

**AGENDA REPORT ON 14-19 PROVISION IN HARROW
AND ADDITONS TO THE RECOMMENDATION**

**Cabinet
16 March 2004**

Agenda Item 18

Additions to 2 Recommendations

Add:

- 2.5 A progress report is considered by Cabinet in the Summer Term which includes the 14-19 Strategy, star process and ofSTED inspection as appropriate.

- 2.6 The post-16 Steering Group and 14-19 Advisory Group continue with their current remits until the StAR process Action Plan is published in March 2005.

- 2.7 To review the membership and remit of the Post-16 Steering Group and 14-19 Advisory Group and report to Cabinet in the Summer Term.

LONDON BOROUGH OF HARROW

Meeting:	Cabinet
Date:	16 March 2004
Subject:	14-19 Provision in Harrow
Key decision:	No
Responsible Chief Officer:	Executive Director – People First
Relevant Portfolio Holder:	Portfolio Holder for Education and Lifelong Learning
Status:	Public
Ward:	All
Enclosures:	None

1. Summary/ Reason for urgency (if applicable)

- 1.1 This report informs Cabinet of the progress of the 14-19 Advisory Group, the outcome of the Stakeholder Survey and the recent DfES announcement for Building Schools for the Future.

2. Recommendations (for decision by Cabinet)

- 2.1 **Note the progress of the 14-19 Advisory Group's work**
- 2.2 **Consider the outcome of the 14-19 Stakeholder Survey**
- 2.3 **Approve the proposals for Harrow in paragraphs 6.7- 6.11 for 14-19 Provision and recommend these to the Learning and Skills Council as part of the Strategic Area Review.**
- 2.4 **Note the DfES announcement in paragraph 5.16**

REASON: To agree a formal recommendation to the London West Learning and Skills Council as part of their Strategic Area Review Process.

3. **Policy Context (including Relevant Previous Decisions)**

- 3.1 In July 2002, Members received a report detailing the outcome of a debate on school organisation in Harrow. There were three main issues post 16 provision, early years and changing the age of transfer to 11. Members agreed recommendations for officers that develop options for consultation to address the major issues raised through the debate.
- 3.2 Cabinet received an Information Report at its meeting on 17 June 2003 updating Members on progress regarding school re-organisation and post-16 in Harrow. In July 2003, Members agreed recommendations to establish a Post 16 Steering Group, 14-19 Advisory Group, criteria to evaluate Post 16 models of provision and the strategy to submit a capital bid to the DfES.
- 3.3 In September 2003, Cabinet agreed that a Stakeholder Survey would be undertaken to gather views on the preferred model of organisation for 14-19 and post 16 provision. This report summarises the outcome of the Stakeholder Survey.

4. **Relevance to Corporate Priorities**

- 4.1 School re-organisation and post-16 proposals will contribute to the Corporate Priority to promote Harrow as a centre of lifelong learning by offering the highest quality education service, 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

5. **Background Information**

Stakeholder Survey

- 5.1 The Stakeholder Survey was circulated to all school Governing Bodies as an LEA item for Governing Body consideration. In addition, copies were circulated to a range of partner organisations. The respondents were asked to complete a proforma and indicate their preferred model of organisation for 14-19 provision. The four models were:

- Model 1: 14-19 provision in every high school
- Model 2: Sixth Form Colleges
- Model 3: Partnership Groupings of Schools
- Model 4: Hubs and Spokes

- 5.2 Over 200 completed responses were returned by a range of governing bodies, parents and staff. Schools and Governors adopted different approaches to collating the views of their communities. Three School Clusters arranged meetings for parents and Officers were invited to attend. These meetings covered both the Admissions Arrangement Consultation and the 14-19

Stakeholder Survey. Other schools held their own meetings or used existing communication mechanisms to collate views. Responses were also submitted by Schools and College Groupings as detailed in paragraph 5.11 and Harrow College.

