

**A report for the Tower Hamlets Primary Review**

# **Future Ambitions**

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## Future Ambitions

A report of consultancy work undertaken to support  
the Tower Hamlets Review of Primary Education

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January 2019

Introduction and ambition	3
The role and remit of the Primary Review Advisory Group (PRAG)	6
Description of the work I (independent consultant) have been doing	7
Illustrative examples of the levels of challenges faced	8
A new localised model to tackle the challenge	9
Map of recommended educational community clusters	10
Recommended future timetable	12
Principles and recommendations for future work	13
Appendix 1 – Peacock School	22
Appendix 2 – Building Educational Communities	25
Appendix 3 – Frequently Asked Questions	26
Glossary	33
Bibliography	34

## Introduction and ambition

This is an inspiring time for Tower Hamlets' educators. Previous education strategies have transformed the Borough from one which was failing many of its children to a place where children thrive in effective schools, built on models of entitlement for all.

Historically education strategies in Tower Hamlets focussed, rightly, on driving school improvement to tackle underachievement and the needs of disadvantaged minorities. More recently, the rights based model<sup>1</sup> in many schools has reflected the need for a step change in our strategic models for the future, recognising that changing circumstances nationally require renewed local planning<sup>2</sup>. This shift is essential to provide the ambition we need to ensure education in Tower Hamlets continues to match the needs of its changing population and to provide the learning opportunities that will support all our children to be able to become confident, responsible, local and global citizens.

The context for this work brings significant challenges – falling rolls in the West of the Borough, continued expansion of the City, rising house prices, major housing development plans in the East, reductions in educational and local government funding. Maintaining the same number of places and/or schools in the West of the Borough is not an option. There are not enough children to fill them and failure to tackle this would lead to a gradual decline in financial viability and the quality of education. It is already clear that schools feel in competition to recruit children. We know that, in Tower Hamlets, the way to tackle significant challenge is to focus collectively on outcomes for all children, we must not allow gradual decline because we lack the confidence to manage change. To do nothing to address these challenges is not an option. The Local Authority and its schools must therefore work collegiately to agree a way forward so that individual schools are not faced with the prospect of financial insolvency and inability to sustain educational excellence.

The challenge in the 1990s seemed daunting, some of our targets and aims seemed almost unachievable but we know that the quality of leadership in our Borough's schools as they work together for a common purpose is exceptional. That ambition for our children's future will enable Tower Hamlets to tackle rapid change without relinquishing any of our determination to empower our children for their future world.

This report details the work I have undertaken as an independent consultant to work with the Local Authority and the 16 schools identified by the Local Authority. It sets out some recommendations for first steps to enable schools to take the lead in addressing some of the changing needs in the Borough. Tower Hamlets officers were proactive and correct to undertake the review of primary schools in the West of Tower Hamlets, which set out the urgent need to address school place provision. They were innovative in setting up the Primary Review Advisory Group so that this work could become schools led. There is recognition of an urgent need to remodel schools to reduce school places in the West of the Borough, initially by around 6.5 forms of entry and up to 10FE by 2023. This work must continue to be done collectively if we are to avoid a scenario where individual schools have

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<sup>1</sup> UNICEF (2007)

<sup>2</sup> Isos Partnership (2017)

levels of vacancies that mean they are not financially able to sustain the highest quality education that we need for our children. The national funding formula and reductions in numbers of children eligible for free school meals mean that this work will be completed in a period of financial constraint. There are already several schools whose in-year budgets are unlikely to be achievable, and at least three who look likely to require licensed deficits from April 1<sup>st</sup> 2019.

To achieve the transformation needed whilst continuing to develop our ambition for children requires collective schools' leadership to consider the needs of our educational communities and to think beyond our traditional models of individual schools. Our education strategies need to be based on working together to create a revised approach to education in the Borough which recognises changing national and parental expectations, increased pressure to deliver value for money and very different pupil demography. Strategies that helped us move from being a Borough that failed to meet the needs of its disadvantaged children need to be reviewed to ensure we are able to manage the changes needed and continue the drive to ensure access to world class education for every child.

### What this report sets out to do

In writing this report I have tried to address the following:

- Provide a brief summary of the role and remit of The Primary Review Advisory Group (PRAG).
- Describe the work I have been doing with schools and the LA and the principles agreed.
- Provide illustrative examples of the levels of challenge some schools are facing and models of how this information might be summarised for each school and for educational communities.
- Explore a possible new localised model to support schools facing the need to reduce their capacity (or other educational challenges).
- Recommend a timetable for future work, building on the timetable already published by the LA.
- Identify principles for future work.
- Suggest approaches that may support the challenge ahead at Local Authority, educational community and individual school level.
- Make specific recommendations for how small clusters of schools should plan together to reduce the number of school places in their area and optimise their potential to deliver excellent education.

- Make suggestions for groups of schools that work across Borough communities (Faith schools, specialist SEN provision, MATs, Federations).
- Address a range of Frequently Asked Questions collected from my meetings with schools and PRAG discussions.

### Status of the Report

My work is part of a much larger project which started in Summer 2018 and will develop over time. I have therefore also made some suggestions about Borough-wide support that may be needed to support the immediate work and future strategic planning.

The recommendations in the report are from an individual and are not the Borough Strategy.

I hope that what I have learned from my amazing Tower Hamlets colleagues over the years, and in my 70+ meetings with schools and other stakeholders in the last few months is reflected in the report and helps give a direction of travel for work that is urgently needed as the Borough strategy continues to develop.

A draft of this report has been reviewed by PRAG, and it is now being shared with all school leaders for perusal and comment. These views will be considered by PRAG, who will then advise on the Local Authority's decision-making and consultation process.

## The role and remit of the Primary Review Advisory Group (PRAG)

In December 2017, the Local Authority wrote to key stakeholder groups to seek nominations for membership on the Primary Review Advisory Group (PRAG). These groups included the Primary and Secondary Phase Consultative groups, diocesan boards, the Council of Mosques, the Greater London Authority, the office of the Regional Schools Commissioner, and the early years sector. The role and remit of the PRAG was set out in the group's terms of reference as follows:

- to advise on the proposed conduct of the review of primary school places, including consultation arrangements and community engagement strategies;
- to oversee the timetable for and progress of the review;
- to advise on the suitability of non-statutory forms of school organisation to support the cost effective management of provision, as part of any wider statutory re-organisation proposal;
- to assist in reviewing options for change prior to the development of specific proposal for consideration by Cabinet;
- to contribute to the evaluation of the review process, post completion of the statutory implementation phase.

Following nominations, in February 2018, the Local Authority organised the first meeting of the PRAG where the membership and terms of reference were agreed.

A website has been set up as part of the Primary Review at:

[www.towerhamlets.gov.uk/primaryreview](http://www.towerhamlets.gov.uk/primaryreview)

This signposts to resources that have been developed, or are linked to the review and information about the PRAG, including the agendas and minutes of meetings.

The PRAG is an advisory group made up of key stakeholders. Its role is to ensure that decisions about school re-organisation taken at Local Authority, or Diocesan level, are well informed and considered, having taken account of the views of the PRAG.

