

Decision Maker: **Children and Young People Portfolio Holder**

Date: **For Pre-Decision Scrutiny by the Children and Young People PDS Committee on 14 July 2011**

Decision Type: Non-Urgent Executive Non-Key

TITLE: AN UPDATE ON THE RECENT GOVERNMENT REFORM DEVELOPMENTS: INCLUDING THE ACADEMY PROGRAMME

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Chief Officer: Gillian Pearson, Director of Children and Young People Services

Ward: Boroughwide

1. Reason for report

- 1.1 This report is the sixth in a series of updates from the Director of Children and Young People Services (Director CYP) on the policy announcements within the Government's reform programme for education and wider children's services. The report features a detailed update on the academy programme, developments within Bromley and the strategic implications for the Council.
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2. **RECOMMENDATION(S)**

- 2.1 **The Children and Young People Policy Development and Scrutiny (PDS) Committee is asked to consider:**
- (i) **the developments within the Government Reform Programme and the strategic implications for implementation within Bromley, including: consultation on the reform of the Schools Admission Code; proposed changes to performance management and capability arrangements for teachers; changes to the induction regulations for newly qualified teachers; the consultation on the review of the School Funding System; and the Munro Review of Child Protection; and**
 - (ii) **the current position from Bromley regarding the Academy Programme.**
- 2.2 **The Children and Young People (CYP) Portfolio Holder is asked to consider the views of the CYP PDS Committee and to endorse the approach being taken by the Director CYP in response to the overall policy changes including local Academy developments.**

Corporate Policy

1. Policy Status: Existing policy: Children and Young People's Plan 2009-2011
 2. BBB Priority: Children and Young People
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Financial

1. Cost of proposal: Estimated cost To be determined
 2. Ongoing costs: N/A To be determined
 3. Budget head/performance centre: Schools delegated budgets, central schools budget and Local Authority's budget
 4. Total current budget for this head: £48,078,000. A further £208m of Schools' Budget grants fund the individual schools' budgets and the centrally provided pupil driven services
 5. Source of funding: Dedicated Schools Grant, Specific Grants, ABG, Council Tax, Revenue Support Grant
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Staff

1. Number of staff (current and additional) - 4,425 employed in schools and 737 employed centrally, total 5,162 FTE.
 2. If from existing staff resources, number of staff hours - N/A
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Legal

1. Legal Requirement: Statutory requirement:
 2. Call in: Call-in is applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected) -
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 The Director of Children and Young People Services (CYP) has provided a series of report updates on the Government's reform agenda for education, schools and wider children's services at meetings of the CYP PDS Committee and the Portfolio Holder on: 20 July 2010 (DCYP10113), 7 September 2010 (DCYP10124), 30 November 2010 (DCYP10158), 24 January 2011 (DCYP11019), 22 February 2011 (DCYP11039), 15 March 2011 (DCYP11051), and 3 May 2011 (DCYP11065). These reports have provided an overview of the policy direction and key areas for reform with a specific focus on the Academies programme and changes to school status within the Borough.
- 3.2 This report provides a further update on the Academy Programme (Section 4) and the developments within Bromley (Section 5) together with recent policy announcements on other aspects of the Government's reform agenda (Section 6).

4. THE ACADEMY PROGRAMME

- 4.1 The Government's Academy Programme is underpinned by the Academy Act which received Royal Assent on 27 July 2010. The initial focus of the programme was on those schools judged by Ofsted as "outstanding", in addition to underperforming schools that are "eligible for intervention". The programme has since been extended and accelerated by the Secretary of State for Education as follows:

- In November 2010, eligibility for academy conversion was expanded to include:
 - "good schools with outstanding features"
 - all schools which link with an "outstanding school"
 - special schools (from September 2011)
 - pupil referral services (will require a change of legislation through the Education Bill).
- In March 2011:
 - a requirement on local authorities to draw up plans for improving performance in schools that are below the new 'floor target' (Key Stage 2)
 - options within the local authority improvement plan for a school in this category to include academy conversion.
- In April 2011:
 - a widening of the academy conversion routes to enable all schools to have the opportunity to apply for academy status as part of wider chains of schools or by working with stronger schools.
- In June 2011:
 - plans to direct weaker primary or secondary schools to convert to academy status;
 - the weakest 200 primary schools in the country to become academies by 2012/13;
 - local authorities with large numbers of weak primaries to be identified for urgent collaboration with DfE to tackle a further 500 primaries;
 - the 'floor target' for secondary school performance to rise from 35% of pupils attaining 5 A*-C GCSE's (including English and Maths) to 50% by 2015.

