

# **Amalgamation Policy and Implementation Guidance**

**July 2013**

# **AMALGAMATION POLICY FOR INFANT AND JUNIOR SCHOOLS**

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## Foreword

The Education Act 2011 has changed the school landscape considerably. The local authority has a role as commissioner and champion of parents and children. The Government policy to promote the conversion of schools to academies coupled with the free school policy will create increasingly autonomous schools and a new relationship with the local authority. However, the local authority retains a statutory duty to ensure that there are sufficient and high quality school places.

School organisation with appropriate models of governance, is fundamental to securing sufficient and high quality school places. There are many models of school organisation which are successful including combined and separate maintained primary sector schools. In Harrow and across the country there are also governance models, for example, federations and academy schools that also contribute to quality school provision.

In its role as a commissioner of school places Harrow Council's preferred model of organisation for primary phased schools is a combined school for educational and other reasons set out in this policy. In the implementation of the amalgamation policy the local authority will work with governing bodies and other parties to achieve a combined school.

Harrow Council has had a school amalgamation policy since 2005 and through the continuous implementation of the Policy 20 community separate first and middle schools or infant and junior schools have combined. There are currently 16 separate infant and junior schools, four of which are in the amalgamation process. The impact of the amalgamation policy has been significant. 6 of the amalgamated schools have been judged by Ofsted as Outstanding at their first inspection following amalgamations.

The amalgamation policy has been reviewed and up-dated in the current context. The under-pinning rationale for amalgamation to contribute to school improvement is retained.

The Policy is presented with supporting documentation provided to assist governors, staff and others involved in the implementation of the Policy. The supporting documents are dynamic and will be reviewed and revised in the light of further experience of implementing the Policy and changes to the Policy context.

# Harrow Council Amalgamation Policy

## Introduction

1. Harrow's schools provide a high quality education to their pupils and strive constantly to raise the standard of education. All schools are committed to working collaboratively, in partnership with all their stakeholders and with a strong focus on developing extended service provision for their local communities.
2. Harrow's amalgamation policy aims to establish combined primary schools with continuity across the Foundation Stage, Key Stage 1 and Key Stage 2. The policy is based on an educational rationale that will contribute to school improvement. The policy enables amalgamation to be undertaken within current school development planning and funding opportunities.

## The educational case for amalgamation

3. The creation of all-through primary schools brings a number of benefits, including:
  - Organisational structure is aligned with the National Curriculum Key Stages. Planning across Foundation, Key Stages 1 and 2 as a coherent whole for the primary phase provides greater flexibility across and between the Key Stages.
  - Reducing the number of changes for children in a school system strengthens continuity and progression for children and families in the primary phase, both in terms of the curriculum and pastoral experience. Research shows that the fewer moves children have during their school career the better they perform. However, currently some children could change schools at the end of Year 2 in the Infant School, at the end of Year 6 in the Junior School and at the end of Year 11 in the High School. There can be further changes during pre-school provision where a child might attend a number of settings before starting in reception class. If there is a system with combined primary schools, and high schools with post-16 available on sites, the number of imposed changes will be minimised. In general, children and their families will have just one major school change. This reduction in the number of school moves is important, and particularly for children with special educational needs.
  - Greater opportunities are created for older children to take on responsibility. For younger children the presence of older children provides aspirational role models and also mentoring support.
  - Teachers and classroom staff have access to the whole primary curriculum. This supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase.
  - Growing national evidence shows that all-through primary schools create more consistency between year groups and key stages in learning, planning and assessment. There is improved use of teachers' skills, specialist teaching and improved pastoral arrangements, as well as benefits for management, leadership and financial management.

*“Where primary education is provided in separate key stages, there is generally very little effective curriculum continuity and progression. In such situations the scope for discontinuity of learning is increased, together with the attendant, wasteful, repetitive teaching of subject content and learning experiences in the receiving key stage.”*

Educational Management Information Exchange

4. The impact on school improvement for those schools in Harrow that have amalgamated substantiates the evidence about combined schools. Of the 10 combined community schools established through the amalgamation policy, 6 have been judged by Ofsted as outstanding following the amalgamation.

### **Governance and Leadership**

5. A single governing body provides strategic governance and vision, accountability for the all the primary key stages and outcomes, and acts as a critical friend to the headteacher across the school phases.
6. A headteacher of a combined primary school provides over arching leadership of the school and enables the establishment of coordinated senior leadership arrangements across the school.
7. A combined primary school aids recruitment and retention of the headteacher, which has been an issue with separate infant and junior schools.

### **Resources and school site**

8. Combined schools sharing the same site are able to maximise the efficiency of their resources. This is of particular relevance in the current economic climate and Government policy moving towards a schools national funding formula.
9. A combined school staffing structure removes duplication and support functions can be consolidated across the single school. This has a positive impact on the revenue budget. If the school site and its accommodation are managed as a single entity there is greater flexibility and there can be a strategic approach to capital investment.
10. Some of the early amalgamations under this policy were used to review the planned admission number, and as a result the number was reduced. This approach was appropriate at the time of the amalgamation and was in the context of a very stable but slightly reduced pupil population trend. The trend in pupil numbers is currently rising and any review of planned admission number is likely to retain the existing number or consider an increase. Dealing with a combined single school on a site has potential to offer more flexibility and opportunity to improve the accommodation and site usage that could be used to facilitate expansion either on a temporary or permanent basis.

### **Policy**

11. Governing Bodies of all separate infant and junior schools are required to amalgamate the two schools when one or more of the following circumstances arise unless there are compelling and over-riding reasons not to:
  - A headteacher vacancy arises in either or both schools

- Pupil numbers are 25% or more below admission number in either school
  - Ofsted inspection in one of the schools identifies 'special measures'
  - Other situations whereby the educational provision would be improved through amalgamations. For example, provision of SEN support, building and accommodation issues, financial difficulties, part of the Council's strategy for schools causing concern, staffing recruitment and retention issues
12. Unless the educational advantages set out in this policy would not be delivered by combining the two schools it is expected that the amalgamation would happen.
  13. Given the Council's amalgamation policy, governing bodies of separate schools are encouraged to consider how they work collaboratively before the triggers are met. This might include soft federation or joint staff activities. Governing bodies are encouraged to consider the transition to a combined school and how the governing bodies could collaborate on a range of matters and how staff groups could work closely together. Collaboration will help to bring educational benefits and promote effective consultation with the school communities about amalgamation.
  14. To meet the increasing demand for school primary school places there are larger primary schools arising from school expansion programmes across the country and in London. Harrow is no exception and there will be larger schools than experienced previously. The local authority does not consider that the creation of a combined four forms of entry school should prohibit amalgamation of two schools.
  15. Through the process of developing and evaluating the amalgamation proposal, the combined school size is taken into consideration. There are different leadership models for schools according to their size and it is expected that this is considered during this phase.
  16. Harrow Council would urge all governing bodies of separate infant and junior schools to consider amalgamation as part of any consideration they have of academy conversion. The local authority considers that a combined school would be more sustainable than separate academy schools, or separate academy and community schools, which are paired in infant and junior phases and service the same local community.
  17. In this context, it is important to recognise that once the Amalgamation Policy has been triggered and statutory processes have been initiated, no alternative proposals can be considered until the amalgamation statutory processes have concluded.
  18. In the new commissioner role for local authorities, discussions about school organisation matters will be lead by the Head of Education Strategy and School Organisation (ESSO) for the Corporate Director of Children and Families.