In May 2018, the PRAG agreed evaluation criteria to help identify which schools should be considered to be "in scope" for further review of their future admissions and how best to respond to the changing demographic. Following data collection and LA analysis in June, PRAG confirmed 16 schools in the West of the Borough as part of the current review. In July I attended PRAG to help inform my work with individual schools, which started in September 2018. Since then (Nov 2018 and January 2019) I have been reporting to PRAG on the findings from my work, and using the group in an advisory capacity for direction of travel, and for feedback on approaches to schools and materials produced, including this report. The Head Teachers on the group include schools "in scope" and not, and represent the range of primary, nursery and SEN provision. They feed back to colleagues through the Headteachers' Consultative structures.

## Description of the work I (independent consultant) have been doing

As part of the work I have undertaken, I have reviewed a wide range of Local Authority, London and National data as well as examining schools' data, and the LA evaluation criteria.

I have collated a large number of relevant publications, including the national statutory guidance, helpful guidance from a range of organisations and studied relevant school and systems leadership materials.

I have visited all 16 schools at least once, frequently more often and had a minimum of two meetings with each school's leaders. I have met with both Diocese and Local Authority officers, and attended the Primary Headteachers' Consultative, the Director's Briefing for Governors and the Annual Governors Conference. Between September and January I have attended over 70 meetings.

During the Autumn Term I worked with each Headteacher to consider their view of schools' current situations and possible ways to address the current challenges. For those schools who have more clearly identified future proposals I am also working with Chairs of Governors, to start to develop planning, processes and potential timetables. At each school a "Securing Sustainability" template<sup>3</sup> was completed and agreed with each school. This was shared with Headteachers and Chairs of Governors.

During January, I have revisited schools to feed back on the Autumn Term and to put to them my current view and recommendations for ways forward. Working together on these recommendations will help schools to develop firm proposals that need to be established for July, so that wider consultation can begin in the Autumn Term, to inform Cabinet decisions on any statutory notice periods in the Autumn 2019. I have also drafted this report, an early version of which was circulated to PRAG and Headteachers at "in-scope" schools (who were invited to share the report with Chairs of Governors) and refined it following feedback from individuals and the PRAG.

As part of my work since September I have kept a risks and concerns log which has led to the FAQs appendix<sup>4</sup> which considers each aspect raised and references where this is addressed in my recommendations for future work.

In working with schools it also became clear that a range of templates and references to support materials would be helpful, these are gradually being added to the Primary Review website. This will include: a template presentation for governors, a model amalgamation guidance, and a template for high level zero based budget modelling. As new tools are developed they will be added to the website, alongside links to work done in other Authorities and national guidance.

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<sup>3</sup> Circulated with The Director's Report for Governors January 2019, and available on the Primary Review website.

<sup>4</sup> Appendix 3

## Illustrative examples of the levels of challenges faced

One of the challenges for the Primary Review is creating sufficient space for schools to explore possibilities and probabilities without unnecessary anxiety and with as little rumour as possible.

In order to illustrate the level of challenge some schools are facing, and to help explore ideas for ways forward, I have invented three schools – Peacock, Sparrow and Robin Schools – which illustrate the types of challenges being faced across the Borough, and models for ways forward.

This has allowed other colleagues to understand the types of challenges that need to be addressed, and the processes that will be used to address them without compromising confidentiality for individual schools whilst ideas are considered. Individual proposals will be developed during the Summer Term with publication and public consultation in the Autumn Term.

As the next section of this report makes clear, I do not believe that schools can work in isolation to resolve the significant challenge we face, so the three illustrative schools are described as working together to become The Birds Educational Community.

A pen portrait of Peacock School is attached as Appendix 1.

A recommendation report for an educational community (Bird Community) is attached as Appendix 2.

Further materials such as a guide on amalgamation for governors, and a future proposal document are being developed to help support schools through the next processes as we work towards proposals that will deliver a reduction of at least 6 forms of entry. These will all be available on the PRAG website.



## A new localised model to tackle the challenge

To make the best use of the school estates, it is important to look across all schools in an area, rather than at each school individually. In working with our primary schools it has become increasingly clear that school intakes overlap from the same geographic area – with many children walking past one school to go to another which, sometimes, they perceive to be “better”, or attend because of a friendly neighbour’s advice. Whilst there was, fifteen years ago, great variability in the quality of education across our schools this has been significantly reduced, with OFSTED judging 98.6% of primary schools good and better. Variations in outcomes between schools remain and all schools benefit from the support of the Tower Hamlets Education Partnership (THEP), which aims to ensure outcomes continue to improve. There are effective THEP strategies to quickly identify and respond to any significant weaknesses through THEP consultants and school-to-school support. Whilst parental choice remains important, it should no longer be driven by the need parents felt, historically, to avoid failing schools.

Although falling pupil numbers have hit some schools harder than others (particularly those that are one form entry) frequently numbers in an area are down in several schools. It is only by working together that those schools can find “whole” forms of entry. For example – three one form entry schools may each be down by ten pupils. It would be very difficult for each school to cut 1/3 of a class – they would still need to maintain 3 classes. By working across the 3 schools a whole class can be cut and the cost reductions shared across the schools.

Particularly for Primary Schools, where parents expect proximity to their home, these partnerships need to be close geographically to maximise the potential benefits of joint working. It is also important that the units are small enough to understand and plan for their community, knowing the children and families and the potential of the schools’ joint sites and teaching expertise. Planning across schools in this way maintains ambition whilst tackling the falling rolls problem and addresses some of the challenges there are with older school buildings – for example location, state of the building fabric, and lack of play space. Working in this way will mean that some school sites are not required as schools. Careful planning will be needed to maximise the benefits to local communities.

