

**School Organisation Committee on 19th
September 2002**

Report title: SCHOOL ORGANISATION 2002-2007

Report of: DIRECTOR OF EDUCATION

Ward(s) affected ALL

1. Purpose

1.1 To seek approval to the Haringey School Organisation Plan 2002-2007.

2. Recommendations

2.1 That the School Organisation Committee approve the Haringey School Organisation Plan 2002-2007.

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3. Executive summary

3.1 This report sets out the result of the consultation on the draft School Organisation Plan covering the period 2002-2007 and seeks approval of the Committee to the final plan in the light of that Consultation.

3.2 Reasons for any change in policy or for new policy development

3.2.1. The draft School Organisation Plan presents an updated position of the pressure on school places in Haringey. As the Plan follows on closely to the 2000/2001 plan, there are no further policy implications arising from this report. As the report states, the draft plan did receive general support although a number of comments have been made during the consultation period which are set out in the body of the report.

4. Access to information:

Local Government (Access to Information) Act 1985

The following background papers were used in the publication of this report.

School Organisation Plan 2002/2 to 2007 – Draft for Consultation May 2002

5. Background

- 5.1 As required by the School Standards and Framework Act, the LEA is required, each year, to update its School Organisation Plan and to consult upon this plan before seeking approval of this Committee to that Plan. The Plan is to cover a five-year period.
- 5.2 This Committee approved the Plan for 2001 to 2006 in November 2001. The draft plan for the period 2002 to 2007 (i.e. the next five years on a rolling basis) was published for consultation in May 2002 and consultation ended in July. Copies of the draft plan, as well as being sent to all members of this committee, were also sent to all schools, diocesan bodies and the trade unions. Due to the summer break it was agreed that the final plan be submitted (along with the deadline in most other LEAs) as early as was practical in the new academic year.

6. Result of the Consultation

- 6.1 The majority of respondents to the draft plan were positive in their comments, particularly in the attempt to make the plan more accessible. A number of schools were positive in terms of the statements on inclusion and on the need to continue to identify additional places in both the primary and secondary sectors. It was pleasing to note that a number of respondents have highlighted the need to bring together information from this plan with the Haringey Asset Management Plan – something that officers in the LEA are very keen to do.
- 6.2 A number of specific points were raised in the consultation, which should be drawn to the attention of this Committee. These are detailed below.
- 6.3 The governing body of Highgate Wood School expressed the view that the plan was comprehensive and sought to join up areas of work across Haringey. However the governing body wished to see single sex and faith schools “phased out over time”. In response it has been confirmed this is not the policy of the LEA.
- 6.4 The governing body of Campsbourne Infants school has asked for a reduction in the standard number of the school. In response, it has been pointed out that the Plan envisages a continued rise in pupil numbers and such a request was unlikely to be approved by the Secretary of State, particularly as the area served by the school could see a further expansion of residential places in the future.
- 6.5 Further work has been done to establish what can be done in the Crouch End area and the plan has been updated to reflect this. In addition the plan has been updated for the changes to Down Lane Junior and Parkhurst Infants schools which were amalgamated with effect from 1.9.2002 to become the Mulberry Primary school and for the change in status of the School of St David and St Katharine to become the Greig City Academy.
- 6.6 Finally the opportunity has been taken to consider the draft plans sent to Haringey from Enfield, Camden, Waltham Forest, Barnet, Hackney and Islington. It is the view of officers that proposals from Enfield LEA may impact

positively on the ability of Haringey to meet school place needs. In addition, careful consideration will need to be given to proposals from Camden LEA to change the admission criteria for some secondary schools in that Borough to give priority to children in some primary schools. At the time of writing the details of these proposals have yet to be received.

- 6.7 Finally the Plan acknowledges that the Mayor for London's plans for housing will impact on school place needs. At the time of writing the school organisation plan, the Council was in the process of responding to the Mayor's plans and the final position will be reflected in the next SOP.

7. Conclusion

- 7.1 Given the broad support for the School Organisation Plan, it is hoped this Committee will approve the attached plan, which will then be published for all schools with copies sent to neighbouring LEAs and the DfES.

Learning *together* in Haringey

SCHOOL ORGANISATION PLAN

2002 ■ 2007

JULY 2002

Foreword

Haringey Council in partnership with Capita is committed to working with schools and local partnerships to raise the achievement of children and young people in the borough and to secure the education system that will best do this. This means a commitment to increasing opportunities for all children and young people to gain their full entitlement to a broad, balanced and differentiated curriculum that will help raise standards. It also means addressing the many and complex issues affecting the levels of achievement of pupils in deprived neighbourhoods or who face social disadvantage.

The Council recognises that it cannot achieve the best possible education system without the close involvement of its partners. Within the education community, these include school governing bodies and headteachers, parents, students, Diocesan Authorities, the Learning and Skills Council, the Early Years Development and Childcare Partnership, Higher Education and the Connexions Service.

Nor can the Council bring the maximum resource to bear on social and economic issues affecting standards without the support of a wider range of partners, for example, regeneration partnerships, the Police and the Health Authority and Trust.

Haringey has recently received praise for its Education Development Plan (EDP), which sets out the priorities for the Education Service in the period covered by this plan. Many of the key aspects of EDP, particularly in terms of the agreed priorities for raising achievement and around meeting inclusion objectives, will impact upon school place planning.

This School Organisation Plan sets out the key issues and priorities that need to be addressed in relation to the planning of school places in Haringey. In pursuit of these goals the plan will operate within the overall strategic aims of the Education Directorate. These are:

1. Improved and improving standards of education;
2. Permanent, experienced and effective management structure;
3. An established and effective culture of team working;
4. Robust relationship between the LEA and Schools;
5. A vision and future direction for education in Haringey;
6. A full contribution to the corporate agenda;
7. Coherence with all aspects of the service;
8. The capacity for Haringey to sustain and build on these achievements.