5. ACADEMY DEVELOPMENTS IN BROMLEY: CURRENT POSITION

- 5.1 At the start of the 2010/11 Academic Year, there were 95 maintained schools in Bromley which included: 17 secondary, 74 primary phase and 4 special schools. This broad spectrum of schools included Foundation, Trust, Community, Voluntary Aided and Voluntary Controlled. In addition, Bromley maintains a Pupil Referral Service (PRS). The overall pupil population across our school and PRS provision is currently 46,539 pupils (including post-16). Educational standards in Bromley and the outcomes achieved by children and young people across our schools, places the borough in the top quartile of overall performance nationally.
- 5.2 **Appendix 1** provides an overview of the individual school conversions and proposed conversions as at 30 June 2011; this information is based upon formal notification that the Director CYP has received from the Chairman of Governors, or from the Head Teachers on behalf of the Governors, or direct from the Department for Education (DfE).
- 5.3 In addition to supporting potential cluster/partnership academy developments which are locality or faith based, the Director CYP and senior officers are facilitating a range of early, exploratory discussions which may lead to further potential academy clusters.
- 5.4 In summary, the position as at 30 June 2011 is as follows:

School Academy Conversions	
Secondary Schools (17)	<ul style="list-style-type: none"> 12 schools have converted to academy status; 4 are in the process of conversion to academy status and are likely to convert by 1 September 2011; 1 school has registered an interest for conversion with DfE but are unlikely to convert until 2012 at the earliest.
Primary Phase Schools (74)	<ul style="list-style-type: none"> 12 schools are in the process of conversion to academy status, of which 2 are scheduled for conversion by July 2011
Special Schools (4)	<ul style="list-style-type: none"> No plans for academy conversion at present.
Other Potential Conversions	
Secretary of State determined	
<ul style="list-style-type: none"> Schools in Ofsted 'category' and underperforming, i.e. 'notice to improve' or 'special measures'. 	3 primary phase schools
<ul style="list-style-type: none"> Schools in which performance has been 'below the new floor target' in all three indicators at Key Stage 2. 	3 schools (where the required Improvement Plan is awaiting approval by the Secretary of State for Education.
Confirmation is currently being sought from the DfE on the criteria that will be used to determine the 700 weakest primary schools in the country, following the Secretary of State's announcement on 16 June, and therefore which primary schools in Bromley are likely to be included in this category.	

- 5.5 The Local Authority is taking a proactive role, so that these arrangements can be managed at a strategic level to secure the best interests for all schools in the Borough and ensure that the high quality of educational standards can be sustained for children and young people. The Director CYP has kept schools updated on the academy programme through regular briefing meetings and LBB Circulars for Head Teachers, Chairmen of Governors and LA Appointed Governors, since the initial announcements from the Secretary of State for Education in May 2010. The momentum of academy conversions in Bromley is significant, as reflected in the number of individual schools pursuing academy status and potential cluster arrangements between schools.
- 5.6 The Local Authority held a briefing session on 12 May 2011 for Chairmen of Governors and Head Teachers on the legal implications of converting to Academy status which was led by Eversheds LLP, a legal firm with significant experience in supporting local authorities and individual schools with the academy conversion process including requirements in respect of Commercial Transfer Agreements.
- 5.7 Since publication of the previous report (DCYP11065) the Executive Portfolio Holder for Children and Young People and the Director CYP have written jointly to the Chairs of Governors and Head Teachers of all Bromley maintained primary and special schools (27 April 2011) to seek confirmation from the Governing Body as to whether it is their preference to remain a Local Authority maintained school, or to pursue academy status. The responses to date are as follows:
- 46 primary schools (62%) have indicated that they have no current plans to apply to convert to academy status and will remain with the local authority as a maintained school.
 - 8 primary schools (11%) have indicated that consideration is being given to apply for academy status but no decision has been taken as yet.
 - 8 primary schools (11%) have yet to respond and are being followed up.
 - The remaining 12 primary schools (16%) are in the process of conversion to academy status.
 - All four special schools have indicated that they have no current plans to apply to convert to academy status.
- 5.8 The responses indicate that following consideration by governing bodies all special schools will continue to be local authority maintained in the current context.
- 5.9 In comparative terms to other Local Authorities, Bromley has a high initial conversion rate of schools seeking academy status; however the rate of conversion is now slowing. The Director CYP receives regular updates on academy developments across the 33 London boroughs. This information indicates that three other London boroughs are experiencing similar rates of academy conversions to Bromley. The conversions in Bromley reflect a number of factors: the overall high performance of schools in Bromley and percentage that are graded by Ofsted as 'Outstanding' or 'Good with Outstanding Features' and where there is strong leadership and governance; Bromley has a relatively high proportion of Foundation status schools (formerly Grant Maintained) and the number of Head Teachers who are accredited National Leaders in Education (NLE) or Local Leaders in Education (LLE) (a total of 20); and the autonomy and additional funding offered by academy status.