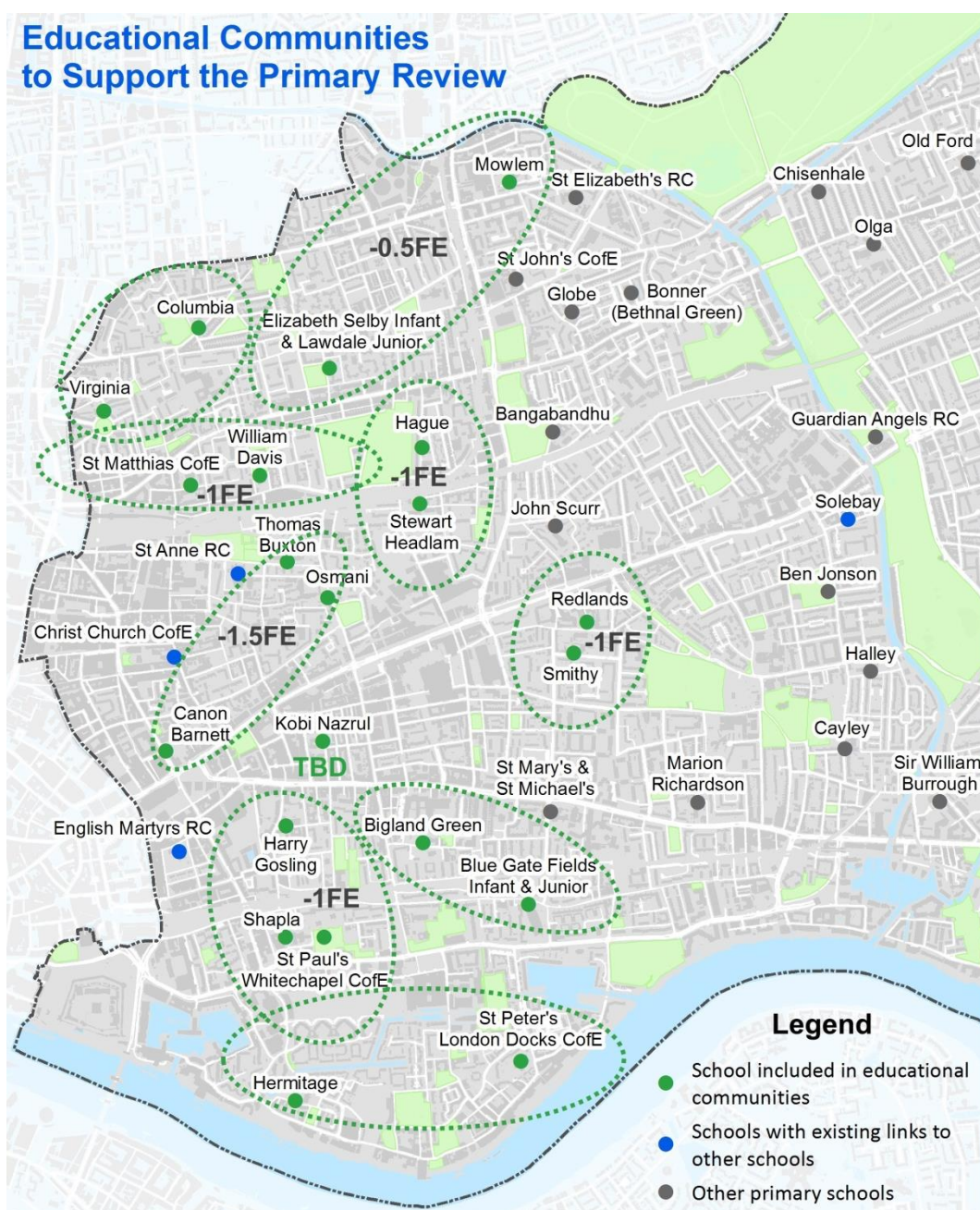
### Educational Communities Recommendation

I am proposing that Schools should work together in groups of around 3-5 forms of entry to review finances, sites and educational expertise to ensure they are optimising educational value for their communities. These groupings are based around the natural geographical divisions in the Borough and would be called “educational communities”.

## Map of recommended educational community clusters

The map below shows the proposed education community clusters and the recommended reductions of forms of entry (FE) within these clusters. Where ellipses overlap this indicates potential for extending educational communities, if needed in the future. Not all the schools identified in these educational community clusters were included as schools in scope, but they are close neighbours of in scope schools. These schools will therefore be given the opportunity to be part of the discussion for the school organisation changes going forward. Other schools across the Borough may also like to consider this approach.

A number of other schools, not in the West of the Borough, have been considering how they work together for the good of their communities. In some cases schools are linking across the Borough (for example Catholic Schools work in partnership to serve the needs of the Catholic community; schools in MATS or Hard Federations frequently share staff).



These proposed education community clusters may require one or more of the following school organisation changes:

- A **'hard' federation** is where two or more maintained schools come together under one governing body. The federated schools retain their individual identities, but may share a budget and be led by an executive headteacher. This arrangement would enable schools to more easily share resources, staff, expertise and facilities in order to improve sustainability and the educational offer across the federation.
- An **amalgamation** would bring together two (or more) maintained schools as one single school, located on the same site and under the same leadership and governance arrangements. Amalgamation would reduce the number of surplus places in the area and ensure that the resulting school would have a stronger pupil roll and improved sustainability. This change would result in one or more schools closing to create an amalgamated school.
- **Relocation** of an existing school into a new school site in an area where there is an increasing demand for school places. This would mean an existing school could retain its staff and other key resources to provide continuity of existing high quality provision, serving a new community in Tower Hamlets. Relocations would also reduce the number of surplus places in the schools existing community, and help to strengthen the rolls at other schools.

## Recommended future timetable

### Phase 1: August 2018 – February 2019

- Independent Consultant works with school leaders to develop proposals for changes to school organisation.
- Recommendations report considered by PRAG and in-scope schools January 2019. Report published online mid-February 2019 inviting feedback from school leaders by 5<sup>th</sup> April 2019.



### Phase 2: March – July 2019

Following consultation with school leaders, 'educational community' area-led consultation on the recommendations in the consultant's report.

Localised school led work to :

- Ensure governors have transparent understanding of the challenges;
- Refine solutions work in educational community school groups involving key stakeholders;
- Reach firm, specific educational community proposals; work with the independent consultant, which address the principles established by PRAG; and identify financial challenges and solutions by the end of July;
- Develop implementation plans with schools and the Local Authority.



### Phase 3A: September – November 2019

- Report to Cabinet in Autumn 2019 with recommendations for statutory consultation on proposed changes. This will include feedback from the consultation on the school-led models and recommendations for the LA to issue Statutory Notices for any schools amalgamations or closures
- Admissions Forum to review any proposed admissions alterations prior to statutory consultation.
- Schools continue to progress joint working, planning and analysis



### Phase 3B: 1<sup>st</sup> November 2019 – 6<sup>th</sup> January 2020

- Statutory consultation on school organisation changes and school admissions for the 2021/22 school year, including the publication of any statutory notices. In some cases, the statutory consultation will allow for certain school organisation changes **to take effect from September 2020**.
- Schools develop refined implementation plans.



### Phase 4: February 2020

- Report to Cabinet on school admissions. This will include the outcome of the statutory consultation and recommendations for Cabinet decisions on changes to school organisation.

## Principles and recommendations for future work

Following my meetings with schools I identified a number of principles that will support planning to reduce school places in the West of Tower Hamlets.

**PRAG agreed the following principles (January 2019) for this report:**

- 1. We must provide world class education, fit for the future**
- 2. We must retain skilled staff**
- 3. We must ensure a model of school sustainability that includes resilient and agile financial management and governance**
- 4. We must use the opportunity to improve sites and premises**
- 5. We must maximise resources between schools to reduce transitions, maximise value for money and increase opportunities for children and staff**
- 6. We must ensure a balance of provision across the Borough that matches local need**

**These principles have been used to consider the priorities the work for the Review must address.**

The following sections consider which principle should be considered and actions that will be needed to support this principle at Educational Community and Local Authority Level.

### Schools/Educational Communities Level

#### **1. We must provide world class education, fit for the future**

Plans should be ambitious and lead to an improved educational offer. Where this is difficult the least possible disruption should affect the fewest possible children.