Analysis of Completed Survey Responses

- 5.3 The Survey response sheet asked for the respondents to confirm their status. For example, governing body, parent/carer, staff, etc. Where this information was included the break down is as follows:

	Number of Respondents	% of Respondents
Parents	220	82
Governing Bodies	16	6
Staff	32	12
Total	268	

- 5.4 The respondents ranked the four models 1-4 with the model ranked 1 as their Preferred Model of Provision. The table below summarises the number of respondents that support each Model as their Preferred Model i.e. ranked number 1.

	Number of Respondents ranking each model as '1'	% of Respondents
Model 1	158	59
Model 2	33	12
Model 3	18	7
Model 4	58	22

- 5.5 The most Preferred Model, was Model 1 14-19 Provision in Every School, followed by Model 4, the 'Hubs and Spokes' organisation. To some extent this outcome has been influenced by the approaches to consultation adopted by schools and colleges. Whereas some provided a response on behalf of the institution and therefore would have counted once although representative of a large number of individuals. Others submitted individual responses provided by for example parents or staff. These would have counted each time.
- 5.6 Respondents were asked to explain the reasons for their Preferred Model. These responses were grouped for the purposes of the analysis. The table below summarises the key reasons provided:

	Reason for Preferred Model
Model 1	Continuity
Model 2	Choice/Range of subjects/pathways
Model 3	Choice and continuity
Model 4	Choice/range of subjects/pathways

- 5.7 Respondents were also asked to suggest what could be improved with the current provision. Although less than half the respondents completed this section, the comments and suggestions were analysed. Increased options including vocational pathways and work-based learning and stronger pastoral systems to monitoring attendance, progress etc were the most frequent suggestions. Comments were also made about increasing the number of places (both schools and colleges) and changing the age of transfer to 11.
- 5.8 The respondents were also offered to opportunity to make general comments. There were less clear categories but several themes emerged. The need to recognise that learners at 16+ have different needs which can be met in a range of settings. The importance of information about the colleges and opportunities in Harrow and support during the transition from the school to college environment. Concerns about funding, range of options provided and availability of accommodation on school sites to achieve Model 1. The opportunity for staff to teach post 16 courses was suggested as a positive contribution to staff recruitment and retention.

School Based Meetings

- 5.9 Three groups of schools arranged meetings for parents and invited Officers to present the key issues for the Admission's Consultation and the Post 16 Stakeholder Survey. The comments made during the meetings were noted and analysed as part of the Stakeholder Survey responses. Approximately 10 schools were represented at these meetings.
- 5.10 At two of the meetings there was an overall preference for Model 1. At all the meetings a range of issues were raised and these were in common with other comments on the Survey responses. They included the need to increase choice both in the courses offered and where they were offered. It was felt that the ethos of the school setting appealed to those pupils who were not sufficiently mature for the College environment. It was expressed that as a result of no choice in Harrow, parents were opting to go out Borough from Year 6, although in some instances they did return for post 16. Other respondents liked the notion of Model 2 in so far that it provided a more 'adult' setting that encouraged more independence than schools.

14-19 Advisory Group

- 5.11 The 14-19 Advisory Group has met four times. The Headteachers and College Principals have also met together. Following this meeting of Headteachers and Principals, three groups have emerged to take forward the 14-19 Agenda on a more local basis. Each of these groups has submitted a proposal for funding to the LWLSC to undertake work on the development of provision. The funding has been agreed by the LWLSC with the support of the 14-19 Advisory Group. Outcomes will be reported back to the next 14-19 Advisory Group in April. The Groupings are:

- Stanmore College, Park and Canons High Schools
- St Dominic's, Sacred Heart and Salvatorian
- Central Consortium (Rooks Heath, Harrow High, Bentley Wood, Nower Hill, Hatch End and Whitmore Schools and Harrow College)

5.12 At the last meeting of the 14-19 Advisory Group, the Colleges also provided an up-date on their discussions and agreements related to developments for 14-19 provision in Harrow. The Colleges have agreed to work together and with the Council and Pathfinder to develop a Skills Centre in Harrow. In the long term, the Centre will provide vocational opportunities for a wide range of students and include, for example, NVQ, GNVQs and A-Level in subject areas such as mechanics, engineering, applied technology etc.