## **Process to implement an amalgamation in partnership with the Council**

### **Legislative Framework**

19. Amalgamation involves making changes to the organisation of schools. This is governed by statutory processes that are detailed in the 'The Secretary of State's Guidance for Decision Makers on Statutory Proposals for Changes in School Organisation'. There are a number of Sections to this Guidance, which can be found on the Department for Education School Choice & Operations Team website at <http://www.education.gov.uk/schools/leadership/schoolorganisation>
20. In accordance with the Education and Inspections Act 2006 ("the 2006 Act") the local authority has power to bring forward proposals to make changes to schools. Within these powers there are three routes for the local authority to achieve a combined school:
  - To extend the age range and expand the capacity of one school and to discontinue the other school.
  - To discontinue both schools and seek proposals for the establishment of an academy school.
  - To discontinue both schools and establish a new maintained community school. Secretary of State consent would be required for this route.
21. When it is proposed to amalgamate schools under the terms of this amalgamation policy, Harrow will expect to extend the age range and expand the capacity of one school and to discontinue the other school. This approach is adopted to ensure timely processes can be planned and to minimise any risk to the continuity of the current school arrangements.
22. When the trigger circumstance to amalgamate schools is the resignation of a headteacher, the local authority will usually discontinue the school where the headteacher has resigned and the vacancy occurs. If there are vacancies in both schools, the school where the first resignation was made will be discontinued. The local authority considers that this provides a consistent and objective approach that does not imply any issue of underperformance or of take over. However, the local authority will consider each case on an individual basis in case there are specific circumstances that should be taken into account.
23. Whichever route is followed to establish the combined school, the governing body of the newly combined school must be representative of the former schools, with experience across the Foundation Stage to Key Stage 2. If one school is closed, the governing body of the other school whose age range is extended will reconstitute itself for the combined school to ensure that this representation is achieved. This will involve processes of resignation of governors, appointment of governors and elections of staff and parent governors.

### **Stages of Amalgamation**

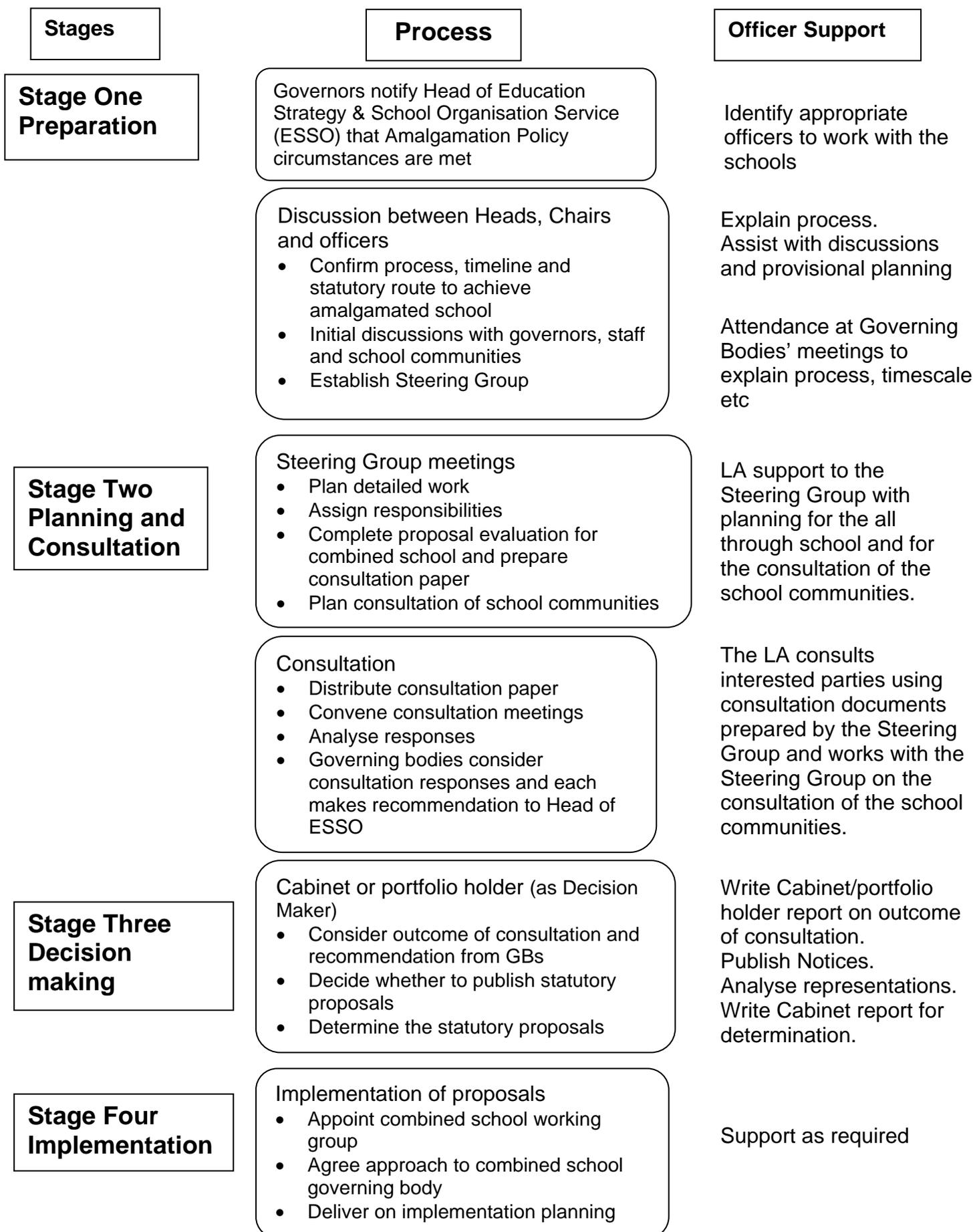
24. The process to implement amalgamation is approached in four stages. The local authority will support governing bodies through each Stage.

Stage One	Preparation
Stage Two	Planning and Consultation
Stage Three	Decision Making
Stage Four	Implementation

25. Detailed guidance has been developed to support this policy, including details of the activities for each stage of the process with indicative timescales and additional notes. This guidance will be updated as may be necessary to aid implementation. The guidance includes:

- Amalgamation Process Flow Chart
- Timeline of the four stages
- Guidance Notes on statutory processes, governance and leadership
- Exemplar documents on Steering Group, Proposal Evaluation, and Consultation
- Template document on Implementation Plan

## Amalgamation Process Flow Chart



## Timeline for Amalgamation Process

In order to facilitate planning, and to ensure there is no unnecessary delay, the following timelines give indicative timings for each stage of the process. This is for guidance only as it is possible to complete the stages in a shorter time period. It is important that there is sufficient time for the work to be undertaken, but that the decision making process that sets the future direction of the schools avoids prolonged periods of uncertainty. This timeline is complementary to the Flow Chart. Within the timeline there are references to further information provided in the Exemplar Documents or Guidance Notes.

### Stage One – Preparation (approx 3 weeks)

This stage begins as soon as any party knows that one or more of the triggering circumstances will or may apply to a separate infant and/or junior school.

