

LONDON BOROUGH OF HARROW

Meeting:	Cabinet
Date:	16 December 2003
Subject:	Compact between Harrow LEA and the DfES
Key decision:	No
Responsible Chief Officer:	Interim Director of Education
Relevant Portfolio Holder:	Education and Lifelong Learning
Status:	Part 1
Ward:	All
Enclosure:	Draft Compact

1. Summary/Reason for urgency (if applicable)

- 1.1 This report presents a draft compact between the Council and the Department for Education and Skills, setting out the priority areas for support by the DfES.

2. Recommendations (for decision by Cabinet)

- 2.1 The Cabinet is asked to comment on the draft compact and to approve, subject to any amendments by the Cabinet, the submission to the DfES.

REASON: The DfES has introduced a new opportunity for Local Authorities to set out the priorities that matter most locally in order to inform the areas for DfES support.

3. Consultation with Ward Councillors

- 3.1 Not applicable.

4. Public Context

- 4.1 The priorities identified are based on those set out in the Education Strategy 2002-2006 and in the development of the New Harrow Project.

5. Relevance to Corporate Priorities

- 5.1 This report addresses the Council priority to promote Harrow as a centre of Lifelong Learning, by offering the highest quality education services, by raising aspirations and

outcomes of achievement and by providing activities for cultural, artistic and leisure pursuits which reflect the profile and the interests of all local communities.

6. **Background information and options considered**

- 6.1 Building on a Statement of Intent committing central and local government to working in partnership to achieve better educational outcomes for children and young people, each LEA has been given the opportunity to agree an individual compact with the DfES, setting out how they will work together on the priorities that matter most locally.
- 6.2 The DfES set out a list of fourteen areas that, from their perspective, are particularly important in fulfilling a shared vision for a primary school sector where high standards are obtained through a rich and varied curriculum; creating a coherent picture of secondary school transformation; and improving performance and attainment for children at all Key Stages.
- 6.3 The compact is not a statutory requirement, nor is it another plan which the Authority is expected to produce. It is seen as a statement of local priorities within the context of the national agenda of continuing to raise standards. The intention is that this first compact will be reviewed at the end of the first year.
- 6.4 The Council's priorities have previously been set out in the Education Strategy 2002-2006 and other inter-related documents. These help to identify those local priorities on which the Authority would be looking to the DfES for partnership working. The four areas proposed, taking account of both the Council's priorities and the DfES list, are:

1. Improving learning outcomes for **underachieving groups at all Key Stages** including the **Foundation Stage**.
2. Improving the provision of services for **children and young people at risk** and providing an **inclusive education service** for all pupils, which includes close collaboration between all relevant agencies.
3. Providing strategic direction and promoting a culture and systems at local level which enhance **the capacity of all schools to meet the needs of their local communities**, developing their own distinctive ethos, innovating in internal and cluster-based organisation and collaborating with others to spread best practice and to continue to raise standards.
4. Extending opportunities for **all young people aged 14-19** within the context of local decision-making about **school organisation**.

In selecting these four areas for this compact, Harrow and the DfES recognise that all of the other areas identified for 2003-04 by the DfES contribute to the fulfilment of the four areas listed above. In particular the development of provision in Early Education, the quality of school leadership, the quality of teaching and learning in schools, the implementation of the Raising Standards and Tackling Workload agreement, and the objectives of the London Challenge are essential components to achieve the outcomes set out in this document. We recognise the importance of adapting these and other national strategies to meet local needs.

6.5 Details of all four priorities are set out in the Education Strategy 2002-2006, the Education Development Plan (EDP2) and other local plans. These documents place a particular emphasis on under-achieving groups of pupils. The New Harrow Project seeks to address each of the priorities, especially through co-ordinated services for vulnerable children and the development of area-based provision. In addition, the issue of 14-19 education is the subject of current consultation and future decision-making. The reference to the London Challenge encompasses a range of inter-agency initiatives to develop educational provision across the capital, especially within the secondary school sector.

6.6 The DfES has stated that the compact should not be seen as having a direct link with additional resources for each Authority. The priorities are seen as a way of highlighting areas which are of particular importance for the Authority and where other kinds of DfES support would be focused. The details are set out in the draft compact in the appendix.