Separate phase schools should review whether all through provision would enhance the education experience. Separate Infant and Junior Schools should amalgamate. The potential to develop 3-16 provision should be explored.

High quality early years provision is essential for our children to flourish. If considering taking in younger children advice must be sought from the early years team about adaptations needed, and financial models and the very different needs of two year olds carefully considered. Funding for early years has changed significantly and all schools need to remodel the financial commitments, and their implications, carefully.

Tower Hamlets is an inclusive authority, our school planning must ensure the needs of all children are met through thorough accessibility planning.

## **2. We must retain skilled staff**

Managing change must be handled sensitively to ensure we retain excellent staff.

Staff need to be aware of the additional opportunities for development that change and ambition bring. School leaders have a key role in supporting this.

School leaders should be trained in systems leadership skills to manage change and new ways of working.

## **3. We must ensure a model of school sustainability that includes resilient and agile financial management and governance**

Schools with adjoining buildings or playgrounds, or in close proximity should share resources whenever possible.

½ forms of entry are not cost effective and are particularly challenging under the new National Curriculum requirement.

One form of entry schools, in the Tower Hamlets context of the need for flexibility and high mobility, are unlikely to be independently financially sustainable. They should consider partnerships with other schools to manage financial planning.

Plans should recognise that enrolment trends are subject to demographic change, and schools should be prepared for further reduction in numbers in some areas, and variability in the speed with which intake numbers change/increase. In deciding to retain particular buildings the financial burden of doing so with lower pupil numbers should be carefully planned and costed (including PFI costs).

Additional childcare and early years provision should only be developed where it fits with the Local Authority Childcare Sufficiency Assessment, to ensure viability.

## **4. Improvement to sites and premises**

The accessibility of buildings and inclusion of the full range of needs in the community must be included in future plans. There is too much variability in the capacity of mainstream schools to meet the diverse needs of their communities. This is leading to pressure on the High Needs Funding Block, and the imbalances in meeting individual needs across the Borough. The Tower Hamlets SEND Strategy must be considered when reviewing provision.

Not all schools have sufficient play space and not all parts of the Borough have sufficient green spaces. Plans should consider these needs alongside curriculum needs when reviewing suitability of current provision.

Air pollution levels vary considerably between schools. As well as continuing work to reduce pollution (walking to school models, etc.) groups of schools should consider these levels when reviewing different sites.



## **5. We must maximise resources between schools to reduce transitions, maximise value for money and increase opportunities for children and staff**

Around 250 children in the Borough still have to apply for Junior School places because Infant and Junior Schools on the same site are still working separately. Governors must review whether this remains appropriate. Early Years, Infant and Junior specialist expertise does not need to be lost as is evident in many Primary Schools. In addition, new opportunities are created for staff and the staff team develops a more thorough understanding of children's past and future experiences.

Neighbouring schools frequently have different resources which are not always shared. These include climbing walls, forest school spaces, sensory rooms as well as book and classroom resources and staff expertise. These resources should be shared across phases.

## **6. We must ensure a balance of provision across the Borough that matches local need**

It is essential that places are developed in the East of the Borough and reduced in the West. Previous strategies such as bussing children are no longer affordable and are not an effective use of education monies.

In addition, the SEND Review is looking at access to suitable education, as close to children's homes as possible, to maximise value for money in spending from the High Needs Funding Block. There remains too much variability in the percentages of children with EHC plans, and/or special educational needs between schools with very similar catchment areas.

In reviewing provision we should take into account the current parental choice options and endeavour not to reduce access to faith schools, or to significantly increase walking distances to schools.

When proposing changes to their own provision, schools should consider the potential impact on other local providers, so as not to create an imbalance of provision and/or undermine the sustainability of other schools.

## **Local Authority Level**

### **1. We must provide world class education, fit for the future**

The LA should continue its work to move towards school-led planning as it develops its Commissioner relationship with schools.

The LA and Schools should have an ambitious, shared Education Strategy.

The LA, in consultation with schools and other key stakeholders, should develop a School Organisation Plan that sets out its strategy and approach to pupil place planning, and is as open and transparent as possible when considering school organisation changes.

## **2. We must retain skilled staff**

To ensure skilled staff are retained and keen to stay, a redeployment strategy, with positive vision for career development, and personal support, should be in place across the LA.

Terms of reference and roles for all education strategic decision making or advisory groups should be clearly understood by volunteers/representatives and their appointing bodies. PRAG should review its size and membership and consider the role of governors. The links between the Admissions Forum and PRAG could be developed.

As with school leaders, LA managers must have change management skills, and understand the emotional and practical impacts of change for schools and LA officers.

The LA should consider how it can communicate the benefits of working in any school in Tower Hamlets, to ensure the Borough continues to be a sought after place to work. If possible, this should include key worker housing.

## **3. We must ensure a model of school sustainability that includes resilient and agile financial management and governance**

LA officer recommendations and advice should follow the principles listed above. All staff linked with the proposals to receive training on these, and should be familiar with the key Primary Review documents.

The schools and LA need to ensure expertise and experience is shared to ensure all schools have access to support and training.

## **4. We must use the opportunity to improve sites and premises**

Educational land should generally be kept for that purpose as part of the legacy for the children of Tower Hamlets.

LA (or other site owners) sale of educational land should only be considered where:

- a)** The school site and/or buildings are no longer suitable as educational venues;  
*AND EITHER*
- b)** Funds raised will clearly support the improvement of education provision elsewhere in the Borough  
*AND/OR*
- c)** The proposed development enhances community provision (for example providing key worker flats, increasing the amount of green space)

New schools should, where possible, be designed with sufficient play space and low air pollution. Overlooking, particularly from residential properties, should be avoided.



**5. We must maximise resources between schools to reduce transitions, maximise value for money and increase opportunities for children and staff**

The LA should continue to work with schools to develop the links between education strategies. The Primary Review should link closely with Childcare Sufficiency and SEND planning. Developments in secondary and Post 16 provision should link with the principles for Borough continuity.

**6. We must ensure a balance of provision across the Borough that matches local need**

The LA has a duty to ensure that, as far as possible, provision matches local needs. It should therefore continue to be proactive in addressing this by taking early action to reduce provision when there is a significant surplus and decline in demand, which is likely to be permanent. The LA should also create new provision where there is a shortfall of places and evidence of increasing need, as this ensures all children have access to a high quality local school place. In taking such action, it will be necessary for the LA to consider a range of school organisation changes, including school federations, amalgamations, and relocations. These organisational changes may sometimes require individual school closures.

**Educational site owners**

The Borough (and Diocese) will need to decide whether the sites should be kept or their use changed. In reaching those decisions it will be important to remember that communities will consider that they are giving up their school and will want to be assured that the plans show benefits and improvements to the education and wider community. If sites are being sold the benefits should be for the Tower Hamlets educational and wider community, with a commitment to providing improved provision for the children and families directly affected. If they are not being sold their use should be developed either to enhance the limited play space available for children or increasing the very limited green space in the area (see principles).

Any site sold for housing development should seek to guarantee the inclusion of flats for teachers and affordable housing.