Indicative Timescale	Activity	Note/Additional Documents
Immediate	Chair of Governors notify Head of Education Strategy & School Organisation.	This must happen immediately to avoid uncertainty and delay.
Within 1 week (Week 1)	Discussion between Heads, Chairs and officers to confirm the process, including: <ul style="list-style-type: none"> <li>• statutory process to combine the schools,</li> <li>• decision making authority,</li> <li>• role of existing Governing Bodies,</li> <li>• membership and remit of the steering group,</li> <li>• timescales,</li> <li>• headteacher and governance arrangements for an all through school.</li> </ul>	Identify officers to work with the schools.  Guidance Note 1: Statutory Processes to Amalgamate Schools  It is important that there is clarity about the arrangements that would be proposed for the headteacher and governing body of an all through school so that this forms part of the consultation documents.
Within 2 weeks (Weeks 2 and 3)	2 <ul style="list-style-type: none"> <li>• Chairs of Governors hold initial soundings with governors, staff.</li> <li>• Governing Bodies identify representatives for the Steering Group.</li> <li>• The remit of the Steering Group is to complete a Proposal Evaluation, prepare consultation documents, and plan and conduct consultation of the school communities.</li> <li>• Letter to school community about the Steering Group and its work and inviting any comments.</li> </ul>	Document A: Steering Group Terms of Reference exemplar

## Stage Two – Planning and Consultation (approx 9-12 weeks)

During this stage the Steering Group undertakes detailed planning work and plans and conducts the consultation of the school communities.

The statutory consultation is the responsibility of the local authority, which has the power to bring proposals to make changes to schools. How consultation is carried out is not prescribed in regulations. In Harrow, the local authority consults interested parties, and works with the governing bodies on the conduct of the consultation of the school communities. The governing bodies are best placed to ensure that all in their school communities are properly informed about the proposals, are able to make their views known, and can give due consideration to the views expressed. It is expected that the Steering Group undertakes this consultation for the governing bodies with the support of the local authority.

Indicative Timescale	Activity	Note/Additional Documents
Within 1 week (Week 4)	<ul style="list-style-type: none"> <li>• First meeting of Steering Group.</li> <li>• Agree working arrangements for the group.</li> <li>• Consider the feedback from initial soundings.</li> <li>• Consider the issues to be addressed in the Proposal Evaluation.</li> <li>• Plan any discussions with officers, visits to schools, etc.</li> <li>• Consider the exemplar documents.</li> </ul>	<p>Document B: Proposal Evaluation exemplar</p> <p>Document C: Consultation document</p>
4 weeks (Weeks 4-7)	<ul style="list-style-type: none"> <li>• Complete the Proposal Evaluation setting out the implications for the schools of amalgamation.</li> <li>• Write the consultation papers.</li> <li>• Plan the consultation of the school communities. The Steering Group must consider how it will consult parents, pupils, staff, governors, and any others it considers appropriate, and provide opportunities for all to be able to respond and to participate in discussions.</li> </ul>	As above
3-6 weeks (Weeks 7 - 10/13)	<ul style="list-style-type: none"> <li>• Send out consultation papers.</li> <li>• Hold consultation meetings.</li> <li>• Analyse the consultation.</li> </ul>	Statutory consultation. The LA will consult interested parties.
Within 1 week	<ul style="list-style-type: none"> <li>• Governing Bodies consider outcome of consultation.</li> <li>• Make written recommendation to the Corporate Director stating the reasons for the recommendation.</li> </ul>	Governing Bodies confirm recommendation to Corporate Director.

**Stage Three – Decision Making (approx 16-27 weeks)**

This stage covers the

- presentation of the outcome of the statutory consultation and the Governing Bodies' recommendations to Cabinet or the portfolio holder by the Corporate Director of Children and Families
- publication of statutory proposals, if Cabinet or the portfolio holder decides this;
- representation period;
- decision making (determination of the proposals).

Cabinet or the portfolio holder decide whether to publish statutory notices in relation to community schools. Cabinet will determine the notices. This stage is led by Council officers. The timescales for this Stage needs to take account of DfE and legal advice in relation to avoiding School Holiday periods.

<b>Indicative Timescale</b>	<b>Activity</b>	<b>Note/Additional Documents</b>
Within 4 weeks	Cabinet or portfolio holder decision whether to publish statutory proposals.	It will normally be appropriate for the portfolio holder to make a decision to publish statutory notices, however in cases where there is strong opposition to the proposal or it is considered controversial, the portfolio holder may consider referring the matter for Cabinet decision.
Within 2 weeks	Publish related statutory proposals	Cabinet call-in period applies before decision is implemented. <i>Cabinet decisions cannot be implemented for 5 full working days from the date the minutes of the meeting are published.</i>
6 weeks	Statutory representation period	Representations must be sent to the local authority.
Within 4 weeks	Cabinet determination of the statutory proposals.	LA must decide proposals within 2 months of the end of the representation period.
Up to 11 weeks	If there is an appeal against the Local Authority decision.	Appeals must be submitted to LA within 4 weeks of decision. LA must send papers to schools adjudicator within 1 week. Adjudicator aims to make a decision within 6 weeks.
No prescribed period	Implementation of the statutory proposals.	The statutory proposals must be implemented as approved.

### Stage Four – Implementation

Once the statutory notices have been determined and the amalgamation is agreed, the Amalgamation Implementation Plan commences. This does not prevent preliminary and contingency planning without prejudice prior to the decision being made. It is important that there is no delay once the decision has been made.

There are two phases to the Amalgamation Implementation Plan. Those actions that have to be completed prior to the date of the amalgamation for example confirming the leadership of the all through school. Other aspects of the Implementation Plan will take place over a longer timescale. For example, building works; appointments to the combined school staffing structure.

<b>Indicative Timescale Phase 1</b>	<b>Activity</b>	<b>Note/Additional Documents</b>
Prior to the decision about the proposals	Governing bodies and LA discuss: <ul style="list-style-type: none"> <li>• the composition and remit of a Working Group to lead on detailed implementation work;</li> <li>• contingency planning in case Cabinet decides against amalgamation.</li> </ul>	
Within 2 weeks following Cabinet decision to combine the schools	Working Group meets to action the Implementation Plan. Key work streams include: <ul style="list-style-type: none"> <li>• Governance of the all through school</li> <li>• Headteacher position</li> <li>• Finance</li> <li>• Staffing structure</li> <li>• Curriculum and school development planning</li> <li>• School site and premises plan</li> <li>• Communications, including:               <ul style="list-style-type: none"> <li>▪ Engage with staff.</li> <li>▪ Establish communication strategy with school community</li> <li>▪ Agree key messages.</li> </ul> </li> </ul>	Document D: Amalgamation Implementation Plan template  Guidance Note 2: Guidance on establishing a new governing body  Guidance Note 3: Leadership of an amalgamated school

<b>Indicative Timescale Phase 2</b>	<b>Activity</b>	<b>Note/Additional Documents</b>
As agreed	Implementation of action plans	Amalgamation Implementation Plan