7. Consultation

7.1 The draft compact has been considered by the Schools Improvement and Effectiveness group. The priority areas have also been circulated to all headteachers for comment.

8. Finance Observations

8.1 The LEA contributions can be contained within existing budgets and the Medium Term Revised Budget Strategy.

9. Legal Observations

9.1 None arising from this report.

10. Conclusion

10.1 This report reflects a change in tone by the DfES in its planning with LEAs, with a recognition that DfES support needs to reflect local priority.

11. Background Papers

11.1 The DfES guidelines document: 'Compacts – Partnership working to deliver shared priorities.'

12. Author

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Compact between Harrow LEA and the DfES

This compact is an agreement between Harrow LEA and the Department for Education and Skills (DfES) to work in partnership in order to continue to achieve better outcomes for all children and young people.

We share a vision in which every child:

- is valued equally;
- enjoys learning;
- is equipped with the learning and skills they need for life; and
- achieves their full potential.

Harrow LEA and the DfES share responsibility to work together across all the areas set out in the Statement of Intent agenda for 2003-04, signed by the Secretary of State for Education and Skills and the Chair of the London Government Association. In deciding which areas to highlight in this compact, Harrow LEA has focused on the priorities in its Education Strategy 2002-06 and the plans which support the strategy.

Harrow's four Strategic Priorities are:

- continuing to raise pupil achievement;
- targeting services for individual children and families;
- regenerating and empowering the community through learning; and
- making effective use of resources.

Taking account of these Strategic Priorities, the DfES' list of important areas for 2003-04 and Harrow's Education Service Review 2002-03, we agree to give highest priority to the following key areas:

1. Improving learning outcomes for **underachieving groups at all Key Stages** including the **Foundation Stage**.
2. Improving the provision of services for **children and young people at risk** and providing an **inclusive education service** for all pupils, which includes close collaboration between all relevant agencies.
3. Providing strategic direction and promoting a culture and systems at local level which enhance **the capacity of all schools to meet the needs of their local communities**, developing their own distinctive ethos, innovating in internal and cluster-based organisation and collaborating with others to spread best practice and to continue to raise standards.
4. Extending opportunities for **all young people aged 14-19** within the context of local decision-making about **school organisation**.

In selecting these four areas for this compact, Harrow and the DfES recognise that all of the other areas identified for 2003-04 by the DfES contribute to the fulfilment of the four areas listed above. In particular the development of provision in Early Education, the quality of school leadership, the quality of teaching and learning in schools, the implementation of the

Raising Standards and Tackling Workload agreement, and the objectives of the London Challenge are essential components to achieve the outcomes set out in this document. We recognise the importance of adapting these and other national strategies to meet local needs.

PRIORITY 1

Improving learning outcomes for **underachieving groups at all Key Stages** including the **Foundation Stage**.

Achievements and Outcomes

- EDP2 targets for attainment indicators at each Key Stage.
- EDP2 targets for minority ethnic groups and children looked after.
- EDP2 success criteria for Priority 5 'Increasing Inclusion and Improving Learning for Underachieving Groups.'
- LPSA targets for reducing differentials in Key Stage results between pupils entitled to/not entitled to free school meals.

LEA Contribution

- Implementation of all EDP2 key actions, especially those set out in Priority 5 of EDP2.
- LPSA activities through three identified cluster groups of schools.
- Extension of the Gatsby Project for raising achievement of children looked after.
- Introduction of improved information transfer about pupils in the Foundation Stage, specifically in relation to those with special educational needs.

DfES Contribution

- Guarantee of continuity of Standards Fund at least at the current level over the next three years.
- Extension of the Early Years and Childcare grant.
- Support for the LPSA process as a major contribution to raising attainment, particularly at Key Stage 3.
- Reduction in planning requirements through the Single Education Plan.
- Support through the National Strategies (particularly the Key Stage 3 Strategy) to raise achievement of specific groups of pupils.
- Support for the extension of Key Stage 4 curriculum flexibilities, including funding opportunities to maximise alternative arrangements.
- A national programme to work with interested LEAs on the use of data on free school meals, as a proxy indicator of deprivation and its correlation with underachievement, and the consequent action to improve local outcomes.
- Opportunities for LEA involvement in projects on Black-African and Black-Caribbean achievement.
- Guidance on best practice in schools which experience high levels of pupil mobility.