It is essential that we adopt a pro-active role in improving the environment and the infrastructure for learning. This plan is central to that agenda, providing a transparent view of the planning of school provision within an informed and integrated framework.

Paul Roberts
Director of Education

Introduction	5
PART A: DEMOGRAPHIC INFORMATION RELEVANT TO THE SUPPLY OF SCHOOL PLACES	6
A.1 LEA Context	6
A.2 Arrangements for planning school places	6
Primary Reviews	7
Clusters/planning areas	7
A.3 Factors leading to volatility in pupil numbers	8
A.3.1 Pupil Mobility	8
A3.2 Parental preference and school performance	9
A3.3 Cross-boundary movement	9
A3.4 Housing developments	9
A.4 The Structure of School Provision	10
A.5 Rolls and Capacity	11
Table One – MOE Capacity of primary schools by admissions cluster areas	13
Table Two – Capacity of community and voluntary primary schools	13
Table Three: Roll projection summary by sector	14
A.7 Nursery Places	14
A.8 Places for pupils with a statement of special educational need	15
A.9 Trends in Special Educational Needs	15
A.10 Provision for Pupils Out of School	16
A 11 Pupil Referral Unit	16
A.12 Current Changes in School Organisation	16
A 12.1 Action taken and being taken to meet growth	16
A 12.2 Action being taken to meet inclusion objectives in primary and secondary phases	17
A 12.3 Action being taken to provide nursery places which meet social and special educational need	17
PART B: POLICIES, PLANS AND PRINCIPLES	18
B.1 Raising Standards of Achievement	18
B.2 Diversity of Provision - Neighbourhood Schools	18
B.3 Sustainable communities	18
B.4 Inclusion	19
B.5 School and Class Size	19
B5.1 School Size	19
B5.2 Infant Class Size	20
B5.3 Secondary class size	20
B.6 Early Years	20
B.7 Nursery and reception place entitlement	21
HARINGEY SCHOOL ORGANISATION PLAN 2002 ↱ 2007	3

B.8 Primary Structures	21
B.9 16 Plus Provision	21
B.10 Admissions	22
B.11 Capital Strategy	23
B.12 Asset Management Plan	24
B 13 Social Inclusion	24
B13.3 Implications	25
B.14 Partnership	25
B.15 Best Value	25
PART C: CONCLUSIONS	26
C.1 Key Considerations	26
C.1.1 Strategic framework	26
C.1.2 PLANNING PRINCIPLES	27
C.1.3 Methodology	28
C.1.4 Early Years	29
C.1.5 Primary Demand	29
C.1.6 Secondary and Post 16	30
C.1.7 Diversity and Social Inclusion	30
C.1.8 Inclusion of Pupils with Special Educational Needs	31
C.1.9 Partnership work	31
C.1.10 The School Organisation Plans of other LEAs	32
C.2 Priorities for Action	33
Appendix 1: Structure of Education Provision	35
Appendix 2a:Capacity of Primary Schools	36
Map: Primary Schools Planned Admissions Numbers by Admissions Cluster Areas	38
Appendix 2b: Capacity of Secondary Rolls	39
Map: Secondary Schools Planned Admissions Numbers	40
Appendix 3: Nursery Provision September 2002	41
Appendix 4a: - Special School Rolls June 2001	44
Appendix 4b: Special School Haringey & Outborough Pupils – March 2002	44
Appendix 4c: Outborough Placements of Haringey Pupils by Type of Need – March 2002	45
Map: Location of Haringey Schools	46
Map: Location of Nursery providers in Haringey	47
GLOSSARY	48

SCHOOL ORGANISATION PLAN 2001/02 – 2006/07

Introduction

This School Organisation Plan is written in accordance with the Education (School Organisation Plans) (England) Regulations 1999. The plan sets out the demographic information and policy framework that will guide the planning of school provision in Haringey over the period 2002 to 2007.

This plan is organised in three parts, covering the Department of Education and Skills (DfES)-recommended headings:

- Part A:** Demographic information relevant to the provision of school places
- Part B:** Policy framework and principles relevant to the provision of school places
- Part C:** Key conclusions and priorities for action

(Supporting data are attached in the appendices.)

PART A: Demographic Information Relevant to the Supply of School Places

A.1 LEA Context

The London Borough of Haringey was created in the mid-60s from the amalgamation of the former municipal boroughs of Hornsey, Tottenham and Wood Green. The area is predominantly residential with several large local authority housing estates. Although an outer London borough, parts of Haringey (especially the east and south) experience inner city levels of deprivation. The index of local conditions, which measures relative deprivation, shows Haringey to be the 20th most deprived borough in England, although many wards in the East of the Borough are within the top 10% deprived wards in the Country. Unemployment is high, especially in the east of the borough. Almost half the population is of ethnic minority background. Approximately 10% are refugees or asylum seekers.

Data from schools show that the proportion of pupils eligible for free meals is well above the national average. January 2002 roll figures show that 38.7% of primary and 39.4% of secondary aged pupils were eligible for free school meals. In comparison, the latest national averages (in 2001) were 19% for primary and 15% for secondary. Mobility within the population and within the school population is high. It is now recognised that that levels of mobility impact on pupils and therefore on school performance. DfES tables on performance now take into account these issues. 28% of Year 6 pupils in the academic year 2000-01 entered their school after the beginning of the Key Stage 2 phase, that is, after the beginning of Year 3. Given these percentages and levels of performance in schools with particularly high levels of mobility, the Haringey EDP has set out an action plan to minimise the effects of mobility and transience (and its impact on performance) as one of the key priorities for the LEA over the next 5 years.