## **Amalgamation Policy Guidance Note 1: Statutory routes to achieve an amalgamated school**

### **Introduction**

1. This Guidance Note sets out the Legislative framework for local authorities to make changes to schools.

### **Education and Inspections Act 2006**

2. The Education and Inspections Act 2006 introduced a new statutory framework for the establishment of any new maintained school. This new framework is part of the Government's agenda to increase diversity and choice of schools, and introduces competitions where it is proposed to establish a new school.
3. The Education and Inspections Act 2006 legislates that where the local authority wishes to see a new school established they must either:
  - Invite proposals for the school (as provided for in Section 7 of the Act) i.e. run a competition, or
  - Apply to the Secretary of State for consent to publish proposals for a new school, without running a competition (as provided for in Section 10 of the Act)
4. Thus, formal application has to be made to the Secretary of State for consent to publish proposals to establish a new maintained school without running a competition.
5. It is important to note that the consent of the Secretary of State, if given, is consent to publish proposals: it is not consent to establish a new school. Where permission is granted to publish proposals, the normal statutory process will apply i.e. Consultation; Publication; Representations; Decision; and Implementation.
6. The change in the law means that there are three statutory routes to achieve a combined school:
  - Close both schools, and open a new school with a competition
  - Close both schools, and open a new school without a competition by virtue of a waiver from the Secretary of State
  - Close one school, and extend the age range and expand the capacity of the other school

### **Approach to be taken in Harrow**

7. When it is proposed to join together two schools under the terms of this amalgamation policy, Harrow will expect to change the age range and capacity of one school and to discontinue the other school. The reasons for this include:
  - Harrow schools are popular and successful and perform consistently in line with or above National Averages at all Key Stages. There are not reasons to change the current school arrangements.
  - The usual trigger circumstance in Harrow for joining together two schools is the resignation of a headteacher.

- Many of the separate schools share not only the site but also the same buildings. There is only one infant and one junior school which do not share the same site.
  - Seeking the consent of the Secretary of State is potentially a longer statutory process (the Department for Education (DfE) target for responding to an application is 6 weeks)
8. The local authority will usually discontinue the school where the headteacher has resigned and the vacancy occurs. If there are vacancies in both schools, the school where the first resignation was made will be discontinued. The local authority considers that this provides a consistent and objective approach that does not imply any issue of underperformance. Sensitivity will be needed about equity for both schools to avoid potential perceptions of one school taking over another.
9. Harrow Council is committed to ensuring diversity and choice within our schools. Thus, despite the overall approach as stated above, a decision will need to be made each time schools are considering joining together about which statutory route to follow.
10. The School Organisation Unit publishes guides for local authorities, governing bodies, promoters and parents, including:
- Opening a new school (by competition or otherwise)
  - Closing a school
  - Making Changes to a Maintained Mainstream School (other than expansion)
  - Expanding a Maintained Mainstream School or Adding a Sixth Form
11. Copies are available via the DfE website:  
<http://www.education.gov.uk/schools/leadership/schoolorganisation>

## **Amalgamation Policy Guidance Note 2: Confirmation of Governance of an Amalgamated School**

### **Introduction**

1. In accordance with the Local Authority's amalgamation policy, schools are required to amalgamate (unless there are compelling and overriding reasons not to), when one or more of the trigger criteria are met.
2. In Harrow amalgamating schools will usually involve the legal closure of one school and the extension of age range and the expansion of capacity of the other school.
3. This guidance note describes the Local Authority's approach to securing the appropriate governance of the all through primary school. The Governing Body of the combined school must be representative of both former schools. This will ensure that there is experience and expertise across the full primary phase of schooling. The Local Authority will support the Governing Body to prepare a new Instrument of Government, which involves a re-constitution in accordance with current legislation, to ensure that this representation is secured.
4. The governing bodies of both schools must consider how the governing bodies can collaborate as part of the transition to a combined school and establish a working group with representation from both governing bodies to lead on detailed implementation work.
5. This guidance note is not applicable in cases where there is an existing federated governing body for the schools that will be joined together.

### **Legislation**

6. In line with the legislation the following process has been developed to ensure that the Governing Body of the all through primary school is appropriate for the size and age range of the school.

### **Principles**

7. The Governing Body should be representative of both previously existing schools and use the expertise of governors from all phases.
8. The establishment of the Governing Body should demonstrate the goodwill and desire to achieve a harmonious and successful amalgamation. The process should be transparent, fair and acceptable to both school communities and seek to allay anxieties and uncertainties.
9. The new Governing Body should be constituted in accordance with the government's policy of allowing governing bodies to recruit governors on the basis of skills needed to conduct the Governing Body's business effectively, in particular in relation to co-opted governors. The Governing Body should co-opt these governors on the basis of their skills.

### **Process**

10. The whole process must be designed to achieve a Governing Body within the spirit of the Council's principles as above, being fully representative of the whole school and having the ability to be fully effective to carry out its duties.

Additional necessary and required skills should be provided by the co-opted governors.

11. In developing this process, the governing body of the school that is being extended and expanded should be mindful that:
  - both schools have a Governing Body that has experience and skills in governing a school with a specific age range and curriculum that may not exist within the current governing body.
  - the Governing Body should be representative of all stakeholders in the combined school
  - the process should be efficient and reduce the period of uncertainty about the governance of the school. Delays may impact on staff, parent and pupil morale.
  - the process should be transparent and fair to those who are likely to be involved with the governance of the all through primary school.
12. Once statutory proposals to create an all through school have been determined by Cabinet, a representative working group with membership from both schools is established by the governing bodies to lead on detailed implementation work. One of the tasks for this group is to draft an Instrument of Government for the all through primary school. A timeline to make appointments and to re-constitute the governing body should be drafted. Key actions are listed in the Implementation Plan template (Document D). Note: The change of a school's name necessitates a new Instrument of Government and, therefore, the reconstitution of the Governing Body.
13. The draft instrument is considered by both governing bodies, ratified by the Governing Body remaining, and endorsed by the Governing Body that will be discontinued.
14. The Instrument of Government is legally signed off by the Local Authority. The Local Authority also has the power to review an Instrument of Government at any time and having given notice and tried to seek agreement with the Governing Body, to impose a variation to the Instrument of Government of any maintained school. If this step was required, the Local Authority would provide reasons for its decision.
15. Elections and appointments will be made for the re-constituted governing body in accordance with the timeline.
16. Some governing bodies have found it helpful to have Associate Members in place to assist the Governing Body in its work. Associate Members are not governors and are not listed on the Instrument of Government.
17. The tables below summarise two approaches that have been successful in Harrow, conform to the principles, are lawful and lead to a more representative Governing Body on the day the schools combine. In all cases the Governing Body should seek to minimise risks to achieving the objectives.

**Example 1:**

**Decision by Cabinet to legally amalgamate the two schools on a specified date**

Joint representative Working Group established by the Governing Bodies develops a detailed plan with timelines to achieve representative governance of the combined

<p>school.</p> <ul style="list-style-type: none"> <li>• Draft an Instrument of Government for the combined school.</li> <li>• Propose who the co-opted governors will be from the amalgamation date and work with the Local Authority on the Nomination and appointment of the Local Authority governor.</li> <li>• Draft Instrument of Government is ratified by the Governing Body of the school being extended and expanded.</li> <li>• Draft Instrument of Government is endorsed by the Governing Body of the school being legally closed.</li> <li>• Once confirmed in post, the Headteacher of the combined school is a governor.</li> </ul>
<p><b>Day before Amalgamation date – one school legally closed</b></p>
<p>Parent and staff governors of the school being extended and expanded resign.</p>
<p><b>Amalgamation date – other school legally extended and expanded</b></p>
<p>New Instrument of Government of the Governing Body becomes effective. At this point, co-opted and local authority governors and the Headteacher are in place.</p>
<p><b>As soon as possible following the amalgamation date</b></p>
<p>Elections of parent and staff governors.</p>

