

# REPORT FOR: CABINET

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<b>Date of Meeting:</b>	11 February 2010
<b>Subject:</b>	School Place Planning Strategy 2010 - 2013
<b>Key Decision:</b>	Yes
<b>Responsible Officer:</b>	Heather Clements, Director of Schools and Children's Development
<b>Portfolio Holder:</b>	Councillor Anjana Patel, Portfolio Holder for Schools and Children's Development
<b>Exempt:</b>	No
<b>Decision subject to Call-in:</b>	Yes
<b>Enclosures:</b>	School Place Planning Strategy 2010 - 2013

## Section 1 – Summary and Recommendations

This report sets out the approach it is proposed that the Council takes to ensuring that there are sufficient school places.

### **Recommendations:**

Cabinet is requested to consider the report and agree the School Place Planning Strategy 2010-2013

### **Reason: (For recommendation)**

The School Place Planning Strategy 2010 – 2013 for Harrow establishes the framework for officers to develop and bring forward options to ensure there are sufficient school places and to promote high standards to fulfil the local authority's statutory responsibilities.

## **Section 2 – Report**

### **Introductory paragraph**

1. The local authority has a statutory responsibility to provide sufficient school places for its area. This strategy outlines the process that will be completed to ensure that there are sufficient school places.

### **Options considered**

2. Extensive work has been completed by officers across directorates to collate data and analyse the range of information that is relevant to school place planning. The proposed strategy details actions that are required and provides a framework for options to be developed. Education Consultative Forum (EdCF) considered this report at their meeting on 27 January 2010. EdCF requested an annual up-date of the Strategy.

### **Background**

3. Over the last few years there has been considerable change for schools in Harrow:
  - The Harrow Collegiate established sixth form provision on all community high schools sites with effect from September 2008. In September 2010, the two voluntary aided high schools will have post-16 provision on their sites.
  - The first Hindu Primary School opened in September 2008 and transferred to its new accommodation in September 2009.
  - All schools will be aligned with the National Curriculum Key Stages with effect from September 2010. This will mean that all high schools will be Year 7 to Year 13, combined first and middle schools will become combined primary schools and separate first schools and separate middle schools will become separate infant and junior schools respectively.
  - Additional reception classes were opened on a temporary basis in September 2009 to accommodate additional rising 5 children in Harrow.
  - With effect from January 2010, 14 separate first and separate middle schools will have amalgamated in line with the Council's Amalgamation Policy.

### **Current situation**

4. School organisation issues are considered by officers from across the Council. The focus in recent years has been to; secure post-16 provision; the consultation, planning and preparation for school reorganisation in Harrow to change the ages of transfer; and supporting the amalgamation policy. There have been some changes to the number of school places by increasing or reducing the planned admissions numbers (PAN) and the opening of the Hindu VA School. In general, the number of places has been relatively constant.

## **Why a change is needed**

5. However, Harrow is now entering a time when there is expected to be continued growth as predicted by the population projections combined with potential developments within Harrow. In addition as the school reorganisation changes to the ages of transfer and post-16 provision embed their impact needs to be monitored.
6. Therefore it is proposed that the School Place Planning Strategy is published and reviewed annually. The document outlines the local authority's approach to school place planning. The views of the Education Consultative Forum have been incorporated.
7. The strategy document covers the following:

### Areas for Action by school sector.

8. This section includes a statement on school reorganisation, and outlines the provision for early years, primary and secondary schools age ranges, special schools and voluntary aided schools in Harrow. It also makes reference to cross sector issues and neighbouring boroughs. This section is supplemented by two tables. Table 1 presents the changes for reception in September 2009 and proposed temporary increases for 2010. Table 2 outlines the timescale for the approval of the School Place Planning Strategy and future changes to the number of reception places.
9. Five annexes provide the detailed information that supports the development of proposals to change the number of school places. A summary of each annexe is as follows:

### Annexe A School Organisation in Harrow

10. This section sets out pre-school provision and the current organisation of schools in Harrow. It includes the number of schools, special school provision and additional resources for pupils with special educational needs in schools.

### Annexe B Local and National Initiatives

11. There are several key local and national initiatives that impact on place planning. This annexe outlines the context for school place planning in Harrow in relation to local and national initiatives, and DCSF Guidance. In addition, it details how school place planning is managed in Harrow.

### Annexe C Contextual Factors Influencing School Place Planning

12. There is a range of contextual factors that can influence changes to the patterns of demand for school places, which do not necessarily impact immediately on the roll projections. These factors include London wide issues, admissions, new schools, school reorganisation etc

### Annexe D Principles Guiding Place Planning in Harrow

13. Provides an over view of school organisation in Harrow; national and local initiatives; contextual factors; demographic information and Principles to Guide place planning.

### Annexe E Demographic Information

14. This annexe details the methodology for population projections and school place planning. Information is provided on the birth rates and population trends, along with the impacts on the number of places required across the primary and secondary sectors. For the purposes of primary school place planning the borough is divided into 5 geographic areas or Planning Areas. The voluntary aided schools create Planning Area 6. The projections are shown for each planning area. This Annexe also includes a section on the expected demand for reception places overall and for each planning area.

## **Implications of the Recommendation**

### **Financial Implications**

15. The majority of schools' funding is allocated through the Dedicated Schools Grant (DSG) and the financial implications of the School Place Planning Strategy needs to be considered when setting the schools budgets. Schools Forum has agreed a number of amendments to update the Schools Funding Formula to reflect the following areas of action detailed in the strategy.