On measures of achievement in summer 2001, Haringey's Key Stage 2 results were: English 69% achieving Level 4 (national average 75%); Mathematics 65% achieving Level 4 (national average 71%); and Science 80% achieving Level 4 (national average 87%). At GCSE in the same year, 30.9% of pupils gained five or more A*-C grades (national average 50.0%); and 92.1% gained at least one A*-G grades (national average 94.5%). At the time of writing this final Plan, the results in terms of GCSE and A level has just been received and show an improvement across Haringey. This data will be included in more detail in the next SOP.

On current population estimates, Haringey has approximately 50,000 young people in the age range 2-19. In January 2002, there were over 34,500 pupils aged 2-19 on roll in Haringey schools – equivalent to nearly 70% of the population. The number of pupils on roll in primary schools equated to over 90% of pupils of compulsory school age. The percentage for secondary schools was lower. The number of pupils in Year 7 in Haringey secondary schools is about 80% of the number in Year 6 in Haringey primary schools one year previously.

A.2 Arrangements for planning school places

In common with other London education authorities, Haringey has had to take account of a number of factors of increasing significance in its planning of school places, including pupil mobility, cross-boundary movement, the impact of parental choice and its linkages with school performance. These factors are commented upon in A3 below.

In the light of these factors, the LEA recognises that it must attempt to bring to its planning as great a degree of precision as possible. However, it should be recognised that no projections, whatever the sophistication of their manner of production, can be totally accurate and that the numbers arrived at are only points in a range of possibilities. This is particularly the case in a Borough such as Haringey where mobility in the population can have such an impact on school population.

Primary Reviews

Following on from previous plans a review have been conducted into primary place planning. This review has identified the issue of the use of temporary accommodation as a very significant factor in school place planning. An internal research survey showed that in some schools in the East of the borough a third of the pupils who had left the schools were from families who were or had been homeless or had sought help from the Council. In November 2001 the Council published plans to commission research around the impact of population turnover in Haringey. The results of this work will, when published be reflected in future plans.

The LEA will continue to monitor and track pupils joining and leaving schools other than at the end of infant or junior phases. Initial assumptions that the most likely reason for a move would be family re-housing are proving unfounded in the case of some schools. Rather the reasons are more complex and include:

- Pupils gaining places at a preferred school after a period on a waiting list
- Schools taking pupils excluded from other schools
- Parents seeking schools closer to their workplace
- Parents seeking schools based on their personal circumstances/preferences e.g. for denominational or community schools

What is clear is that even where schools have similar levels of mobility the causes differ from school to school. In particular the information on population turnover mentioned above will be included in our overall planning for school places. Initial indications are that patterns in some schools are affected less by their "catchment" determination and more by such factors as their relationship to other schools performance, the nature of housing stock and proximity to temporary accommodation.

Clusters/planning areas

For September 2002, the primary admissions criterion, which prioritised admissions based on residency in a school's catchment area, has been replaced by the "crow-fly" distance criterion. In other words, a straight-line distance calculation from home to school has been used to give priority where schools are over subscribed. This change will mean that the current cluster or planning areas, which are based on amalgamated catchment clusters of several primary schools, will need to be kept under review should this change affect the character of admission to schools.

The LEA will monitor 2002/03 and 2003/04 admissions rounds bearing in mind the impact on parental preferences within the constraints of the new admissions arrangements. Key factors such as the uneven distribution of school places and the uneven distribution of population will have an impact on parental preferences as these factors impact on the "filling in circle" method of allocation.

A.3 Factors leading to volatility in pupil numbers

Four key factors have an influence on the extent to which accurate predictions can be made about Haringey rolls:

- Pupil mobility
- School performance and parental preference
- Cross-boundary movement
- New residential developments

All four factors are inter-linked but are explained separately below.

A.3.1 Pupil Mobility

Pupil mobility refers to movement between or changes of school, at times other than the normal age at which children start and finish their education at school. A number of Haringey schools which are predominantly located in Tottenham and Wood Green in the east and centre in the centre of the borough experience very high levels of pupil mobility. That is, some schools have a significantly higher than average turnover of pupils in any one year.

The causes are complex and not always easily identified. One cause in Haringey is the movement of refugees and asylum seekers housed in the borough, as they move from hostel to other temporary accommodation to permanent accommodation. Other causes are family break up and social conditions, which lead to families being classed as homeless. As with refugees, such families may find themselves moving from one address to another over relatively short periods of time.

The level of homelessness and the number of refugees and asylum seekers in the borough have grown in the recent years. In May 2001, Haringey had some 3,840 households in temporary accommodation, with an additional 944 households classed as "homeless at home". The current rate of increase in the use of temporary accommodation is around 500 per year. This excludes those placed by other agencies. Attendance at schools by children from these families tends to be transitory. Analysis of pupils by Key Stage known to Haringey Housing Department in November 2001 showed that there were 853 KS1, 811 KS2, 517 KS3 AND 307 KS4 pupils living in temporary accommodation in Haringey. These figures excludes school-aged children placed by other local authorities and the National Asylum Support Service (NASS).

Such transience has a significant impact on schools. Stretched resources are allocated to pupils who will be on roll for a short time only. The presence or lack of presence of such pupils in schools on headcount days i.e. the Annual Pupil Census can distort pupil numbers and affect budgets. In cases where school numbers are lower than predicted, the consequence may be a deficit budget.

A3.2 Parental preference and school performance

Whilst it is known that raw league table results do not reflect the complexity of the baseline from which schools work, lower than average results will always influence parents' decisions. Other factors influencing parental preference, particularly at reception, include travel considerations and family friendships.