**Example 2:**

<p><b>Decision by Cabinet to legally amalgamate the two schools on a specified date</b></p>
<p>Joint representative Working Group established by the Governing Bodies develops a detailed plan with timelines to achieve representative governance of the combined school.</p> <ul style="list-style-type: none"> <li>• Draft an Instrument of Government for the combined school.</li> <li>• Draft Instrument of Government is ratified by the Governing Body of the school being extended and expanded.</li> <li>• Draft Instrument of Government is endorsed by the Governing Body of the school being legally closed.</li> <li>• Work with the Local Authority on the nominations and appointment of the Local Authority governor effective from the amalgamation date.</li> <li>• Once confirmed in post, the Headteacher of the combined school is a governor.</li> </ul>
<p><b>Day before Amalgamation date – one school legally closed</b></p>
<p>Parent and staff governors of the school being extended and expanded resign.</p>
<p><b>Amalgamation date – other school legally extended and expanded</b></p>
<p>New Instrument of Government of the Governing Body becomes effective. At this point, there are two governors on the governing body - the Headteacher and the Local Authority governor.</p>
<p><b>As the earliest date possible following the amalgamation date</b></p>
<p>Elections of parent and staff governors. Selection of co-opted governors following the elections of parent and staff governors. <b>Note:</b> The two appointed governors do not make any decisions which could be controversial or make substantial changes to the running of the school, as these should properly be made after the majority of vacancies have been filled and a more representative governing body is in place.</p>

## **Amalgamation Policy Guidance Note 3: Leadership of an Amalgamated School**

The process to confirm the appointment of a headteacher is the responsibility of the governing body, and it is for the governing body to determine the appropriate process for their school context. However, this has to comply with the School Staffing (England) Regulations 2009 and Guidance issued by the Department for Education under s35(8) Education Act 2002.

This guidance note provides information for governing bodies about possible processes. It is recommended that the governing body seeks separate advice, for example from DfE or governors networks at the time of amalgamation and with reference to the specific circumstances of their school. This will ensure that the advice is current as the guidance may change over time. There is a legal note attached about the legislative context to assist governing bodies.

### **Introduction**

1. In accordance with the local authority amalgamation policy, separate infant and juniors schools are required to amalgamate to form an all through school (unless there are compelling and overriding reasons not to), when one or more of the trigger criteria are met. One of these circumstances is a vacancy of one or both headteachers.
2. In Harrow amalgamating schools will usually involve the legal closure of one school and the extension of age range and the expansion of capacity of the other school.
3. If both headteacher posts are vacant, the headteacher post for the all through school will be advertised in the usual way.
4. It is for the governing body to determine the process that it wishes to put in place where there is a substantive headteacher in post.
5. The governing bodies should consider the transition to the combined school and the leadership arrangements that will support this. There are a range of leadership models including acting headteacher to cover a headteacher vacancy, or executive headteacher arrangements that the governing bodies should consider.
6. Where there is a substantive headteacher in post, the governing body should seek to avoid any redundancy, while satisfying itself that the individual has suitable qualifications, experience and ability to undertake the role.
7. There are two models that governing bodies may consider applying that fit within employment and education law: ring fencing; and open competition.

### **Ring fencing**

8. The post of headteacher for the combined school is ring fenced to the substantive headteacher. A process is then developed to satisfy the governing body that the postholder has suitable qualifications, experience and ability to undertake the role.
9. This model can accommodate a developmental approach and focus on the developmental needs of the individual headteacher. This could be similar to

the annual performance review process and include the setting of performance targets.

10. Alternatively a process could be adopted that is an interview process more aligned to a competition approach.

### **Open Competition**

11. This model involves advertising the headteacher post. The governing body could also decide to apply this model if a ring fencing process did not confirm the leadership.

### **Job Description**

12. The amalgamation policy guidance recommends that once statutory proposals to create an all through school have been determined by Cabinet, a representative working group with membership from both schools is established by the governing bodies to lead on detailed implementation work. This working group should draft the headteacher job description, in line with teachers' pay and conditions and taking into consideration the leadership needs for the all through school. This may include, for example, the number of pupils, staffing, resources, change management skills etc. This could be supported by an information pack that outlines the proposals for the all through school e.g. governing body, any vision statements, implementation plans that have been developed, etc.

### **Confirmation of Leadership**

13. The governing body would need to confirm the school group size and the individual school range that will inform the salary of the headteacher.

## Legal Note

The following is an outline of how headteacher appointments are made:

### Education Act 2002

1. Section 35 Education Act 2002 contains provisions regarding the staffing of community schools. This includes headteachers. (s35(3)).
2. S35 (2) Education Act 2002 provides that the employer is the local education authority (LEA).
3. S35(4) Education Act 2002 enables the Secretary of State to make **regulations** related to the appointment, discipline, suspension and dismissal of staff (including headteachers).
4. S35(8) Education Act 2002 states that in discharging any function conferred by regulation under s35(4), the LEA or governing body of a maintained school shall have regard to any **guidance** given from time to time by the Secretary of State.

### School Staffing (England) Regulations 2003

5. These regulations are made under s 35(4) Education Act 2002.
6. S13 of the regulations details the procedure for appointing a headteacher. The essential elements are:
  - (a) the governing body (GB) notifies the LEA of a vacancy for the headteacher;
  - (b) the GB must advertise the vacancy in such a manner as it considers appropriate;
  - (c) the GB must appoint a selection panel of at least 3 to determine which applicants to interview;
  - (d) the selection panel must notify the LEA in writing of the names of the applicants selected for interview;
  - (e) the LEA has 7 days to make written representations to the selection panel in relation to any applicant it considers, if appointed would have a detrimental effect on the performance, management or conduct of the school;
  - (f) the selection panel must consider these representations;
  - (g) the selection panel must interview the applicants and where appropriate recommend to the GB for approval one of the applicants so interviewed;
  - (h) if the selection panel recommends appointing an applicant about whom the LEA has made representations, then the selection panel must notify the GB and the LEA in writing of its reasons;

- (i) where the selection panel's recommendation is approved by the GB, the LEA **must** appoint the person provided that the appointee's identity has been checked; s/he meets all the relevant staff qualification requirements; and s/he has the right to work in the UK; alternatively, the GB can engage the appointee, but not under a contract of employment;
  - (j) If the GB declines to approve the person recommended by the selection panel, or the LEA declines to appoint the person recommended by the GB, the selection panel may select another person.
7. However, if the GB has good reason not to advertise and conduct a selection process to fill the vacancy, the LEA must appoint the person identified to fill the vacancy providing that the conditions in 6(i) above apply. A "good reason" is defined in **the guidance** paraphrased in paragraphs 8-12 below as including school reorganisations.

### **Staffing guidance under section 35(8) Education Act 2002**

8. Inter alia, this guidance deals with headteacher appointments and school reorganisations.
9. In the preamble, it states that where 'should' is used, it is intended that this is the course that is followed and any deviation should only be for very good reason.
10. The guidance is not exhaustive nor does it contain detailed advice about the process of appointing staff including arrangements for assessing headteacher candidates.
11. The guidance states that the GB of a new or merged school resulting from a reorganisation should normally advertise the new headteacher post nationally to ensure that the best available candidates are considered.
12. However the GB of the new or merged school may take the view that the post of headteacher is not in effect vacant (this is not further defined), in which case it shall not be subject to the advertising and selection requirements if the following conditions apply:
- (a) the new or merged school is formed from the immediately pre-existing schools;
  - (b) for each headteacher (or deputy) post available in the new or merged school, there is only one person from the pre-existing schools available for continued employment in that role in the new school and that person's performance and ability is highly regarded by both the GB and the LEA;
  - (c) that person has suitable qualifications, experience and ability to undertake the role in the new or merged school.

