

Local Authority's Strategic Role for Schools

The table below summarises the future role of the Local Authority by key areas. High level details are then provided on the emerging Government policy and the current local position in Harrow.

Function	Government Policy	Local Position	Matters for Consideration
School Provision			
<p>Support parents and families through promoting a good supply of strong schools</p> <p>Securing sufficient high quality places for 0-19 including early years and SEN</p>	<p>Changes in bringing forward proposals for new schools, free schools and academies. Presumption that all new schools will be academies. Some exceptions do apply and local authorities will be able to bring forward proposals. For example, a replacement school or combined primary school for separate infant and junior schools.</p> <p>School capital funding – James Review recommendations published April 2011.</p>	<ul style="list-style-type: none"> • School Place Planning Strategy and Primary School expansion programme to meet increasing demand. • Amalgamation Policy • Programme to increase ASD provision in mainstream schools. • Pressure on special school places • Impact of potential academy status on place planning. 	<ol style="list-style-type: none"> 1. Review guidance when available and implications for School Place Planning Strategy and related policies e.g. national Academies programme and locally Amalgamation Policy. 2. Mainstream conversion process to academy e.g. as in implementation of amalgamation policy. 3. Consider implications for consultation and decision making process eg Education Consultative Forum. 4. Investigate James recommendations in line with current review of schools capital, including developing schemes, commissioning and monitoring delivery and governance arrangements.

School Improvement			
<p>Local authority to champion interests of pupils and communities by challenging under performance and focus on issues across more than one school.</p>	<p>Removal of School Improvement Partners (SIPs) and requirement for schools to publish a School Profile.</p> <p>Government to increase the data available on schools including performance, expenditure and new indicators on pupil progress.</p> <p>Local authorities to challenge under-performance and undertake scrutiny</p> <p>Secretary of State to direct a LA to close schools causing concern.</p> <p>Local Authorities to determine own school improvement strategies.</p> <p>Local Authorities to submit plans for schools causing concern to the DfE.</p>	<ul style="list-style-type: none"> • Development of Harrow School Improvement Partnership (HSIP) with effect from September 2011. • Education Strategy and School Organisation services (ESSO) to commissioning Harrow School Improvement Partnership (HSIP) for support to schools. 	<ol style="list-style-type: none"> 1. Continued support for the development of HSIP. 2. Explore the Local Authority School Improvement role including, reporting to DfE on schools causing concern, scrutiny functions and reporting to members. 3. Secure sufficient capacity to support data review and analysis. 4. Develop the role of schools as universal providers within the new operating model for children's services.
Admissions and Access			
<p>Local authorities will co-ordinate admissions and ensure fair access to all schools as part of their democratic mandate to act on behalf of its population.</p>	<p>Remove the requirement to have an Admissions Forum and report to the Schools Adjudicator annually.</p> <p>Simplify the Admissions Code of Practice following consultation.</p>	<ul style="list-style-type: none"> • Current operation of the pan-London co-ordinated admissions for all schools community and voluntary aided. • Potential service for buy-back to academies. 	<ol style="list-style-type: none"> 1. Respond to the consultation on the Admissions Code of Practice. 2. Monitor impact of academies. 3. Consider options for commercial development. 4. Consider function role of the Admissions Forum.

SEN			
<p>Government's SEN and Disability Green Paper - Support and Aspiration</p>	<p>The green paper sets out a wide range of proposals aimed at creating a radically different system to support better life outcomes for children with SEN or disability.</p>	<ul style="list-style-type: none"> • Current Children's Services operating model makes reference to the Green Paper. It proposes some changes for the SEN services including contributing education psychology resource to the integrated Services Teams. However, the new operating model consultation states that the service will be reviewed when the outcomes of the Green Paper are known. • SEN engagement in the planning of school provision, especially special schools. 	<ol style="list-style-type: none"> 1. Consider the implications of the Green Paper and the development of the ESSO function and new operating model. 2. Maintain essential contribution to the school place planning function.
Other Statutory Functions: eg Governors.			
	<p>In addition, to the provisions within the Bill there needs to be consideration of the continuing responsibilities of the local authority.</p>	<ul style="list-style-type: none"> • Proposals for the statutory functions to be included within the Education Strategy and School Organisation strand of Children's Services. • Consideration of those responsibilities transferred to academies.. 	<ol style="list-style-type: none"> 1. Develop the ESSO function aligned with the Bill and remaining functions.

School Support Service Provider			
	Increasingly autonomous schools exercising choice of provider for services and a support from the government to improve value for money through procurement support.	<ul style="list-style-type: none"> • Provider of a range of services, across the council through service level agreements. Impacts of schools becoming academies or seeking alternative providers of services. • Academies Working Group considering implications for the Council of the schools' changing status 	<ol style="list-style-type: none"> 1. Consider a corporate approach to reviewing how services can be developed for the market place. 2. Establish corporate mechanism to manage the transfer of schools to academy status.
Schools Forum and School Funding			
Principle to devolve maximum funding to schools, provide tools to ensure efficient use of resources and for schools to realise efficiencies through procurement and back office savings	<p>Education Funding Agency established to directly fund academies and replace YPLA.</p> <p>Proposals for a National School Funding Formula.</p> <p>Introduction of pupil premium.</p> <p>Aligning funding for post 16 providers e.g. schools and sixth form colleges.</p> <p>James Review – recommendations published April 2011.</p>	<ul style="list-style-type: none"> • Schools Forum decision making forum for the Schools Funding Formula. • Assessing financial implications of academy status. 	<ol style="list-style-type: none"> 1. Respond to the consultation on the national funding formula. 2. Explore decision making processes re funding 3. Consider the implications of the James Review Recommendations. 4. Academy implications