6. WIDER REFORM AGENDA: RECENT POLICY ANNOUNCEMENTS

6.1 Consultation on the Reform of the Schools Admissions Code

- (i) On 27 May 2011, the Secretary of State for Education published a consultation on the Coalition Government's reform of the Schools Admissions Framework. The consultation closes on **19 August 2011**.
- (ii) The consultation seeks views on a number of key policy changes, including:
- the removal of the requirement on local authorities to co-ordinate in year admissions;
 - changes to the Published Admission Number (PAN) - it is proposed that all schools are able to increase their PAN in response to parental demand;
 - reduction in consultation requirements where no changes to admission arrangements are proposed;
 - giving admissions priority to children attracting the Pupil Premium;
 - the revised Admissions Code has been drafted with reference to provisions that are contained within the Education Bill. This includes removing the requirements on local authorities in England to set up Admission Forums and removes the requirement for local authorities to report annually to the Schools Adjudicator on how fair access is working in their areas.
- (iii) A report setting out a draft proposed Bromley LA response to this consultation is incorporated as a separate report on this agenda.

6.2 Proposed changes to performance management and capability arrangements for teachers

- (i) On 24 May 2011, the Department for Education launched a consultation on proposed changes to performance management and capability arrangements for teachers. The proposed changes are intended to:
- introduce simpler performance management regulations, which set a few basic requirements, remove many restrictions (including the so-called "three hour observation rule"), and leave other decisions to schools;
 - introduce an optional new model policy for schools that deals with both performance and capability/disciplinary issues;
 - allow poorly performing teachers to be removed in about a term, a process that now often takes a year or more;
 - clarify that staff illness need not bring disciplinary processes to a halt.
- (ii) The end date for the consultation is **16 August 2011**. It is expected that the new arrangements for dealing with underperforming teachers will come into effect from September 2011, and the revised Regulations for performance management will be published in September 2011 and take effect in September 2012.

6.3 Changes to the induction regulations for newly qualified teachers

- (i) On 28 April 2011, the Department for Education announced that it would be reviewing the induction arrangements for newly qualified teachers to see how they can be refined, improved and updated to better meet the needs of teachers and schools. Currently qualified teachers who are employed in maintained schools in England must, by law, have completed an induction period after their initial training. The induction period usually lasts for three terms. The current regulations and guidance on statutory induction were last updated in 2008, run to more than 70 pages and are based on the needs of the school system in 1999.
- (ii) The DfE will formally consult on new Regulations for the statutory induction period in the autumn term and the consultation will run for 12 weeks. It is expected that the new arrangements will come into force by September 2012. The changes to induction arrangements will apply to maintained schools in England. They will also apply to independent schools, Academies, Free Schools and other settings that wish to provide statutory induction for their newly qualified teachers.

6.4 Consultation on the review of the School Funding System

- (i) On 13 April 2011 the Department for Education started a six week consultation on the rationale and principles for reforming school funding. This is the first stage of a two part consultation with further proposals, which take into account the feedback from Stage 1 consultation, being published by the Government later in the Summer term.
- (ii) At the same time, the Government started a further consultation which considers options for changing Academy funding for academic year 2012/13 if the school funding reforms are not to be in place for financial year 2012/13. The deadline for responses to both consultations was **25 May 2011**.