## **Steering Group Terms of Reference exemplar**

The conduct of the statutory consultation of the school communities is delegated by Cabinet to the schools. The governing bodies of the two schools should ensure that an appropriate Steering Group is established and empowered to undertake the necessary detailed work so that the governing bodies can make their recommendations to Cabinet or the Portfolio Holder. The governing bodies need to set the strategic timeline for the statutory consultation that the Steering Group will follow.

The Steering Group should be representative of the key constituent groups of both schools, while being a manageable size to be able to work effectively. Key constituent groups should include parents, teaching staff, non-teaching staff, and governing bodies. The membership of the Steering Group does not need to be drawn exclusively from governors of the two governing bodies. Council officers will attend Steering Group meetings to advise and assist the work of the group.

The two governing bodies will notify the Head of Education Strategy and School Organisation of the proposed membership of the Steering Group. The Head of Education Strategy and School Organisation will need to be satisfied and have confidence that the membership is appropriate for the task, and to ensure relevant officer involvement.

### **Role of the Steering Group**

The role of the Steering Group is to:

- prepare consultation documents, including a proposal evaluation that considers the implications for the joining together of the two schools. (This provides the information for the consultation document)
- plan and lead the statutory consultation with the school community
- report to the governing bodies on the outcome of the consultation

### **Chair of the Steering Group**

The Chair of the Steering Group will be decided by the group. The Chair will be responsible for ensuring the effective working of the group, and for ensuring good communications to the school community about the work of the group and the consultation.

### **Representatives**

It is important that the representatives of the constituent groups are empowered to participate and contribute to the work and decision making of the Steering Group. Members of the group are responsible for ensuring that the work of the group and the consultation processes take place to agreed timescales.

### **Confidentiality**

To encourage full participation, views expressed within Steering Group meetings are to be kept strictly confidential. Members of the Steering Group will:

- maintain a clear focus on the best interests of children at both schools
- keep an open mind
- respect the contributions of all members of the group
- not divulge or discuss individual contributions or discussion details outside the meetings

**Meeting records**

An action record will be made of each meeting, and will be made publicly available.

**Communications**

The Steering Group will manage the information flow in a clear way, so that the message is agreed by the group and is conveyed in a consistent way to constituent groups. It is recognised that representatives of constituent groups need to be able to report back after meetings, and they may communicate agreed key action points pending the publication of the meeting record.

The Steering Group will decide the communications to be made to the school community including staff, governors and parents. It is recommended that neither school governing body is to undertake communications regarding the consultation during this period.

**Note:** This is an exemplar framework for a Proposal Evaluation that draws on work completed previously by schools going through amalgamation processes. Text may be adopted or amended by the Steering Group as thought appropriate. *Text in red italics* is for guidance, and may be used as the basis of text for the plan. ?? marks where personalising for the schools may be appropriate.

## Future Organisation of ?? Infant School and ?? Junior School

### Proposal Evaluation

The representative Steering Group established by the two governing bodies has developed this Proposal Evaluation document to provide sufficient information for stakeholders to understand the proposals for the combining of the two schools and to be able to give an informed opinion.

The Proposal Evaluation covers a range of issues related to the proposed joining together of the two ?? Schools. This Proposal Evaluation it is informed by the experience of schools that have been through the amalgamation process.

#### Contents:

1. Harrow Council's amalgamation policy
2. The School Size and Ethos
3. Premises, site and accommodation issues
4. Governance
5. Finance Issues
6. Staffing Issues
7. Primary Expansion Programme
8. How amalgamation would be legally effected
9. Conclusion

#### 1 Harrow Council's Amalgamation Policy

When specified circumstances apply, Governing Bodies of all separate Infant and Junior Schools are required to amalgamate the two schools unless there are compelling and over-riding reasons not to. Harrow presents the key educational factors in its case for the joining together of two schools as follows:

- Organisational structure is aligned with the National Curriculum Key Stages. Planning across Foundation, Key Stages 1 and 2 as a coherent whole for the primary phase provides greater flexibility across and between Key Stages.
- Reducing the number of changes for children in a school system strengthens continuity and progression for children and families in the primary phase, both in terms of the curriculum and pastoral experience. This reduction in the number of school moves is important, particularly for children with special educational needs.
- Greater opportunities are created for older children to take on responsibility. For younger children the presence of older children provides aspirational role models and also mentoring support.
- Teachers and classroom staff have access to the whole primary curriculum. This supports and informs whole school planning, assessment, pastoral systems etc and provides opportunities for wider staff development and experience across the full primary phase.

- Growing National evidence shows that all-through primary schools create more consistency between year groups and key stages in learning planning and assessment.  
“Where primary education is provided in separate key stages, there is generally very little effective curriculum continuity and progression. In such situations the scope for discontinuity of learning is increased”.  
(Educational Management Information Exchange).
- There is also local evidence in Harrow to support amalgamation. There has been continuous implementation of the amalgamation policy since 2005, and as a result 20 separate community first and middle schools or infant and junior schools have combined to become primary schools. There are currently 16 separate infant and junior schools, two of which have been approved to amalgamate and two are currently in statutory processes. The impact of the amalgamation policy has been significant. 6 of the amalgamated schools have been judged by OfSTED as Outstanding at their first inspection following amalgamations.

## 2 The School Size and Ethos:

A combined ?? School would have up to ?? pupils, based on ?? forms (?? pupils) per year group Reception to Year 6.

Research has been reviewed by other schools on school size and its impact on attainment and on the role of the Headteacher. The focus of evidence presented below is on large schools. However, this is not to say that smaller schools cannot be successful.

### School Size and attainment

It may be considered that children have a broader range of opportunities in larger schools arising from the educational factors stated above. However, this does not mean that there cannot be a range of successful organisations of schools. Harrow, for example, has: one, two and three form entry combined schools; two and three form entry separate schools; and will have some four form entry separate schools from September 2013. Most Special Schools are small. Other boroughs have some four form entry combined schools, or larger.

There is also some evidence from the Office for Standards in Education, Children's Services and Skills (Ofsted) that would suggest improvement in performance in bigger schools (David Bell<sup>1</sup> of Ofsted reported that Schools with over 400 pupils are more often judged to be very good or excellent than other schools). What is reassuring, however, is that there is no evidence that children perform badly in large schools.

In initial consultations with parents carried out by other schools, parents raised concerns that the ‘homely atmosphere’ of the school may be lost. However, for most children, it may be considered that school does not extend beyond their classroom, or at most their year group. This would not change in a bigger school. What children experience in the classroom has the most major impact on what they achieve and size alone is unlikely to damage this relationship.

### Leadership

Parents at other schools have also expressed concern regarding the ‘watering down’ of the Headteacher’s abilities. However, this need not be a problem if there are effective

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<sup>1</sup> Former Her Majesty’s Chief Inspector of Schools

management structures in place. The “Leadership in Large Primary Schools”<sup>2</sup> study is one of the most relevant pieces of research on this issue. Of the 404 Headteachers asked, and 26 amalgamated schools visited, the findings were that the Headteacher’s leadership can become more detached. However the majority of Headteachers did not agree that it was very hard to sustain a primary ethos or that there was danger of the school becoming impersonal, nor did they believe that children can be overwhelmed by the size of the school.

