek partnerships with health, police and the private and voluntary sector to deliver community services through schools and co-location of services for children and families on school sites.

15. Strong links with the diverse communities within Harrow which will enable schools and colleges to take advantage of the rich variety of culture, tradition, scholarship and language in the area and promote community cohesion

- Harrow Council to establish links with local faith and cultural community groups to create opportunities for partnership working;
- Schools and colleges work with community and faith groups to support young people in all aspects of their spiritual, moral, social and cultural development.

16. A highly skilled and motivated workforce able to secure the best possible outcomes for Children and Young People

- For Harrow to be seen as a great place to work with all teaching and learning to be considered good or outstanding by Ofsted and effective systems in place, including access to high quality training for all staff, to address underperformance;
- A workforce reflecting local diversity;

- An aspirational workforce developed through a comprehensive continuing professional development programme;
- A workforce able to extend its remit and understanding beyond the school or college environment to work in partnership with other services.

17.State of the art, sound buildings and facilities in every school and college, which will improve the quality of teaching and learning and contribute to our aspiration to Narrow the Gap

- Ensure through the development of a clearly defined criteria that capital funding is allocated fairly and equitably to achieve the best outcome for the most pupils;
- Ensure that investment takes account of current and future need in so far as this is known;
- Ensure that we build for learning by having buildings that create a stimulating and positive learning environment and retain flexibility for future changes in accommodation and curriculum needs;
- Ensure that all new buildings and conversions are environmentally sustainable, minimising the carbon footprint and maximising the use of new technology;
- Ensure that all new buildings and, where feasible, conversions are fully DDA¹⁴ compliant and meet the needs of those with Visual and Hearing impairments;
- Ensure that we enhance the external environment of our schools and wherever possible maintain or increase green space so sites become a resource for learning and for play.

18.Enhanced technology to support new ways of learning and learning together

- Resources are used to achieve innovation in teaching and learning and take account of future as well as existing technology;
- Staff trained and able to maximise the benefits of new technology for students;
- Investment is made in infrastructure to improve connectivity and improve capacity for further innovation.

¹⁴ **DDA** – Disability Discrimination Act (1995)

Conclusions

This vision is the result of consultation with schools, colleges and students who have in turn consulted with their wider stakeholder groups. It draws on earlier extensive consultations with parents, on Harrow Council's ambitions and the national agenda and guidance as well as known changes within the local community.

We believe that it will deliver what parents and students want, in partnership with other services and organisations and achieve outstanding quality and value for money.

With this clear vision of the future we can go forward with confidence and a shared agenda, building on the strengths that we have to move education in Harrow from good to outstanding and creating the widest possible opportunity for Every Harrow Child to succeed in learning and in life.