The most striking factor in Haringey reflecting parental preference is at secondary transfer. On average there is a net transfer of 80% from Year 6 to Year 7. Effects of changes to primary admissions arrangements in 2002/03 may also impact on the balance of supply and demand of places particularly in areas where popular schools lie close to other borough boundaries.

A3.3 Cross-boundary movement

The Greenwich Judgement of 1989 prohibits LEAs from giving priority to their residents over out borough pupils. At the secondary stage, there is considerable movement of pupils across the borough's borders. The GLA's last known analysis showed that in 1999, 3481 Haringey residents in Years 7-11 were being educated at secondary schools in other boroughs, including 1976 in Enfield and 893 in Barnet. Conversely, 1862 pupils in Years 7-11 in Haringey secondary schools were "imports" from other boroughs, including 865 from Hackney. The GLA is in the process of acquiring data set for the whole of Greater London from the DfES. Once this is made available to the GLA's Data Management and Analysis Group, the authority will receive an annual count on the proportion of pupils who move across authority boundaries at the point of secondary transfer. This will further aid planning.

A3.4 Housing developments

The GLA's school population projections incorporate all major housing developments. This is done through Haringey's Planning Department who send all known housing developments completion dates to the GLA. The Data Management and Analysis Group then factor in the potential "child yield" these developments are likely to generate over time. These are then built into the population projections the GLA send to the authority. The authority still has to monitor the impact of new developments as the factors impacting on "child yield" are dependent on the type of development i.e. whether its social/affordable or private housing and where its located. It is important to recognise that while the impact of housing developments can be significant, there are still always issues about precision. There is close collaboration between Council's Planning Department and the Education service around issues of potential planning gain as it relates to any new planning applications for new housing developments for more than 10 units. The Council has been successful in securing committed sums as part of large housing developments in order to assist in the provision of additional educational facilities. This is as a result of supplementary Planning Guidance made available to developer of such properties.

There are a number of sites, which have implications for forecasts on demand for school places in the future, including, for example, the Middlesex University site in White Hart Lane, N17, the Thames Water site in N8, the Heartland's development in N22 and the Phase 2 Coppetts Wood development on the Hospital site in N10. The Planning Department has involved Education Services and other departments in preliminary discussions on these developments and their potential impact on the

planning of places will continue to be closely monitored. The Education department is represented at senior level on the Strategic Sites group within Haringey to ensure that school place needs that flow from potential developments are known and addressed. As developments go through the planning process, the GLA's Planning department will provide the GLA Data Management and Analysis Group of developments to inform population projections. It is important to recognise therefore, that any pupil yield from these developments will impact upon the projections contained within the plan.

In addition to the sites set out above, the Mayor of London has recently issued his plan for new housing needs across London. The Authority has recently responded to the Mayor's plan and more details of the potential impact of new housing that would flow from the final plan will be included in the next plan. At this stage the number of new units requested (over 19000) would present a significant additional strain on school places and would require additional schools in the Borough. Once the final plan is produced, officers in Education, Housing and Planning will, with colleagues across the Council and in partners, assess how this will impact on associated services, including education provision.

A.4 The Structure of School Provision

Appendix One details current education provision in the borough. Nursery provision listed includes voluntary and private sector providers that are members of the borough's Early Years Development and Childcare Partnership. All three of the Authority's nursery schools offer both nursery education and extended day care. Four Under Fives Centres are part of the Early Years service of Education Services. Two of these Under Five Centres provide specialist provision for children with speech and language delay and disorder. There is an Early Childhood Language Unit based at Bruce Grove Primary School and resourced provision at White Hart Lane Under 5's Centre for children with Social and Communication difficulties.

There is only one single sex secondary school (Hornsey School for Girls). All other schools are mixed. Alexandra Park, a mixed community school for 11-16, opened in September 1999 with a Year 7 intake only. There are three denominational secondary schools: St. David and St. Katharine (CE); St. Thomas More (RC); and John Loughborough (Seventh Day Adventist). The College of NE London is a member of the Nexus Now Post 16 Consortium with five secondary schools (Gladesmore, Northumberland Park, Park View Academy, St. David and St. Katharine, White Hart Lane). The School of St. David and St. Katharine has been awarded City Academy status from September 2002 and therefore opened as a new school called "Greig City Academy" from September 2002. It will still remain a Church of England denominational school.

The majority of pupils with statements of special educational needs in Haringey are educated in mainstream primary and secondary schools. Haringey currently has five day special schools:

Blanche Nevile:	Deaf and hearing impaired
Moselle:	Moderate learning difficulties
The Vale:	Physical disabilities
William C. Harvey:	Profound and multiple and severe learning difficulties
Greenfields:	Emotional and Behavioural Difficulties

At the time of writing this Plan, Greenfields Special School, which catered for the needs of pupils with emotional and behavioural difficulties, has been temporarily closed. The pupils who attended the school are currently being managed by the Pupil Referral Unit. The Authority intends to publish proposals in the near future to establish provision for excluded pupils within a new Pupil Support Centre (to include both Greenfields and the PRU).

All special schools are mixed. The designations of the schools do not reflect the complexity of need for which they are catering. For example, both the Vale and William C. Harvey need to provide a high level of therapeutic and medical intervention so that pupils can access their curriculum entitlement. Moselle caters for pupils with severe learning difficulties and pupils with autism as well as pupils with moderate learning difficulties.