Local communities will not react well if there is not transparency about how any finances generated are spent, or if they are not used for the benefit of our young people.

Where school buildings/sites remain fit for purpose for world class education, but school finances are insufficient to maintain them, alternatives, such as co-location must be considered before disposal.

## Suggested approaches that may support the challenge ahead at local authority, educational community and individual school level

### **1. We must provide world class education, fit for the future**

Further develop the schools-led approach to future strategic planning across the Borough.

Trial the educational communities model with the schools in the West of the Borough, to establish whether it would be helpful for wider work.

Establish Educational Community Groups to establish 2/3 reps from each school (typically HT/Chair +1) to come together as a working party to look at possibilities and issues, and ensure any transition plans are delivered. In order to do the detailed work the group needs to be small enough to communicate well and must have balanced representation from the schools involved.

Develop a revised Borough wide education strategy, including consideration of whether our curriculum planning is ambitious enough for changing expectations of world class provision. This report includes some strategic principles which should be included in a Borough wide strategy. A schools-led, and LA-owned, strategy with a vision for what needs to be achieved for world class education over the next 5 years. This would support local and Borough wide decision making, and help all stakeholders to understand the reasons for those decisions.

Utilise existing curriculum materials that support transition and preparation for change, to help children celebrate the past and welcome the future.

### **2. We must retain skilled staff**

Develop a Borough wide redeployment strategy celebrating existing expertise and highlighting the opportunities for redeployment. All schools to be asked to consider staff from in-scope schools, who meet the selection criteria, before external advert (apart from Headship and Deputy Headship).

Work with Unions and HR teams to support skilled, experienced staff facing change to ensure expertise is not lost to the Borough, and the positive opportunities from redeployment and re-organisation are recognised.

The Borough should also take this and other opportunities to provide staff with professional development and career progression routes to enhance the current leadership strength in our schools.

Build on successful THEP model and existing partnerships to ensure school improvement and high standards are maintained during a period of transformational change.

Develop transitional planning training for school leadership and staff through THEP.

Ensure HR capacity, and links with Unions, to advise and support any staff who may be at

risk in the schools in scope.

Consider how staff in schools already identified as “in scope” would be affected by any changes in the current LA consultation on changes to benefits and terms and conditions for LA staff, including around severance pay and early retirement.

### **3. We must ensure a model of school sustainability that includes resilient and agile financial management and governance**

Consider expanding THEP model to support schools company type approaches to shared roles (e.g. Bursars/Counsellors/Family Outreach/Clerking/SENCO/School Keeper) and joint training.

Consider an Invest to Save Proposal / resources to ensure there is additional capacity to deliver transformational change. This should include:

- Project planning
- HR
- Finance
- Recognising that time scales mean real challenges for schools who are already close to deficit
- Clear strategy needed on how deficits in any closing schools will be managed
- Develop system to manage schools in in-year deficit
- Strengthen school governance where it has failed to manage school budgets

Provide training and support for school staff and governors to develop zero-based budgeting models for 1, 3 and 5 year planning.

Continue to build on cross-borough communications strategy – Heads Consultative, Director’s Briefing for Governors, Admissions Forum, PRAG etc. are well-embedded and effective mechanisms for engaging stakeholders and developing ambitious strategies. The transparency of document sharing from these groups and Heads’ and governors’ understanding of how they can feed into them through their representation could be refined. All groups should have clear Terms of Reference that are fully understood by volunteer/elected members and any electing bodies.

Strengthen training for Governors and opportunities for closer support for particular roles. Ensure governors are aware of local National Leaders of Governance (NLGs).

Consider developing specific Tower Hamlets criteria for use when school governance reviews are undertaken.

Work with EBP/Governor Services/local NLGs to establish a group of independent volunteer governor facilitators who would chair working group meetings when governors from two or more schools come together, or could offer support if school governors request it, or LA is concerned intervention may be necessary in future.

#### **4. We must use the opportunity to improve sites and premises**

Explore the potential for additional funding to facilitate building works required to ensure the relocation of school in advance of the receipt of monies from land sales.

Consider the implications of PFI contracts for any schools that might be recommended for closure before 2028.

#### **5. We must maximise resources between schools to reduce transitions, maximise value for money and increase opportunities for children and staff**

Establish shared tools (as they are developed) to be included on the Primary Review website: [www.towerhamlets.gov.uk/primaryreview](http://www.towerhamlets.gov.uk/primaryreview). Additional materials could include:

- Programme Planning
- Site Review
- Staffing Expertise
- Resources
- Amalgamation Planning Guidance

#### **6. We must ensure a balance of provision across the Borough that matches local**

Build on the Primary Review and continue to regular review of admissions numbers to ensure future changes in population need are swiftly addressed and responded to. Provide an annual review for the pupil place planning strategy and School Organisation Plan, and include feedback to all key stakeholder groups.

### **Specific recommendations for educational communities**

Schools identified in localised educational community groups need to plan together to reduce the number of school places in their area and optimise their potential to deliver excellent education. There are a number of possible school organisation changes which could help to achieve these aims: hard federations, amalgamations, school relocations, or school closures.

Individual schools have all been considering how best they can meet the challenges. I have provided a draft pen portrait briefing for each school, or group of schools (where the group have already agreed to this approach). These documents are working documents and are confidential to the schools. They include feedback from the schools on their view of my current recommendations. Appendix 1 provides a model example for the “Peacock School” and Appendix 2 is an example of the “Bird Community”.

During March – July I strongly recommend that these documents are shared between educational communities alongside an educational community recommendation sheet for each group from myself (see Appendix 2 for an example of specific community

recommendations for “The Birds Community”) which could be used as the basis for working towards schools-led proposals by July 2019.

Where schools have requested it, some of this work is already underway. In some cases schools have taken ownership of the agenda to work towards Hard Federations and amalgamations to sustain future working. I recommend that where governors have worked through appropriate processes, the timescale for implementing governance changes should be that proposed by the school.

### **Suggestions for groups of schools that work across Borough communities (faith schools, specialist SEN provision, MATs, Hard Federations)**

The Church of England (C of E) and Catholic Dioceses and The Paradigm Trust, with schools affected by the Review, have worked positively with me to explore the available options.

They have identified the need for work across their schools in the Borough, alongside the schools’ local roles, and engaged their schools in strategic decision making. This has enabled recognition of the Catholic Diocesan role in supporting Catholic communities across the Borough, and the C of E Diocesan role in ensuring that a geographical spread of C of E schools allows them to contribute fully to local communities.

I recommend that the work ensuring Diocesan and MAT leaderships are fully involved in the development of models should continue.

### **Specialist Provision**

This will be developed through the SEND Strategy. It is important that in each consideration an inclusive approach to meeting needs is reviewed. There are surprising variations between the percentage of children with EHC plans in individual schools, which are not easily explained by physical accessibility.

The SEND Strategy sets out positive ways forward to address the Borough challenges, including approaches which are designed to reduce the financial pressure on the High Needs Funding Block. Any educational community recommendation to enhance inclusive provision should be agreed with the SEND team.