The Headteachers and deputies surveyed for the purposes of the study were of the view that the leadership advantages of a larger school over smaller schools outweighed the disadvantages. The conclusions of the study were that leadership in large schools involves a blend of shared leadership (where the head works with a small number of senior staff), that the Headteachers and deputies need to be highly skilled at developing leaders, and that good structure and effective communication were key to a successful school.

The leadership arrangements for the proposed combined school .....*Insert initial thinking about proposed arrangements or processes to develop them.*

### **3 Premises, site and accommodation issues**

*Note: It is likely that the Steering Group will want to give some consideration to building works that would maximise the use of the site and improve facilities for the benefit of all the children. In undertaking this exercise, it is important for the Steering Group to be clear about building works that might be considered essential to the feasibility of a combined school, and those that might be considered desirable.*

*Whatever the case, decisions about any building works would need to be taken after a decision had been made to combine the schools. Funding would need to be identified and it is likely that it would be from a combination of sources. For example, funding from school devolved formula capital, part of a Government investment initiative, Council. The Council would work constructively and positively with the combined school in support of implementation of its policy. However, the Council would not commit any funds prior to a decision and an agreed programme of work being developed.*

### **4 Governance**

Harrow Council is keen that a school’s governing body is inclusive and representative of its community. Under the current policy, schools that have combined in Harrow have followed a model in which a number of governors have resigned in order to reconstitute a new governing body. This enables elections for parents and staff across both previously existing schools, and tends to help the process and reduce any sense of a ‘take over’. To be representative many schools have opted for larger governing bodies in the first years after amalgamation with a view to a possible reconstitution to a small governing body when the combined school is more established. Governing bodies will be supported in this process by local authority officers.

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<sup>2</sup> ‘Leadership in Large Primary Schools’ by Geoff Southworth & Dick Weindling (2002). For the purposes of this study on leadership and management of large primary schools, 404 heads of primary schools with 400 or more children were surveyed. In support of the advantages of larger schools, their research states that: “*The advantages of large schools over smaller schools were seen as: much more staff expertise; more opportunities for peer support, and greater financial flexibility.*”

A process would be put in place to ensure that the combined school has a governing body that reflects the size, age range and ethos of the combined school. A joint implementation working group would draft an instrument of government for the governing body of the combined school, and a timeline would be agreed for any elections and appointments to the re-constituted governing body. *See Guidance Note 2 for further information.*

## 5 Finance Issues

**Note:** *It is expected that the Steering Group will discuss budgetary implications of combining the schools with the Children's Services Schools Finance Team.*

*Overall, joining together of two schools is generally viewed as budget neutral at least, and that there need be no net loss to schools. This position would be achieved by a combination of impacts. For example, a reduction in salary overheads by having one Headteacher.*

*There are significant changes to the funding of schools as the Government's National funding formula is implemented. Under the new funding formula the combining of two schools would result in the loss of one element of 'lump sum' funding allocated to schools. Government introduced this 'lump sum' funding change as an interim measure for two years and is currently reviewing all factors within the School Funding Reform, including the lump sum with regards to any changes in the 2014/15 school funding. Children's Services Schools Finance Team will be able to provide information that is current.*

## 6 Staffing Issues

**Note about overall staffing issues:** *The governing bodies and the Steering Group will want to be mindful of the concerns and anxieties that may arise for both teaching and non-teaching staff about the joining together of two schools, as well as the opportunities and potential benefits.*

*Opportunities and potential benefits include:*

- An all through primary school has benefits for teachers, providing them with access to the whole primary curriculum. This supports and informs their own planning, for the current stage that they are working in, and provides opportunities for wider experience across the full primary phase.*
- An all through primary school can provide greater opportunities for subject leadership, management and career development for all staff. This is a positive aspect in respect of recruitment and retention.*
- As part of the process to establish an all through primary school, a new staffing structure will be established. This provides the opportunity to remodel the school workforce in line with the Government's workforce reforms.*

*The combined school will have the same number of pupils overall, and there will be a similar staffing need. However, it should be recognised that there will need to be a review of the staffing structure for a combined all through primary school. This would have to be managed properly ensuring that an incoming head was able to bring the two staff groups together and ensure fairness in allocation of jobs. No changes to the staffing structure would take place without consultation with staff and governors.*

*The staffing structure for a combined school would reflect the needs of the size, ethos and age range of the school and it is likely there would be some changes for some staff over time. The new staffing structure would be subject to consultation with all staff and their*

*professional associations/unions and appointments would be made over time to the new staffing structure.*

*No redundancies have arisen in the schools that have been joined together to date. There are mandatory provisions within teachers' pay and conditions that provide safeguards for teachers where there are changes to Teaching and Learning Responsibilities (TLRs). In recent times, some teachers have had TLR positions reduced under the statutory regulations that include a mandatory sliding-down scale of salary protection.*

*Similar considerations may arise for non-teaching staff in the schools. The safeguarding arrangements for them are contained in the Council's Protocol for Managing Organisational Change, and are similar to those for teaching staff.*

**Note about Headteacher post:** *See Guidance Note 3: Leadership of an Amalgamated School*

## **7 Primary Expansion Programme**

Like many Boroughs Harrow is experiencing an increase in pupil numbers. Since September 2009 additional temporary classes have been opened to accommodate pupils in reception classes. 5 were opened in September 2009, five in September 2010, 8 in September 2011, 10 in September 2012 and 17 in September 2013.

Harrow Cabinet has agreed a Primary Expansion Programme that includes a combination of permanent and temporary expansions. Meeting the demand for the increased pupil numbers is a strategic challenge and all schools will be part of the solution either as a permanently expanded school or by taking bulge classes.

*There may be text to add depending on whether there are specific proposals to include.*

## **8 How amalgamation would be legally effected**

Legislation provides a framework for consultation, publication and determination of statutory notices in respect of proposals for schools, including the establishment of combined infant and junior schools. There is provision to join together separate infant/first and junior schools and create a combined school through three legal routes. Each route retains existing pupils and staff.

- extend the age range and expand the capacity of one school and discontinue the other school;
- discontinue both schools and invite proposals for a new foundation, voluntary or academy school;
- discontinue both schools and publish proposals to establish a new maintained community school.

To avoid any risk to the continuation of the current community schools, the local authority proposes in this consultation that the age range of ?? School is extended and the capacity expanded, and the ?? School is closed as a legal entity. This approach conforms to Harrow's policy and is based on the fact that ?? School *will not have a substantive Headteacher in post from ?? (if this is the reason)*. The closure of ?? School would be a technical process coinciding with the immediate extension of the age range and expansion of the capacity of ?? School to create a combined primary school with the same pupils and staff in the same buildings on the existing site.

## 9 Conclusion

**Note:** Concluding remarks. Emphasise the need to build on the successes and good practices of both schools. Consultation dates and events. Give details of contact persons. How views can be expressed. Date governing bodies will meet to decide their recommendations.

**Note:** This is an exemplar framework for a Consultation Document that draws on work done previously by schools going through amalgamation processes. Text may be adopted or amended by the Steering Group as thought appropriate. *Text in red italics* is for guidance, and may be used as the basis of text for the Consultation Document. ?? marks where personalising for the schools may be appropriate.