Blanche Nevile has a partnership arrangement with Fortismere Secondary School and Highgate and Rhodes Avenue Primary Schools. Haringey has recently been successful in a bid for capital funding to enable Highgate Primary School to become the main primary base for Blanche Nevile pupils in 2003. The Vale is established as two Resource Bases sited at Lancasterian Infant & Junior schools and Northumberland Park Community School together with fully integrated provision at Belmont Infants and Juniors. All six schools work in partnership. Vale pupils in schools with Resource Bases on site spend varying amounts of time (depending on their needs identified in individual education plans) integrated into mainstream settings. Moselle and William C Harvey work together to share facilities and to offer wider educational experiences where appropriate to individual needs. Both schools collaborate with Broadwater Farm to provide a range of experience across the site for individuals and groups. William C Harvey collaborates with White Hart Lane and Moselle with Park View Academy. William C Harvey also has established an outreach service for children with complex needs in mainstream schools.

The four specialist schools work with the College of NE London to extend curriculum opportunities.

The LEA has also developed specialist resourced bases in mainstream schools. There are now two language classes for children in KS1 at West Green Primary and one class for KS2 children with language impairment and disorders. A new resource base for children with autism has been established at Down Lane Primary school.

A.5 Rolls and Capacity

Appendices 2 a & b shows the number on roll at each maintained primary and secondary school compared with its MOE capacity.

A small number of schools have MOE surplus capacity of 25% or more when compared with the school roll (MOE is a measure used by the government to assess levels of surplus capacity). Of these schools, Alexandra Park Secondary is in the process of building its roll through each year group and will soon lose this "surplus capacity". A number of primary schools, who suffer disproportionately from the fluctuation in school roll mentioned earlier, are also in this category. The LEA, under the umbrella of the EDP, intends to work with these schools to minimise the impact of mobility. The general increase in the school population is also likely to have an impact on this position.

By capacity here is meant More Open Enrolment (MOE) capacity. This is a measure of the physical capacity of the school, adjusted for pupils with special educational needs. Temporary accommodation is included as is the area taken up by the sixth form in secondary schools. LEAs fill out an annual return on MOE capacity, which enables the identification of surplus places. However, it should be noted that there are constant changes taking place in the way schools utilise their buildings and this may not always be reflected in the MOE capacity calculations. Surplus capacity exists only if the school's number on roll is less than the capacity measured using the MOE methodology. The DfES issued new statutory guidance in October 2001 entitled "Assessing the Net Capacity of Schools". The new "Net Capacity" calculations are intended to provide a "single, robust and consistent method of assessing the capacity of schools". This new assessment method will apply to all mainstream Community, Voluntary Aided and City Academies. It will not apply to nursery schools, special schools and pupil referral units. These new capacity calculations (which are to be conducted by the National Valuation Office) will replace MOE calculations, hopefully in the 2003 School Organisation Plan.

It should be noted that other factors besides physical capacity need to be considered when determining the optimum school roll and class size to ensure accommodation is suitable for the needs of the curriculum. These include in-school arrangements for delivering the curriculum, other manageability factors and consortia arrangements between schools and community use of schools.

On the basis of figures supplied in this plan, Appendix 2a shows that, overall, there is a surplus in the primary sector of 163 places. However, at the time of writing this plan, the authority has been experiencing a shortage of places when taken against parental preference in particular parts of the borough particularly Crouch End, Muswell Hill and North Tottenham.

It is important to note that the issue of capacity in individual year groups (as well as overall capacity) is critical to the authority complying with its duties under the Education Act 1996 (to secure that sufficient school places are available in its area, including sufficiency in the number to provide for all pupils the opportunity of an appropriate education). This means that there are planning issues not only concerning Reception and Secondary Transfer but also other year groups especially in the secondary sector related to casual admissions within the London context.

Table One – MOE Capacity of primary schools by admissions cluster areas

School Name	NOR JAN 02	MOE JAN 02	SN	PAN	MOE Capacity surplus / shortfall (-)	% surplus places
TOTAL CLUSTER A	2853	2673	667	707	-180	-7
TOTAL CLUSTER B	1174	1243	169	180	69	6
TOTAL CLUSTER C	2536	2404	384	441	-132	-5
TOTAL CLUSTER D	1908	1927	243	282	19	1
TOTAL CLUSTER E	1210	1244	225	229	34	3
TOTAL CLUSTER F	1467	1422	208	222	-45	-3
TOTAL CLUSTER G	1219	1413	375	381	194	14
TOTAL CLUSTER H	2111	2235	362	433	124	6
TOTAL CLUSTER I	3013	3251	721	744	238	7
TOTAL CLUSTER J	2240	2082	327	356	-158	-8
ALL SCHOOLS	19731	19894	3681	3975	163	1

Table Two – Capacity of community and voluntary primary schools

	NOR JAN 02	MOE JAN 02	SN	PAN	MOE Capacity surplus / shortfall (-)	% surplus places
Community & VC	15054	15313	2659	2925	259	2
Voluntary CE	2023	2016	408	420	-7	0
Voluntary RC	2654	2565	614	630	-89	-3
ALL SCHOOLS	19731	19894	3681	3975	163	1

Appendix 2b shows the number of pupils on roll in secondary schools in January 2002 compared to the MOE capacity. Overall, there is a surplus capacity of 891 places. However, 486 places relate to Alexandra Park (opened September 1999) which has only two year groups. It is anticipated that the new area calculations being considered by the DfES may have an impact on the position.

The current roll projections using information from the GLA and local factors suggest that the school population will continue to grow. From the pupil count taken in January 2002, table 3 below summarises the growth in pupil numbers in the primary, secondary and post 16 sectors. (It should be noted that the LEA is currently considering ways of including data for potential housing developments that have yet to be included in these figures. This will be particularly important in the light of the impact of the Mayor of London's plan for meeting housing needs in Haringey).