14-19 Strategy

5.13 The Advisory Group have agreed a format for the 14-19 Strategy, considered an initial draft and agreed to work in the above three groups to consider the draft vision and characteristics for 14-19 provision, and the draft objectives. At the next meeting, the 14-19 Advisory Group will agree the vision and objectives. A key element of the discussion at the next 14-19 Advisory Group will be to ensure that the proposals from the three groups will provide coherent provision across Harrow.

14-19 OfSTED Inspection

5.14 The date for the inspection has yet to be confirmed. In preparation for the inspection, the 14-19 Advisory Group have agreed to identify representatives from the Schools and Colleges to participate in the pre-OfSTED self evaluation exercise. Preliminary work will be undertaken, mainly the collation of quantitative data, before Easter. The self-evaluation exercise will also be used to inform the 14-19 Strategy.

London West Learning and Skills Council (LWLSC)

5.15 The LWLSC are undertaking their Strategic Area Review. This process will include the development of options for change in the London West area. The LWLSC will use the recommendations for Harrow to inform the development of options. The 14-19 Strategy and initial work for the OfSTED preparation will also be considered by the LWLSC.

DfES Announcement Building Schools for the Future

5.16 On 12 February 2004, the DfES announced the first wave of projects to be supported as part of the Building Schools for the Future initiative. In accordance with the bidding guidance, those Councils that will be supported in the first wave have high levels of deprivation and under achievement in comparison to National standards. Harrow's bid was unsuccessful as a first wave project. A further announcement will be made that identifies those councils in second and subsequent waves.

6 Recommendations to the LWLSC Strategic Area Review

6.1 In developing recommendations for Harrow to be presented to the LWLSC, the outcome of the Stakeholder Survey and School and College based developments have been considered in the context of the following National and Local Policies:

National Policy Developments

6.2 There are two National Policies relevant to the 14-19 provision. The published Principles Underpinning the organisation of 16-19 provision in 2003. There are five principles that the DfES consider should underpin the organisation of 16 – 19 provision. They are: quality, distinct provision focused on the needs of this age group, diversity to ensure a broad curriculum is offered, choice for learners and affordability, value for money and cost-effectiveness. Within this context the DfES are been promoting the concept of joint delivery across post-16 institutions and extending the concept of leadership to include partnership and collaboration. The second policy are the 14-19 reforms as described in *14-19: Opportunity and Excellence*. Plans need to be in place, so that by 2004-05 the curriculum offered to these young people will be more flexible and take account of a new programme of core, entitlement and work-related options

Local Policy Developments

6.3 There are three local policy developments applicable to the 14-19 recommendations. Firstly, following the Debate on School Organisation in Harrow, the all-party strategic commitment to consult on options to change the age of transfer to 11, pending capital support from the DfES.

6.4 Secondly the key findings of the Post 16 Research Report commissioned by Harrow Council and reported to Members in July 2003. The research indicated that there is a lack of provision for vocational pathways, particularly at Level 1 and a need to increase capacity to meet the needs of approximately 300 potential learners who do not enter education, employment or training post 16.

6.5 Thirdly, the criteria agreed by Harrow Cabinet to assess Models for Post 16 Provision. At the Cabinet meeting in July 2003, Members agreed that any future models of post 16 provision recommended to the London West Learning and Skills Council would be assessed against a series of criteria. The criteria were drawn up in collaboration with members of the 14-19 Advisory Group and are derived from Local (Harrow), National (Government) and Regional (LSC) priorities. The criteria are outlined as follows:

1. Must preserve the comprehensive principle and not create a two-tier system.
2. Must grow flexibly to accommodate an increase in capacity.
3. Should offer a collaborative platform for shared forms of management and governance involving schools and colleges
4. Should enhance the appeal of post 16 provision to aspirational and academically inclined young people and their parents.