6.5 The Munro Review of Child Protection

- (i) On 10 June 2010, the Secretary of State for Education commissioned Professor Eileen Munro of the London School of Economics to conduct a wide-ranging independent review to improve child protection. On 10 May 2011, Professor Munro published her final report entitled *A child-centred system*.
- (ii) The final report makes fifteen recommendations which cover the following key areas:
 - to reduce the amount of central prescription to help professionals move from a compliance culture to a learning culture, where they have more freedom to assess need and provide the right help. To revise statutory guidance and the inspection process to give a clearer focus on children's needs, and to make all inspections unannounced;
 - to change the approach to Serious Case Reviews (SCRs), to give a stronger focus on understanding the underlying issues that made professionals behave the way they did and what prevented them from being able to properly help and protect children;
 - to reform social work training and placements with employers and Higher Education Institutions and to prepare social work students for the challenges of child protection work;

- to ensure that each local authority designates a Principal Child and Family Social Worker to report the views and experiences of the front line to all levels of management, and to establish a Chief Social Worker to advise the Government on social work practice;
- to give local authorities and their statutory partners a new duty to secure sufficient provision of early help services for children, young people and families, leading to better identification of the help that is needed and resulting in an offer of early help;
- to confirm the importance of clear lines of accountability as set out in the Children Act 2004 and the protection of the roles of Director of Children's Services and Lead Members from additional functions, unless there are exceptional circumstances; and
- to strengthen monitoring of the effectiveness of help and protection by Local Safeguarding Children Boards, including multi-agency training for safeguarding and child protection.

(iii) The Secretary of State is establishing an implementation working group drawing together key individuals from the social work profession, local government, health, police, education and the voluntary sector. The Government will work closely with this group to develop a full response to Professor Munro's recommendations before the summer recess in July 2011.

7. POLICY IMPLICATIONS

7.1 The Government's reform agenda for education, schools and wider children's services will be underpinned by major statutory changes. This will impact significantly on local policy, strategy and priorities for Bromley's Children and Young People Services agenda; the detail of which will be brought in progress update reports to Members.

8. FINANCIAL IMPLICATIONS

8.1 The funding methodology for academies for 2012/2013 is currently being consulted upon, with details expected to be published later this year.

8.2 Members have previously been informed that schools converting to academy status would not only have its own school budget share but would also receive a share of funding from the central schools budget (CYP Services) and functions in the non-schools budget (CYP and Council-wide services).

8.3 In terms of the non-schools budget, the DfE has agreed with Communities and Local Government a transfer of funding over the next two years to meet the estimated cost of funding for new Academies and Free Schools over the period. Because it is not possible to say precisely which schools in which local authorities will convert to academy status and where all new Academies and Free Schools will be, it is not practical to target the reductions at individual local authorities and therefore a national top slice has been applied. The intention was that all local authorities would have certainty over the funding they will receive over the period and will not see unpredictable changes because of variable patterns in the growth of the academy sector. However, this is now subject to change pending the outcome of the DfE consultation.

8.4 Under the current arrangements, Bromley was subject to a top-slice of the Revenue Support Grant of £800K in 2011/2012 and an indicative further sum of £640K in 2012/2013.

9. LEGAL IMPLICATIONS

- 9.1 As part of the process of converting to academy status a Commercial Transfer Agreement (CTA) will be agreed between the Local Authority, the governing body of the predecessor school and the Academy. On 22 June 2011, a Part 2 report was submitted to Executive seeking approval for delegated authority for the Director of Resources to approve and execute Commercial Transfer Agreements and any ancillary agreements, subject to the agreement of the CYP Portfolio Holder and the relevant Chief Officers in respect of any school which is converting to academy status in the future. Approval for delegated authority was granted by Executive subject to call in. In advance of that period expiring, it was necessary to complete two CTAs for Warren Road and Hayes Primary schools. After approval from the Directory CYP and the CYP Portfolio Holder the two relevant CTAs were completed in time for the scheduled conversion date.
- 9.2 The Commercial Transfer Agreement covers: the provision of staffing information and warranties; apportionments; indemnities; pensions; assets; and contracts.
- 9.3 It has become apparent during discussions with these (and other schools who have previously converted) that some or all of the following issues need to be clarified as part of the CTA:-
- (a) **The usage of any lottery grant** – The terms of grants for works at the schools may require the Academy to enter into a Deed of Assignment and Release, failing which the Council may be obliged to repay a proportion of the grant funding. A draft has been sent to the solicitors representing one of the converting schools whose premises benefited from lottery funding and their comments and that of the Lottery Fund are awaited.
 - (b) **Employment liabilities** – Whilst most staff (possibly including some Council staff) should transfer to the Academy under the Transfer of Undertaking Regulations there may be outstanding claims which will fall upon the Council. Whilst the template Transfer Agreement supplied by the Department for Education reflects the provisions of Schedule 22 of the School Standards and Framework Act 1998 which states that “all rights and liabilities (including rights and liabilities in relation to staff) of the Governing Body subsisting immediately before the date of dissolution...shall ...be transferred to....the local education body...”. It provides for an indemnity to be given to the LEA by the Governors but it is considered such indemnity will provide little practical benefit owing to the cessation of the Governing Body as a legal entity upon conversion. At present the extent to which the Council could resist any claim by the Academy in respect of such employment liabilities – which would normally transfer by virtue of TUPE – remains to be settled. There have been considerable difficulties for HR in obtaining information about such potential liabilities from those Foundation schools which have already converted and hence there has been reluctance to finalise the CTAs in respect of such schools. In the case of Community schools where the Council is the employer it is expected that it should be easier to identify whether any such (potential) liabilities exist and to consider whether an indemnity can be given to the Academy.
 - (c) **Pension deficit liabilities** – These only relate to non-teaching staff who are currently members of the Local Government Pension Scheme. The Academies Act 2010 imposes the liability to meet such deficit in respect of transferring staff upon the Academy. The Director of Finance has, after consulting with the scheme actuary and taking legal advice, agreed that the deficit should be repayable in not more than twelve years which mirrors the period required of other schools in the scheme. In the case of earlier conversions the employer contributions were set at a figures based on a 7 year deficit recovery period. However under the latest wording agreed with the