### **Hard Federations**

Previously these have mainly been for school improvement reasons; new models need to recognise equals coming together to enhance affordability of excellent models.

Hard federations offer greater value for money if close together so that staff travel time is minimised, and space and resources available can be used by pupils from more than 1 school.

However, it must be recognised that there are strong reasons for Partnerships across the LA. Where these exist (e.g. MATs, faith schools, nurseries, special schools) it is important that leaders’ contribution to their local community should also be recognised.

Where hard federations already exist now may be a good time to review whether those federations remain the most appropriate way of meeting need.

## Appendix 1 – Peacock School

Early Draft - Confidential

### **Summary Note Peacock School**

#### **Educational Provision**

Peacock is a 1FE, good school where “the leadership team has defined a strong, clear direction for the school” OFSTED 2017.

At Foundation Stage, outcomes in the school are well above Borough averages, at the end of Key Stage 1 they are slightly above, although at Key Stage 2 outcomes show children have not achieved Borough averages for RWM (64% cf. 71%)

Staff report that the children are very happy at the school and they are proud of what they achieve.

#### **Setting**

Situated in the Forest area, the school is next to a small set of shops which are mostly closed and backs on to the Railway line, with Woodpecker Road directly in front of it.

Parts of the immediate area are currently being decanted and major development work is expected to take place in the next few years, this is expected to be owner-occupied flats.

The school are concerned that most of the children who choose their school are being moved into temporary accommodation and timescales, and any guarantees about return, have not been given. They are hopeful that parents will want their children and younger siblings to continue to come to the school because the decant is theoretically temporary, and that the planned housing development will yield more children in future.

It is my view that given the need and cost of local housing it is highly likely that families will be offered alternative social housing in the East of the Borough as it is built, or even further afield, because rents in the new build will be unaffordable. The design of the proposed flats, and the cost, is unlikely to yield large numbers of children.

The current site, between the railway and the road and next to boarded up shops does not provide children with a healthy environment, despite the fantastic play ground to one side of the school which incorporates an outdoor classroom and garden pond.

## Building Condition

The three storey building has been well maintained, but does suffer from damp. The roof regularly needs repair and given its age may need replacement soon. Playground space is significant, and there are 3 halls.

The school is not in a PFI contract.

## Finances

Peacock School does not have 3 and 5 year financial plans in place. This year's budget was built around last year's with two TA positions removed to reduce costs. The budget does not balance in year, but there was a reserve budget of £90,000. The school expects to end this year with a total overspend of around £30,000.

The funding formula changes, and falling rolls mean that next year's budget has been reduced by £60,000. The Headteacher is developing radical models to try to develop a deliverable in year balance for next year. Funding to the school will continue to decline whilst the full classes at the oldest end of the school move on to secondary provision, and smaller age groups move through the school. Even if reception numbers increase next year, there will be significant falls in total budget for a minimum of 4 more years.

The percentage of pupils entitled to Free School Meals is also falling.

## Admissions

Intake has not matched PAN (30 places) for 8 years, and last year fell to 12 children. Over the last year numbers have fallen at Peacock School, in all infant year groups, it remains stable in the junior classes. This happened the last time children were decanted (about 30 years ago when the flats were refurbished). Leadership is hopeful that when the building work is done the decline in pupil numbers will reverse. The Local Authority is of the view that this is unlikely.

Local Authority projections indicate that, with a declining pupil population in the area, an increase in admissions is extremely unlikely. This will impact directly on the school's budget position, and therefore its financial sustainability is likely to deteriorate further over the coming years. In the recent round of admissions, 9 children have expressed a first preference for Peacock School.

## Intake and Neighbouring Provision

Sparrow School (3FE) is 0.3 miles from Peacock School, a further three Tower Hamlets (Robin, Swallow and Wren) schools are within half a mile walking distance from the school and Surprise C of E School (oversubscribed 2 FE in Hackney) is just over 0.6 miles away.

## Recommendations

### Short Term

I recommend that the school urgently begins planning to work with Sparrow School, which has also seen a fall in numbers (42 in Reception this year, 38 applicants at present for next year), and that consultation be undertaken so that no further Reception pupils are admitted to Peacock School after September 2020. Peacock School and Sparrow School work in partnership towards being one school on the Sparrow site, with the Peacock School site closing formally from September 2021. As Sparrow School only recently expanded to 3FE, there are spare classrooms available.

The leadership of the two schools should work together to see whether some immediate co-location could be arranged to save costs whilst consultation processes are underway. The school urgently needs to develop further expertise in financial modelling.

### Longer Term

Longer term proposals should result in a strong offer at Sparrow School, particularly if the playground can be extended. If the local decanting continues Sparrow School may struggle, even with the additional Peacock Children. I would therefore recommend that Robin School (2FE) are part of the educational community group. It is my view that working collectively across the 3 schools would provide the best possible long term educational provision in this area.

The school leadership and governing body are not in favour of this recommendation. They would prefer to wait until timescales for building work are clear to see whether they can find a way to maintain their small, family friendly school, or to be able to move with their children to a new site.



## Appendix 2 – Building Educational Communities

### Educational Provision – The Birds Community

Peacock (1FE), Sparrow (3FE) and Robin Schools (2FE) are located to the West of the Borough, North of Bethnal Green Road. Peacock and Robin Schools are the furthest apart (0.4 miles). All three schools are good or better.

Peacock and Sparrow Schools have spaces in all year groups but vacancies are particularly high in reception, with 50 vacant places across the 2 schools. Robin School currently has three reception vacancies.

There is an immediate need to reduce the PAN across the schools by 2FE. It is difficult to predict how quickly rolls will fall further, as the redevelopment work programme is frequently changed and the Crossrail delays are impacting on the availability of land.

I recommend that the 3 schools work together with the LA, to consider the educational needs of the Community.

Key issues to consider:

- Feasibility of closing one of the schools
- Feasibility of land swop to allow Sparrow School playground to be increased, offering developers the Peacock playground to replace development land that is adjacent to the Sparrow playground.
- The development of a transition plan, with key points for co-ordinated communication across the educational community, to include a review of pupil numbers in 2020, in case a further reduction is required across the 3 schools.
- An analysis of teacher expertise to maximise support potential between schools.
- An analysis of the building and other resources to develop the best possible opportunities (for example Robin School has a forest classroom, Sparrow has a climbing wall; both schools have under-used wrap around provision. Robin has just started 2 year old provision, Peacock are asking whether they can do the same. There is an OFSTED “good” PVI Nursery nearby which has a few vacancies).

I recommend that this work is initially undertaken by Heads and Deputies from the 3 schools, with an independent facilitator and that a working group of 9 is established – to include the Chair, Head and 1 more from each school. They may decide an independent Chair is helpful. They should initially meet as necessary to refine plans and reach firm proposals that can form the basis for formal consultation by July 2019. During this time, I (or an LA representative) would support the schools by providing feedback on the match between their plans and the expectations set out in the Future Ambitions Report, and detailed in individual pen portraits provided to the schools, as well as the LA’s place planning strategy.