5. Should improve the choice and raise participation and achievement of under-achieving groups
6. Should create the perception of a Harrow 5 -19 provision which offers continuity and guaranteed quality
7. Should comprise delivery sites that are not perceived as too large to foster a supportive and individually focused ethos
8. Should create a significant work-related pathway for 14-19 pupils/students that is not just the province of lower-achieving pupils
9. Should combine open access to school specialisms with a collegiate approach to ensure a maximum range of curriculum delivery
10. Should provide Value for Money

6.6 Taking into consideration these local and national priorities, developments of the School Groupings, commitment from the Colleges and the Stakeholder Survey the following recommendations are made for Harrow:

6.7 A Harrow Sixth Form Collegiate will be established that formalises the collaboration with the Schools and Colleges. The Collegiate will incorporate 14-19 provision in Schools, Colleges and the Skills Centre. There will be some provision on school sites for post 16. Across the Collegiate pupils will be able to access a wider range of curriculum and pathways than available presently in any single setting. The close working with the Schools and Colleges, combined with quality advice and information, will provide greater support during transition periods and strong pastoral systems.

6.8 The Collegiate will be established formally in September 2005, but preparation work will commence immediately within the three school groupings. It is intended that there will be limited provision available with effect from September 2004, focussing on 14-16 opportunities, 'at risk' pre and post 16 groups and possibly some advanced courses of study for post 16 provided on school sites.

6.9 There are a number of important and critical key issues that will require addressing to establish the Collegiate. One is the management and governance of the Collegiate. It is essential that all stakeholder institutions are engaged and represented. Another key issue is the funding of the Collegiate, in respect of both capital and revenue funding. The sources of funding will need to be sustainable and it is likely that the sources will include the London West Learning and Skills Council as well as the schools and colleges.

6.10 The work of the current Groups of Schools and Colleges will inform and shape the development of the Harrow Sixth Form Collegiate in respect of curriculum, pastoral and monitoring systems, governance and management, funding, impartial advice and guidance, promotion and provision of information and sustainability.

- 6.11 Initially, it is expected that the Harrow Collegiate offer will be provided through three School and College Groupings and the Skills Centre. This will help to strengthen relationships between Schools and College and establish greater collaboration. However, the Collegiate is a strategic provision and these Groupings will be required to work closely together to ensure maximum opportunities in Harrow and avoid duplication.

7. Consultation

- 7.1 A Stakeholder Survey was undertaken to collect views on the preferred models of provision for 14-19 in Harrow. This report presents the outcomes of the Survey. The outcomes of the Survey have been analysed within the local and national strategic context of 14-19 developments to form the recommendations to the LWLSC.
- 7.2 It is expected that as part of the LWLSC's Strategic Area Review, a consultation on options to implement change will be undertaken by the LWLSC during the summer/autumn terms.

8. Finance Observations

- 8.1 Harrow submitted a bid for capital funding to DFES to fund a change in the age of transfer and to increase provision for 14 -19 year olds. This submission was not successful as part of the first wave for spending in 2005/06. Later announcements are expected in March about subsequent waves.
- 8.2 To change from the existing model of 14 to 19 education would almost certainly involve significant capital investment to reconfigure the building stock. In particular, to move to a model which includes some post 16 education within high schools would almost certainly call for significant capital investment, and could only be achieved over a period of years.
- 8.3 The LSC fund the revenue costs of post 16 education in schools and colleges on the basis of a formula, with most money being tied to the number and type of qualifications being studied for, and smaller proportions of funding based on deprivation and costs in the area.

9. Legal Observations

- 9.1 Harrow Council has the Statutory Responsibility for the provision and funding for 14-16 education. London West Learning and Skills Council has the Statutory Responsibility for post 16 provision. The 14-19 provision in Harrow complies with sections 114 and 116 of the Learning and Skills Act 2002, for the provision of services to encourage and enable young persons to stay on and participate in education or training

10. **Conclusion**

- 10.1 The Debate on School Organisation and the Stakeholder Survey have generated considerable response from the school and college communities. It is essential that changes to post 16 do not impinge the ability of the Council to realise a change in the age of transfer to High School, once a consultation on options has been completed.
- 10.2 The Stakeholder Survey and other local and national developments inform the recommendations for Harrow. Delivering the Collegiate, within the possibility of changing the age of transfer is critical to the continued success of schools in Harrow.

11. **Background Papers**

- 11.1 14-19 Stakeholder Survey
- 11.2 Reports to Cabinet June 2002, June 2003 (Information Item), July 2003 and September 2003.

12. **Author**

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