#### Actual and projected growth in primary sector provision

16. The DCSF allocates DSG funding based on pupil numbers, therefore an increase in pupil numbers results in additional grant funding. This funding is then distributed to schools through the Schools Funding Formula. As this formula allocates the majority of funding based on pupil numbers schools experiencing an increase in pupil numbers will receive a corresponding increase in funding. There is a funding lag when schools increase their pupil numbers during the financial year because funding is based on pupil numbers in the January prior to the start of the financial year. To ensure that schools who have agreed to an additional class are not financially penalised the school funding formula is being amended to include an Additional Class Funding Formula. This provides funding for the period from September to the end of March, after which the mainstream funding formula will take effect.
17. Whether schools have suitable accommodation is a key factor when determining which schools are suitable for an increase in places (see Annexe D). This, coupled with the change to the age of transfer creating spare capacity in the primary sector, should minimise the need for capital expenditure. Any capital expenditure would have to be met from within current capital resources, including DCSF Schools Devolved Formula Capital, Primary Capital Programme and other targeted grants.
18. The strategy looks to utilise temporary and permanent increases in current schools and would only consider opening a new school when both these options were exhausted. Any new school would require substantial capital investment and would be dependent on securing capital funding.

#### Implementation of school reorganisation

19. The changes to the age of transfer are effective from September 2010. Schools Forum has agreed transitional protection funding for schools adversely affected by the change.

Increase provision for pupils with Special Educational Needs

20. Additional funding, totalling £650k, for the increase of provision for pupils with special educational needs in 2010/11 has been approved by Schools Forum. It is being financed from DSG headroom. Expansions in future years will be subject to securing further approval.

**Performance Issues**

21. Securing sufficient school places in Harrow contributes to a range of performance indicators, in particular the following from the new National Indicator Set. NI 72 – 109 ‘Enjoy and Achieve’ indicators covering Key Stage achievement and progression, narrowing the gap for lower performing and vulnerable groups, attendance, behaviour, special educational needs. School performance is one of the principles that guide the development of options to increase or decrease the number of school places. This ensures achievement and standards are central to all options.

22. Whilst Harrow’s performance is currently above national and statistical neighbours’ averages at all Key Stages, Harrow’s targets, which are set annually for the DCSF, are highly challenging. The table below presents Harrow’s performance against its targets and the national averages.

**Harrow’s 2008 – 09 Results**

Impact on Corporate Area Assessment

23. The School Place Planning Strategy will have a positive impact on efficiency (Use of Resources Assessment) and achievement and inclusion outcomes (Performance Management & Area Assessment) in Harrow schools. There is no anticipated negative Corporate Area Assessment

<b>EYFSP</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% children achieving 78 points or more AND at least 6 points in Social & Emotional & Communication, Language and Literacy areas of learning	50%	49.1%	52%
Narrowing the gap between the lowest achieving 20% in the EYFSP and the rest of the Local Authority Area	38.1%	33.96%	33.9%
<b>KS1</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
Reading L2+	86%	Not set	84%
Writing L2+	83%	Not set	81%
Maths L2+	91%	Not set	89%
Science L2+	88%	Not set	89%
<b>KS2</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
English L4+	82%	Not set	80%
Maths L4+	81%	Not set	79%
Science L4+	88%	Not set	88%
English & Maths	75%	79%	72%
<b>GCSE</b>	<b>Actual</b>	<b>Target</b>	<b>National</b>
% 5+ A*-C	74.8%	Not set	70.0%
% 5+ A*-C inc English & Maths	60.8%	64%	49.8%

impact.

## **Environmental Impact**

24. The council's climate change strategy was agreed in September 2009 and set a target to reduce CO2 emissions by 4% annually. From April 2010, the government's carbon trading scheme – the Carbon Reduction Commitment - comes into force and will require councils to reduce their carbon footprints.
25. Schools account for 50% of the council's CO2 emissions so any increases in school place provision will make meeting these targets more difficult:
- Capital investment in schools will need to contribute towards the council meeting its Carbon Reduction Commitment and improving its performance under NI 185 (CO2 reduction from local authority operations).
  - Reductions in local authority emissions will also contribute to achieving the council's wider LAA (carbon) target - NI 186 (Reduction of per capita CO2 emissions in the LA area).
  - Increases in school places will be predominantly on existing school sites. With admissions arrangements based on distance this will contribute to the concept of local schools.
  - A key feature of the Council's strategy to increase schools at the heart of the community will maximise the use of existing school sites, and ensure that there is local provision, reducing the need to travel to access school places and other council, voluntary or private services. If this leads to a reduction in the volume of cars on the school run, this will help to deliver two LAA targets: NI 186 (see above) and NI 198 (Children travelling to school – mode of transport usually used). It may also help to improve NI 167 (congestion – average journey time per mile during the morning peak).

## **Risk Management Implications**

26. Risk included on Directorate risk register? No
27. Separate risk register in place? No

## **Corporate Priorities**

28. The School Place Planning Strategy contributes to the corporate priority to Build Stronger Communities by increasing the role of schools at the heart of the community.

### **Section 3 - Statutory Officer Clearance**

Name: ...Emma Stabler	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: ...19 January 2010		
Name: ...George Curran.....	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 11 January 2010		

\*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 Partnership, Development and Performance
Date: ...18 January 2010		

\*Delete the words "on behalf of the" if the report is cleared directly by Alex Dewsnap

### **Section 5 – Environmental Impact Officer Clearance**

Name: ...Andrew Baker.	<input checked="" type="checkbox"/>	on behalf of the* Divisional Director (Environmental Services)
Date: ...12 January 2010		

\*Delete the words "on behalf of the" if the report is cleared directly by John Edwards

### **Section 6 - Contact Details and Background Papers**

**Contact:** Johanna Morgan, Head of School Organisation Strategy, 020 8736 6841.

**Background Papers:**  
None.

Call-In Waived by the Chairman  
of Overview and Scrutiny  
Committee

**NO**