NOR: Number on Roll
MOE: More Open Enrolment Capacity
SN: Standard Number
PAN: Planned Admission Number

Table Three: Roll projection summary by sector

Year	4 - 10	11 - 15	16 - 18	Total
2002	19731	10447	1038	31216
2003	19883	10698	1103	31684
2004	19987	10925	1174	32086
2005	20135	10955	1253	32343
2006	20339	11002	1259	32600
2007	20526	10948	1291	32765
2008	20684	10960	1303	32947

Care always needs to be taken when considering this base position. Roll projections are based around the number of pupils currently attending Haringey Schools. Internal and external factors will impact upon this specifically:

- a) Changes in the provision in other LEAs can have a direct impact on the numbers of pupils seeking a school place in the borough. As stated earlier, in 1999 (the latest figures available) a total of 1862 pupils who attended Haringey schools were from other boroughs and 3481 Haringey resident pupils attended schools in other boroughs (particularly Enfield, Barnet and Camden). The DfES has only recently agreed to release data to the GLA to update this position. However, clearly, with such large cross-borough movement, changes in the provision in other LEAs could impact upon place needs in Haringey.
- b) The determination of Haringey LEA and all schools to raise standards. In particular the vision for improvement set out in the EDP could result in additional demand from Haringey parents for places in Haringey schools. Whilst there is some capacity in schools in the east of the borough, we need to plan to enable the LEA to meet the potential demand.

This change in perception is already in evidence at Park View Academy and Gladesmore Secondary schools, which are, in 2002, now the first choice for a significant majority of its Year 7 pupils. Park View attracts over 200 first preferences and is oversubscribed on first and second preferences. The proposals that The School of St. David and St. Katharine's should become a City Academy may increase the numbers of out-borough, as well as in-borough pupils, applying in future years.

A.7 Nursery Places

Children are admitted to Haringey nursery classes the term after they turn three with the main admission occurring in September. This means that nursery provision applies to three year olds and rising fours in contrast with many other boroughs where provision is for four year olds. Children who are four by August 31 in any year may be admitted to reception class for the subsequent school year. **Appendix 3** shows the distribution of classes.

Since Haringey admits children aged four to full-time education, all infant and primary schools have reception classes. There are 3005 reception class places as of September 2002.

There are three maintained nursery centres (registered nursery schools) together offering 196 full time equivalent places for children of nursery age. Additionally, the LEA provides a further 204 full-time equivalent places through its four Under 5s

centres, which are managed by the LEA but are not nursery schools. Together these facilities provide 101 places for children designated as in need under Section 17 of the Children Act 1989, or with special educational needs. (This figure excludes the new unit at White Hart Lane Under 5s Centre).

A.8 Places for pupils with a statement of special educational need

Appendix 4a shows the rolls and capacity of Haringey's five special schools.

Appendix 4b & c shows the places provided for pupils with statements of special educational needs in all provision, in and out of borough. The majority of pupils with statements in Haringey schools are educated in mainstream primary and secondary schools

Figures available from Annual Student Census show that, as at January 2002, there were 325 pupils with a statement of special educational needs in Haringey primary schools, 241 in Haringey secondary schools, 20 in nursery provision, 12 in the PRU and 384 in Haringey special schools.

A.9 Trends in Special Educational Needs

The trend over recent years has been for an increased demand for places within Haringey Special Schools from Haringey families, restricting the number of places available for pupils from other boroughs. This is in part due to the work of headteachers, staff and governing bodies in developing whole school capacity to meet a range of needs. Some of this work has been nationally recognised. Examples include the work on inclusion at The Vale and the Beacon Status awarded to Moselle School.

It is also in part due to the increase in nursery provision within Haringey for children with special educational needs, including provision at three Centres of Excellence. As they move to reception, pupils and their parents have raised expectations of provision within the borough.

Predicted trends in need include a demand for places for pupils with autism, a key pressure point within the borough. Regional planning work shows a similar level of demand in neighbouring boroughs and points to the necessity for all developments to be considered on, at least, a sub-regional basis. It is important to work at the local level with the Health Authority to assist planning, particularly in terms of sharing data to inform both the locality and type of placements needed. Earlier diagnosis of need will provide a further challenge to the LEA to meet demand.

Another trend that will impact on decisions on places is the higher survival rate of children with very complex learning, medical and therapeutic needs. On its own this is a funding issue as well as a management and training issue. However, recruitment difficulties for all types of therapists, nationally, exacerbate the problem. Places need to be planned so that best use is made of scarce resources. There is also a need for joint planning and delivering of services and for children with complex needs in both specialist and mainstream schools.

A further pressure point for the LEA is provision for pupils with complex social, emotional and behavioural difficulties. The current continuum of provision enables pupils to be supported in mainstream schools, placed in interim provision in the PRU, placed in Greenfields day special school or placed in out-borough or residential

provision. Increasingly pupils identified with having these difficulties have a range of social, medical and learning needs that require a response that includes education, health and social services input. Discussions are underway with all these agencies to enable the planning and structure of provision to ensure these needs are addressed.

Finally, the LEA is committed to the implementation of the SEN Disability Act (SENDA) and the revised SEN Code of Practice. The new legislation framework requires LEA and schools to ensure that all aspects of provision facilitates increased access and participation for pupils with special educational needs and disabilities.

Parent's right to mainstream school has been strengthened and LEAs and schools have a duty to anticipate and plan for meeting a wide range of needs. This involves reviewing and planning for increased access across the curriculum and physical environment. Parents need to be closely involved in the decision making, and the planning and reviewing of provision. Pupil's views will also be taken into account.

A.10 Provision for Pupils Out of School

The high mobility in Haringey does provide a real challenge in terms of school place provision. At any given time levels of families new to Haringey seek a place in a school and, due to the pressure on places, particularly in the secondary sector, it may take some time for individual children to secure a place. However monitoring of this position is a significant part of the work of the LEA Admissions service which keeps in constant contact with schools to enable placements to take place as quickly as possible

A 11 Pupil Referral Unit

A new duty is placed on the LEA from September 2002 in relation to pupils attending the PRU. From that date Haringey together with all other LEAs will be required to provide 25 hours education for pupils who have been excluded for more than 15 days. At the time of writing this Plan, the Council has identified the revenue and capital provision required to meet this new duty and work was ongoing to ensure that the required provision was in place.