PRIORITY 2

Improving the provision of services for **children and young people at risk** and providing an **inclusive education service** for all pupils, which includes close collaboration between all relevant agencies.

Achievements and Outcomes

- EDP2 and LPSA targets for attendance.
- EDP2 target for reducing recurring exclusions.
- Continued positive school OFSTED assessment of SEN provision in all schools.
- Increased proportion of pupils with SEN whose needs can be met in provision in Harrow schools.
- EDP2 success criteria for Priority 5 'Increasing Inclusion and Improving Learning for Underachieving Groups.'
- LPSA targets for children looked after.

LEA Contribution

- Implementation of new Children's Service in People First, within the new Council structure.
- Actions as set out in EDP2 and the LPSA plans.
- Improved procedures to support schools in managing pupil behaviour and avoiding the need for exclusion, including increased devolving of funding for this purpose.
- Phase 3 of devolving funding to schools for SEN.
- Leadership of the Children's Fund with local partners.
- Funding for the LPSA programme.

DfES Contribution

- Following discussion with the DfES about the Council's new structure, recognition that this may require flexibility in how plans are put together and provided for the DfES.
- Continued Standards Fund at least at the current level.
- Provision of examples of good practice on reducing exclusions.
- Re-examination of the continuity of Standards Fund for Learning Support Units.

PRIORITY 3

Providing strategic direction and promoting a culture and systems at local level which enhance **the capacity of all schools to meet the needs of their local communities**, developing their own distinctive ethos, innovating in internal and cluster-based organisation and collaborating with others to spread best practice and to continue to raise standards.

Achievements and Outcomes

- Outcomes being agreed as part of the second strand of the New Harrow Project area development, with its emphasis on developing community schools.
- Targets for Early Years Development and Childcare, the Children's Fund, the Youth Service Plan and the Adult Learning Plan.
- EDP2 targets at all Key Stages.
- Pupil guarantees providing a breadth of curricular and extra-curricular experience for all pupils.

LEA Contribution

- Leadership and active support for the New Harrow Project area developments.
- Implementation of the EDP2 Action Plans and those of the other listed plans.
- Dissemination of successful achievements to all local schools.
- Co-ordination of resources for Extended Schools.
- Continuation of the programme to encourage all secondary schools to become specialist schools.

DfES Contribution

- Extended Schools funding, including for Childcare and for Community Cohesion.
- National protocol on information-sharing between agencies.
- Increased flexibility in the funding expected to be raised by schools when seeking specialist status and support for the programmes of Specialist Schools and Leading Edge Schools.
- Accelerating London Challenge work to support recruitment and retention; to develop effective workforce remodelling; and to raise the achievement of African-Caribbean and white working-class students.
- Approaches to the Learning and Skills Council to increase their support for Extended Schools.

PRIORITY 4

Extending opportunities for **all young people aged 14-19** within the context of local decision-making about **school organisation**.

Achievements and Outcomes

- EDP2 targets for GCSE results.
- Education Strategy target to increase post-16 staying on rate by Harrow young people in education and training and also from Harrow schools to colleges in Harrow.
- Progress in agreeing future arrangements for the organisation of post-16 provision in Harrow.

LEA Contribution

- Implementation of Priority 4 in EDP2 'Developing and Diversifying Opportunities to Raise Achievement at Key Stage 4.'
- Planning preferred option(s) for future post-16 provision and leading local consultation before final decisions.
- Implementing 14-19 Pathfinder.

DfES Contribution

- Sustainability and extension of funding for 'Flexibilities' at Key Stage 4 to sustain and widen curriculum choices and pathways.
- Support for Pathfinder Project.
- Finding ways of unlocking funding, e.g. within 'Building Schools for the Future,' to enable major systems change to proceed.
- Influencing the Learning and Skills Council to approve a system of 14-19 provision that has the endorsement of Harrow Council.
- Supporting the view that the future 14-19 inspection would most meaningfully be carried out on a single-LEA basis in Harrow's case, in the light of the different local 14-19 system compared with neighbouring boroughs.