**Consultation on the Future Organisation of  
?? Infant School and ?? Junior School  
Consultation start date to close date**

**What Are the Proposals?**

- It is proposed that ?? Infant School and ?? Junior School are joined together to form a combined infant and junior school.
- All the pupils attending the schools at the time of the joining together of the two schools would transfer to the combined school, there would be the same number of places and the combined school would continue on the same site.
- *Add information if expansion is part of the proposals or*
- *Currently the Council is considering options to increase capacity of schools to meet the rising demand for school places. At this time, this is not being considered for these schools. This may be a consideration in future.*

**When would the combined school start?**

Within these proposals the combined school would be established from *insert proposed date*.

**The consultation**

- The consultation starts on *start date* and ends on *close date*.
- A Steering Group established by the Governing Bodies is undertaking this consultation of the school communities. This group has representatives from the two schools.
- This consultation paper is a summary of key points from a more detailed Proposal Evaluation, which is available from the school offices and school websites.
- At the end of this consultation, the Governing Bodies will meet to make their recommendations to Harrow Council about whether statutory proposals should be published with a view to the schools being combined.
- It is the elected councillors on Harrow Council Cabinet who will make the decision.

**Why is a combined school being suggested?**

- The Council's amalgamation policy is based on an educational rationale that will contribute to school improvement.
- Combined schools are more aligned with National Curriculum Key Stages.
- There is evidence from the amalgamations of Harrow Schools that as combined schools there has been improvement as judged by OfSTED.

**What is the Process to create a combined school?**

- Legislation provides a framework for consultation, publication and determination of statutory notices in respect of proposals for schools. There is provision to join together separate infant and junior schools and create a combined school through two routes. Both routes retain all existing pupils and staff.
- The options are to close one school and extend the age range and expand the capacity of the other school, or to close both schools and open a new school. However, under the Education and Inspections Act 2006 Local Authorities are

required to apply to the Secretary of State for consent to establish new schools without a competition.

- To avoid any risk to the continuation of these successful schools, it is proposed that the age range and capacity of the **Infant/Junior** School is extended and the **Infant/Junior** School is closed. This is based on the fact that the **Infant/Junior** School **does not have a substantive Headteacher (or insert other reason that may apply)**.

#### **What would happen if the schools combine? (Note: this text assumes no change of pupil numbers)**

- The combined school would build on existing strengths and good practice within both schools.
- The combined school would have the same number of pupils overall, and there would be a similar staffing need. **NB – Unless there are proposals for expansion either as a temporary or permanent basis**
- There would be a new staffing structure reflecting the needs of the school. The structure would be subject to consultation with all staff and their professional associations/unions and appointments would be made to the new staffing structure over time. No redundancies have arisen in the schools combined to date and there is no reason for the situation to be different in this instance.
- If Cabinet decides to combine the schools following consultation, the governing bodies would establish a working group, with representatives from both schools, to draft an instrument of governance for the governing body of the all through school that reflects the age range and size of the school. A timeline would be agreed for any elections and appointments to the re-constituted governing body.
- It is proposed that the governing bodies establish a Working Group, supported by Local Authority officers, to plan for the combined school.
- If the schools are combined, any building plans would need to be revisited and would need to be fully costed and funding secured.
- There would be no significant impact on the school budget as there are no proposals to reduce the number of places at the school.

#### **How will the decision about the future organisation of the schools be made?**

- Cabinet **or the Portfolio Holder** will consider the recommendation of the governing bodies and the outcomes of the consultation at their meeting on **insert Cabinet or Portfolio Holder meeting date**.
- If Cabinet **or the Portfolio Holder** decide that the future organisation is a combined school, then Statutory Notices will be published for 6 weeks. During this time representations can be made to the Council, which Cabinet will then consider and will determine the notices accordingly.
- If, following this statutory consultation, Cabinet decide that the schools will remain separate, then the schools will continue in their present organisation for the time being and the local authority will continue to support both schools.

#### **How can I make comments about the proposal?**

- Parents, staff and governors of the two schools are invited to send their comments to the school offices.
- All other stakeholders are invited to send their comments to: Head of Education Strategy and School Organisation, Harrow Teachers' Centre, Tudor Road, Wealdstone, Harrow, HA3 5PQ

**Where I can I get further information?**

- You can access the Proposal Evaluation undertaken by the Steering Group, and the Local Authority's Amalgamation Policy, on Harrow Council's website [www.harrow.gov.uk](http://www.harrow.gov.uk) or by telephoning 020 8420 9270

**Document D: Implementation Plan template**

	<b>Workstream</b>	<b>Action</b>	<b>Working Group Lead</b>	<b>LA support</b>	<b>Timescale</b>	<b>Outcome</b>
	<b>Finance</b>	<ol style="list-style-type: none"> <li>1. Establish combined school budget</li> <li>2. Produce a budget plan for the new school</li> </ol>		<b>CSFS</b>		Planned budget
	<b>Governing Body</b>	<ol style="list-style-type: none"> <li>1. Plan for extending the governing body to take account of the increased size and age range of the school including proposals for re-constitution</li> <li>2. Draft Instrument of Governance, extended school GB to consider and agree proposals</li> <li>3. Elections for positions on GB as per Instrument of Governance.</li> <li>4. Re-constitution complete</li> <li>5. GB of discontinued school ceases to exist</li> </ol>		<b>ESSO</b>		Reconstituted GB and agreed instrument of governance
	<b>Leadership</b>	<ol style="list-style-type: none"> <li>1. Confirm appointment of headteacher</li> <li>2. Develop proposals for interim SLT arrangements</li> <li>3. Extended school GB to agree interim arrangements</li> <li>4. Implement interim SLT arrangements</li> </ol>		<b>ESSO</b>		Headteacher position confirmed. SLT interim arrangements in place
	<b>Staffing Structure</b>	<ol style="list-style-type: none"> <li>1. Develop staffing model for combined school, including SLT structure</li> <li>2. Consultation and agreement with all staff by GB</li> <li>3. Plan to appoint to new structure over time</li> </ol>		<b>ESSO and HRD</b>		Staffing model and appointment process

	<b>Workstream</b>	<b>Action</b>	<b>Working Group Lead</b>	<b>LA support</b>	<b>Timescale</b>	<b>Outcome</b>
	<b>Curriculum and School Development Planning</b>	<ol style="list-style-type: none"> <li>1. Audit of existing policies and identification of duplication/anomalies.</li> <li>2. Establish rolling programme to up-date and revise</li> <li>3. Identify areas for training and support</li> <li>4. Curriculum Resources - audit of existing, areas of duplication, address shortfalls etc</li> </ol>		<b>ESSO</b>		
	<b>School Site and Premises Plan</b>	<ol style="list-style-type: none"> <li>1. Identify priority areas for investment as determined by AMP and from previous plans e.g. street frontage, site access and security</li> <li>2. Consider developments to improve environment for a combined school</li> <li>3. Complete Site Development Plan</li> <li>4. Identify and secure funding</li> </ol>		<b>CCPT</b>		
	<b>Engagement and Communication</b>	<ol style="list-style-type: none"> <li>1. Establish Change Management Group</li> <li>2. Establish communication strategy with staff, parents and governors.</li> <li>3. Key messages to be agreed</li> </ol>		<b>ESSO</b>		<p>Engagement with staff</p> <p>Consistent and accurate information and engagement with school stakeholders</p>

Key to LA support

CSFS Children's Services Finance Service  
 ESSO Education Strategy and School Organisation  
 HRD Human Resources and Development Service  
 CCPT Children's Capital Project Team