A.12 Current Changes in School Organisation

A 12.1 Action taken and being taken to meet growth

Proposals for the enlargement of Coldfall Primary School, from one to two forms of entry were agreed in 1999 and have now been carried out. The progressive enlargement of St Francis de Sales Infant and Junior Schools (from two to three forms of entry) is currently in progress and Our Lady of Muswell RC Primary School was enlarged from one to two forms of entry in the autumn of 1999.

The progressive enlargement of Bounds Green Infant and Junior Schools, to three forms of entry, (in September 2001 for the Infant School and September 2004 for the Junior School) was approved in 2000. Building work was completed at the Infant School in January 2002 and works are now required to complete the transition at the Junior School.

Additional capacity has been progressively built into most community secondary schools, through an additional form of entry, taking most schools' admission limits from 216 (8 forms of entry) to 243 (9 form entry).

A 12.2 Action being taken to meet inclusion objectives in primary and secondary phases

The EDP 2002-2007 sets out how the LEA plans to improve provision for children with special educational needs.

Provision for all pupils with SEN will be made in the most appropriate educational setting, in partnership with other agencies as necessary. In the majority of cases this will be the child's local mainstream school.

The LEA is working with mainstream schools to increase their capacity to meet a wide range of needs. The strategy also includes the further development of SEN resourced provision on mainstream sites. The LEA already has 10 primary schools and two secondary schools with specialist resource bases on site which are either managed directly by the mainstream school or through a partnership agreement with a specialist school.

The LEA is also strengthening the role of its specialist schools so that they can address the most complex needs on site and further develop their role to support mainstream in whole school approaches and for individual children. In addition the LEA will be working with these specialist schools in terms of their capacity to ensure that they continue to meet the needs of Haringey children. This may include discussions with governing bodies during 2002/ 2003 on this issue.

A 12.3 Action being taken to provide nursery places which meet social and special educational need

Following a review, changes were implemented as of September 2000 to meet this objective. These were:

- From September 2000, children were funded from the term after they turn three
- Part-time places formed the basis of the entitlement
- The 500 full-time nursery places funded were re-organised and reallocated to cross-school clusters. This provision has been retained in 2002/03 in line with previous allocations, although it is recognised that a number of schools aspire to a greater number of full time places and, at the time of writing this plan, discussions were taking place to consider this position.
- Allocation of full-time places is weighted to the east of the borough in recognition of the socio-economic disparities within Haringey
- Other places for children with special needs and in need, are provided through the four Under 5s Centres, and the three nursery centres located within the Early Years and Play branch of the LEA. These places are allocated through the Early Intervention Panel that also recommends placements for children within schools.

These changes to the organisation and allocation of nursery places across Haringey schools have led to a fairer re-distribution of full-time nursery places and are the cornerstones of the extended day programme now being developed with mainstream schools, to work along the lines of the three nursery centres of early years excellence.

Planning is underway to increase the number of children with SEN accessing their local nursery classes. This work will be informed by an audit of all children aged 0-5 with a view to mapping their needs against all early years provision in the Borough.

PART B: POLICIES, PLANS AND PRINCIPLES

B.1 Raising Standards of Achievement

Haringey LEA is committed to making every school a high performing school, which parents want their children to attend. This means a focus on raising achievement so parents have confidence in local schools. The LEA's strategy for supporting schools in raising standards is set out in its Education Development Plan. A new EDP was consulted upon in 2001/02 for implementation in 2002. It covers the period 2002-2007. Following widespread consultation, the priorities agreed in Haringey which address both national and local issues were:

- Raising attainment in Early Years towards the early learning goals;
- Raising attainment in Key Stages 1 and 2, especially in numeracy and literacy;
- Raising attainment in Key Stage 3;
- Raising attainment in Key Stage 4 and post 16;
- Narrowing attainment gaps and tracking underachievement of particular groups – (a) raising the attainment of minority ethnic pupils and (b) minimising the effects of mobility on pupils' attainment;
- Improving schools causing concern;
- Improving the attainment, welfare and behaviour of pupils in schools;
- Improving the provision for pupils with special educational needs;
- Improving the recruitment and retention of teachers

B.2 Diversity of Provision - Neighbourhood Schools

Haringey LEA believes that provision for the majority of children up to the end of statutory school age is best made in neighbourhood comprehensive schools. At the same time, we respect the rights of parents to express a preference for alternative provision such as special schools, denominational schools and single sex schools. In order to make the most efficient use of specialist resources for children with complex special needs, the LEA has a number of designated schools with resource bases. The schools are increasingly working in partnership with their local schools or the child's local school. The Council's commitment to this form of collaboration is also demonstrated through the siting of mainstream and special provision together – a key aspect of the new EDP. Outreach services and dual placements have further strengthened the opportunities for children to remain close their local community. The development of more in borough provision will support this strategy and reduce further the number of children requiring specialist out borough provision.

B.3 Sustainable communities

The LEA believes that good schools contribute significantly to the creation and maintenance of stable and sustainable neighbourhoods where people choose to live and work. A school that raises the achievement of all pupils and, moreover, is seen to do so, will influence a family's decision to stay in an area. When children attend their local school, there are additional advantages such as a greater sense of community as children and their parents get to know their neighbours through schools. The specialist facilities of schools can also be used for the benefit of the wider community, so making best use of resources.