## Appendix 3 – Frequently Asked Questions

### Children

#### **How do we maintain a quality educational offer whilst going through a period of change?**

Tower Hamlets, and the rest of London, will continue to experience demographic changes, for example due to falling birth rates, housing affordability, welfare reform and Brexit. This will mean that pupil rolls will rise and fall. School organisation will therefore be affected as the Local Authority and its schools respond to manage the changing needs of local communities. Without a planned and coordinated approach, individual schools would be faced with the prospect of financial challenges that would mean they would be unable to sustain educational excellence.

The LA, Headteachers and Governors all agree that prioritising the quality of education is crucial to the success of any educational change programme. The Tower Hamlets Education Partnership will support schools to maintain a focus on educational outcomes, and a range of templates will be available to support schools working through change processes.

#### **How do we ensure that moving school does not impact negatively on children's attendance?**

Any final proposals considered by Cabinet will ensure that children are still able to access a local school place. This is why the proposal is for educational community groupings. Where parents may wish to move their children to an alternative faith school, no one will be asked to travel more than a mile, and travel plans will be provided.

#### **How will we support children that have to move school to see this as a positive experience?**

The timescale for any changes has been set to allow time for work on transition. There is significant experience in Primary Schools for transition planning when children move to secondary school. Celebrating the past and planning for future change should be built into the curriculum.

## Headteachers & Schools

### **How will Headteachers, who already have stressful jobs, be supported through the emotionally challenging process of shifting from a focus on maintaining their school to plan for their future educational community?**

Strong support for Headteachers is available through the local partnerships they have already established and through their Unions. The stress they face is not underestimated, but neither is their skill in working collegiately for Tower Hamlets children. The Primary Review is supporting school leaders to own the challenges and see positive ways forward as an essential part of addressing stress. The Local Authority will ensure that support is provided to Headteachers as quickly as possible.

### **How can Headteachers best support a positive vision for the future?**

Headteachers, as community leaders, recognise that their commitment to a positive vision is essential in change management. This commitment will include ensuring that the school community is fully informed of change proposals and the potential benefits. The LA will ensure that headteachers are therefore provided with the necessary support and systems to enable them to fulfill their leadership role throughout the Primary Review process.

### **How can we ensure that, no matter what happens to individual schools, school leaders are appreciated for their part in creating a new educational legacy?**

Owning the challenges of a changing population, falling rolls, financial constraints and inappropriate buildings or sites is a professional challenge, particularly when the school has been led to achieve excellence by its Headteacher. This is recognised as a sign of strong leadership skills.

### **Will the Review support Headteachers and schools to work together collaboratively?**

The solutions to the challenges can only be found if schools work collaboratively.

### **How will retention of quality school leadership be managed?**

The LA recognises the risk that this change management process can have to the ability of schools to retain and recruit school leaders. The LA, working with schools and unions, is developing plans to ensure that its high quality leadership is retained and there is opportunity for aspiring leaders.

### **How will we ensure access to early education is appropriately spread across the Borough?**

The Childcare Sufficiency Assessment is reviewed annually to ensure that provision meets the identified needs of communities.

### **How will we ensure access and equality are balanced across our Borough?**

The LA's priority should be to ensure that all children have access to high quality provision

within its area. The Primary Review enables opportunities for school organisation that provides a balance of school places across the Borough. This, and other strategic initiatives such as the SEND Strategy, will address issues of inequality of access in schools and specialist provisions.

#### **Can schools afford the redundancies that may be required?**

If required, redeployment to retain existing expertise is preferable to redundancy. The LA is currently considering how to ensure it is able to continue subsidising redundancy costs for schools. Where schools may be in financial difficulty they should contact the LA in the first instance.

## **Staff**

#### **How will we ensure skilled staff are retained?**

The LA and schools should develop a retention strategy as part of the Primary Review. This should include asking all schools in Tower Hamlets to consider all staff, who meet their selection criteria, but are affected by this Review, before they go out to public advert. It should also include support for staff in identifying opportunities and accessing training for career change and professional development.

#### **What strategies are in place to manage any redeployment or redundancy processes that might be needed?**

The LA maintains its strategy to minimize redundancies and has good working relationships with Trade Unions. The LA is currently undertaking a consultation on changes to benefits, terms and conditions for all staff, including school staff, which includes changes to severance pay and early retirement. Further information, including dates of information sessions for staff and how to provide feedback, has been provided to school leaders.

#### **How will this level of change be managed without staff anxiety?**

The level of change is bound to bring anxiety, but the level of falling rolls is already causing anxiety. Through creating a positive model which addresses and responds to the change needed, anxiety can be minimised, and opportunities for development recognised. School and LA leaders have a key role in helping staff and the local community to recognize the potential benefits for children of planned changes, and the risks if no action is taken.

#### **How will unions be involved?**

The Children's Services Trade Unions Forum has the Review as a standing agenda item, with an update provided at each meeting. A full briefing about the review was provided in the Summer 2018 and a report from the independent consultant in September 2018. The LA will continue its work with Unions as part of its commitment to the retention of staff and the promotion of staff wellbeing.

### **How can we be certain pupil projections are accurate?**

The LA recognises that, in this climate of rapid demographic change across Tower Hamlets and London, it is important that the information used to track and respond to these changes is robust and reliable. It has therefore made organisational changes and invested in additional capacity to ensure that pupil place planning sits at the heart of the work of the Education and Partnerships Division, and works more closely with planning and other council departments. This work is further enhanced through collaboration with the Greater London Authority (GLA), neighbouring local authorities, and data science experts. This has given greater assurance in the method of projecting the pupil population, based on the established trends in births, pupil rolls and the impact of housing development.

The Primary Review is an example of Tower Hamlets being proactive in identifying and responding to population changes in a way that supports school communities. The LA and schools need to be able to respond to variations in pupil numbers over time, so regular review and agile planning are at the heart of the new approach to pupil place planning which has been developed to mitigate as far as possible the risks arising from the use of projected figures.

### **Is there a coherent, ambitious, LA strategy to help sustain future direction during a period of change?**

This work forms part of the LA's strategy for school improvement and effectiveness, with the key objective of securing sustainable, world-class educational opportunities for children and young people attending school in Tower Hamlets. The School Organisation Strategy, linking with SEND Strategy and Childcare Sufficiency, will be developed to provide strategic direction and inform decisions. A School Organisation Committee, with representation from school leaders and other key stakeholders, will be established to support this work.

### **Will there be sufficient LA capacity to support significant educational change?**

The LA has identified the need to ensure that there is sufficient additional capacity to support schools throughout the change process, in areas such as finance, HR, legal, communications, and admissions. It recognises that change of this scale will, at times, require additional resource and expertise which will be provided. There are currently two external consultants supporting school organisational planning.