Where schools are not seen as performing well, there is encouragement for families either to move out of an area or to stay but have their children go to school further afield. This reduces the potential for sustainability of communities. Some of Haringey's lower performing schools are in deprived areas where there is high mobility because of the transience noted in the Part A. This is compounded by the reluctance of long-resident parents to send their children to these schools because of their concerns about performance.

Once a downward spiral is created, confidence is lost in a local school, which accelerates the process of social dislocation. To reverse this Education Services will work with headteachers, governors, and other Council departments such as Housing, Environment and Regeneration under the umbrella of the EDP, to seek and implement solutions, which take into account all contributing factors.

B.4 Inclusion

The LEA believes that every pupil is entitled to an educational experience that is broad, balanced and differentiated according to need and is designed to raise achievement. The Education Development Plan sets out how the LEA intends to meet this aim. In addition it is proposed that the inclusion strategy will be refined in 2002/03 to further the aims and objectives set out in the EDP. This plan will support the work.

B.5 School and Class Size

B5.1 School Size

Primary

Planning for primary school places has been based to date on the ten admissions clusters. As far as possible, the aim has been to adopt a consistent organisation of schools, so that they can establish one, two or three forms of entry throughout the school. Unfortunately, this has not always been possible, either because there is not sufficient accommodation or scope to provide additional class teaching bases on one site, or because pupils do not come in neat packages of complete forms of entry.

Following the revised capacity calculations, it is likely that proposals will be made to move to a position where schools are consistently one, two or three form entry with a class size of 30. There will be exceptions to the 30-class size because of accommodation restrictions.

Secondary

Haringey secondary schools have over the years grown to relatively large size compared to their original size. The policy to date has been to maintain schools of a roughly equivalent size. Central to meeting the demands for space that flow from the larger size is the major PFI contract, which has resulted in a substantial capital injection into the secondary sector.

B5.2 Infant Class Size

The LEA does meet government policy in ensuring that infant classes do not exceed 30 pupils. Haringey's Infant Class Size Plan set out the steps the LEA is taking to comply with the requirement that, from September 2001, no five, six or seven year old will be taught in a single teacher class with more than 30 pupils. The authority continues to secure additional revenue via the Standards Fund to assist schools whose class size has exceeded the 30 limit, primarily as a result of appeals being upheld. Additional funding has also been approved in a limited number of schools that are experiencing a high roll turnover thus forcing them to increase class sizes on economy grounds.

B5.3 Secondary class size

In the past, a local agreement existed between the LEA and teacher associations whereby class and teaching group size does not exceed 27. This continues to form the basis of the LEA's recommendation to governing bodies on secondary school class size.

With the number of pupils wishing to both live and be educated in Haringey, it is important that the needs of pupils and parents are balanced with the provision of an effective and efficient education system. It is also important, when schools have to allocate resources delegated to them, that they have flexibility to use those resources to maximise the opportunities for pupils in their school.

The LEA believes that there is a case for change in this system to move to a position where the maximum recommended teaching group size (subject to resources being available) remain at 27 but the organisation of schools moves, for registration group size to 30. This would, over the sector, allow greater access for Haringey residents and will give greater flexibility to schools. The LEA recognises that there will need to be consultation with schools and the teacher associations on this issue and hopes that all parties will move to a position where the principle can be adopted allowing flexibility in schools to meet demand in the future.

B.6 Early Years

The Early Years Development and Childcare Partnership (EYDCP) describes its vision as follows:

'Young learners have a quest for knowledge and understanding, a love of discovery and pursuit of excellence, which provide the foundation of a lifetime of learning. We believe that all early years education, childcare, out of school provision and recreation should support children and young people in reaching these aspirations, providing them with experiences which are stimulating, which extend their thinking, imagination, knowledge and creativity, and are fulfilling and enjoyable'.

To realise this vision, the Partnership is committed to the following actions which are relevant to school organisation:

- Ensuring the LEA meets its duty to secure sufficient nursery education for three year olds
- Ensuring the LEA meets the government's requirement for free places for the early education of three year olds

B.7 Nursery and reception place entitlement

Haringey has a long-standing commitment to providing early years education. All three year olds are entitled to a part-time nursery place from the term following that in which they turn three. All pupils are entitled to a full-time reception place in the September of the year in which they turn five.

B.8 Primary Structures

Some parts of the borough are served by primary schools whilst others are served by separately governed and managed infant and junior schools, usually on one site. Proposals to initiate amalgamations to create all through primary schools may be made by governing bodies or by the LEA as the admissions authority. In the last three years the governing bodies of the schools concerned have initiated all amalgamation proposals.

The LEA believes that, on balance, the educational benefits of single primary schools outweigh other issues of size or specialism in separate infant and junior schools and will actively promote such provision. It is, the LEA believes, easier for children to meet their full potential in an all-through primary school than in separate junior and infant schools. This is not because we believe that many existing separate junior and infant schools are not doing a good job; on the contrary, many are providing excellent education. Nevertheless, unnecessary breaks are not in the interest of the most vulnerable children and there is evidence to suggest that transfers between separate schools are often occasions for children's progress being hindered. Equality is a major value in education: there is a need, therefore, to implement this policy more proactively.

Following consultation in 2001/02 the authority has adopted a policy that it would like to see all its separate infant and junior schools amalgamated by 2008. A set of triggers has been agreed that will instigate a review of amalgamation at separate junior and infant schools.

B.9 16 Plus Provision

The LEA is committed to working with schools, the Learning and Skills Council, Further Education institutions and training organisations to extend the range of opportunities open to young people within the borough and to improve access and retention. To this end it facilitated the development of the "Nexus Now" Consortium, which comprises five secondary schools – St. David and St. Katharine; Northumberland Park School; Park View Academy; Gladesmore; and White Hart Lane - and the College of North East London, with its own Director of Studies.