### **What short-term funding will be available to support schools with falling rolls to manage un-changing costs, such as PFI?**

This challenge is being discussed and addressed through the Schools Forum. A small amount of funding may be available. Schools are able to apply for licensed deficits, but these can only be granted where plans are in place to ensure future sustainability and the school is able to repay over time. Any school that is struggling to set a legal budget should seek

advice from the LA immediately and must demonstrate that its governors have been through a zero-based budgeting exercise and taken the necessary steps to match staffing levels to the number of children currently attending the school.

As part of the Primary Review schools are being supported through this process. Not all governing bodies have understood the financial challenges, because they have been able to use reserves to balance budgets that run with in-year deficits rather than tackle very difficult decisions around financial sustainability. Where schools have PFI costs to meet this is being considered as part of the feasibility planning for recommendations being developed for each educational community.

#### **How do we ensure that all schools are treated equally?**

The Primary Review Advisory Group (PRAG) agrees criteria which have been considered for each school. Peacock School and the “Birds” educational community have been designed so that schools can see the process used to develop work for every school considered “in scope”. The agreed criteria are being used to plan solutions which are different for each school, because each school is unique. At each stage of the planning process school leaders’ views are sought and recorded, until a proposal is developed and agreed with the LA. This process must be completed by July.

#### **Is there sufficient capital funding to make building changes required?**

Tower Hamlets has facility to use a number of funding sources to develop its school organisation plan. This includes grants from the DfE and contributions from property developers, as well as the option to access Council reserves and capital borrowing on favourable terms. Tower Hamlets will use this funding judiciously and it will also benefit from increasing land prices in the Borough. As part of the Review, the potential to raise income from unsuitable sites in order to create schools where there is need is being considered.

#### **How will we make the best use of any finances from the sale of sites?**

Tower Hamlets works with Consultative groups to help make funding choices transparent. As part of this report a recommendation is made to ensure that the spend of any monies received from the sale of educational sites are reinvested into education or community benefit, and that this process should be transparent.

#### **How will we ensure there remain sufficient education sites should there be changes to the child population in the future?**

The LA, in its Local Plan, has identified a number of sites that can be developed in the future if there are significant increases in the child population. The LA also has identified schools that could be enlarged, if necessary. Its capital asset management plan will ensure that certain school sites are retained for alternative community use, in case they are needed in future.

### **How can we be certain that new housing child yield is correctly calculated?**

Like pupil projections, 'child yields' are an attempt to predict the future based on what has happened in the past. Across London, it is becoming more difficult to know building project completion times, and occupancy patterns, that is why flexibility has been built into the pupil place planning strategy. The LA will also, from time to time, commission research, such as, a New Residents Survey, to update the information used to calculate child yields.

## **Governance**

### **How will the LA support governing bodies to understand the situation, the options available, and their potential consequences?**

Briefings at meetings for governors, and through The Director's Report and other correspondence are advising governors of the process being followed. The independent consultant has arranged meetings with each in scope school to explain the options and reasons for them. The Primary Review website provides further information. Recommendations have been made for governor training to support change.

### **Where extremely difficult choices have to be made how will we ensure decision making remains child focused and neither political nor partisan?**

To help maintain a focus on children, transparency and a clear communication strategy have been part of Local Authority planning from the start of the Review. The Primary Review Advisory Group (PRAG) and the employment of an Independent Consultant are part of the LA strategy to maintain this focus.

### **Given the sensitivity of significant change how will the balance between transparency and the need for confidentiality be maintained?**

The proposals being developed for schools are based on iterative discussions with the independent consultant, who has made early recommendations to individual schools, the Diocese and the Local Authority about potential ways to reduce school places and recreate financial and educational resilience. Where recommendations are not accepted by governors, this is clearly recorded and alternative proposals that would lead to the same reductions in pupil places are welcomed.

### **Are all schools being treated equally?**

Proposals are being developed with school leaders and differ depending on each situation. All governing bodies are given the same process options, but they are reaching different conclusions about how to address their own school challenges.

### **Would being an Academy/Free School help resolve the challenge for individual or groups of schools?**

The independent consultant is working with all schools, regardless of status, because the challenge is about creating resilient, fit for purpose provision. Changing school status will not increase the number of children in an area, nor will it ensure long term financial sustainability in an undersubscribed school.

### **Who decides whether a school should close, amalgamate or relocate?**

The DFE provides statutory guidance on the processes that must be followed (see Bibliography). In Tower Hamlets the decision making body for school changes following statutory consultation is the Mayor in Cabinet.

## **Community**

### **How will community reaction to significant changes to their schools be managed?**

A Communications Strategy is in place for the review which is supported by a panel of senior officers in relevant teams and external experts. This will help local communities understand the reasons for proposed changes. Full consultation on proposed changes will take place from November 2019.

### **If schools with long histories might close how will the attachment of generations to the school be supported?**

If schools do have to close the proposals will include suggestions for how their history and values will be recognised and appropriately commemorated.

### **How will Community and Business support for local schools be maintained during the change process?**

As part of the proposal planning any key risks to support will be identified and mitigation put in place.



## Glossary

### **Primary Review Advisory Group (PRAG)**

A group of key stakeholders advising the LA and diocesan boards before decisions are taken on school reorganisation.

### **Terms used to describe collaborative working:**

*Partnership* – refers to informal arrangements between schools.

*Hard Federation* – a joint governing body has been established.

*Federation* – individual governing bodies are in place but formal agreements have been set up to share resources (eg. Joint Headteacher, Caretaker, shared site).

*Educational community* – a group of families and their children either in a particular area, or seeking a particular faith provision, or with a particular need.

*Amalgamation* – two or more schools joining together through a formal statutory process.

*Schools Company* – a vehicle for pooling money from several schools to manage shared recruitment.

*Collective purchasing and provision* – arrangements where schools make joint purchases to save money, with one of the schools holding the budget for the others.

*Multi Academy Trust (MAT)* - the preferred Department for Education (DFE) model for schools wishing to work together outside the Local Authority structure.

### **Key Stages**

Education in the UK is split into separate age phases

Early Years Foundation Stage (EYFS) and Key Stages (KS) 1-5

### **Outcomes**

This term refers to children's achievements as they progress through their schooling. It applies to a wide range of achievements but is mainly used to refer to outcomes in end of Key Stage Assessments. Where percentages are used in this report they refer to:

- At EYFS the percentage of children reaching a good level of development
- At KS1 the percentage of children reaching expected standard in reading, writing and mathematics
- At KS2 the percentage of children reaching expected standard in reading, writing and mathematics.

Where there is variation between subjects or in patterns for the numbers of children achieving higher than expected outcomes this may also be highlighted.

### **Tower Hamlets Educational Partnership (THEP)**

An independent schools' company funded by Tower Hamlets Schools and consultancy work.

Commissioned by the Local Authority to manage its school improvement function.

### **Recommendations – use of auxiliary verbs**

Could – scope for other choices as far as the consultant is concerned

Should – Consultant believes this would be best practice

Must – Consultant believes review outcomes cannot be delivered if this isn't done

Statutory - all of us have to follow this (including the consultant)

### **Published Admission Numbers (PAN)**

The number of children a school can admit each year. Often expressed as forms of entry (FE).

1 FE = 30 children, 2 FE = 60 children etc.

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