actuary this period will only apply where the Secretary of State issues notice of termination of an Academy's Funding Agreement. Adjustments will be made to the employer contributions for the earlier converters to bring them in line with the latest actuarially approved arrangements.

- (d) **Dual-Use Agreements** – It is expected that those academies where dual-use facilities are currently provided will continue to allow such use following conversion. However such assignment of the Dual-Use Agreement also requires the consent of the Council's Management Contractor, Mytime Active. To date the terms of such assignments have not been agreed. It has been noted that to a large extent the Council has adopted a sleeping partner role in these Agreements with Mytime taking the commercial decisions around pricing and developments. The Council's previous obligations as a Local Education Authority to contribute to major planned maintenance of the facilities will cease upon conversion. It is clear from certain communications that some Academies are seeking the opportunity to review the terms of those agreements and Mytime have yet to respond to the draft Deed of Assignment which had been sent to them. It is proposed that the Legacy Hall at Langley Park School for Boys will be managed under the auspices of a separate charitable company incorporating the Council, school and BYMT. The usage and charges for community and commercial use will be established by the company and any income generated will be ring fenced to secure the maintenance and running of the facility.
- (e) **Financial Position** – If the schools have a deficit then this can be a reason for refusing to allow conversions. However if a school has a loan with the Local Authority this should simply be continued with the Academy under the terms of the Academies Act 2010.
- (f) Existing rights for the local authority to continue to use certain facilities at the schools (e.g. for special education provision) will need to be specifically permitted by the Academy. A schedule of **SEN units and Children and Family Centres** has been provided and a draft agreement prepared by CYP setting out the basis of the Council's usage of the units. This will have to be agreed with the school, if possible, prior to any conversion. In the case of the Hearing Impaired Unit at Darrick Wood School the Council will retain the ownership and control of the centre and will continue to employ the staff there. Other units form part of the school premises and where the buildings have been transferred to an Academy there will need to be either a lease/licence from the Academy to the Council to enable it to continue to access the facilities.
- (g) Where **capital funding** has been made available for basic needs the Council can still make this available if it wishes to support a school which indicates its intention to convert. Valley Primary School will be in such a position. However funding for planned maintenance works on local authority maintained schools cannot be made available to Academies. Where the Council has already entered into a contract for building works at a school which is converting, it will be necessary for the Academy to grant suitable rights of access to the contractor and Council to enable the works to be completed. In the case of Beaverwood School who had engaged a contractor at the date of conversion the Council has agreed to continue to make funding available in stage payments but subject to liability for any overspends resting with the school.
- (h) The **transference of land** has to date been of minor relevance insofar as the schools converting have been Foundation schools and generally it will be a matter for the Governors and not the Council to deal with the conveyance of the title to their property. However, in the case of Bishop Justus there is a small area of land which is currently used as playing fields and will require formal transfer by the Council to

the Academy either by way of a 125 year lease or by way of transfer of the freehold. The latest batch of schools indicating their intention to convert are Community schools and the Council's legal department are engaged in finalising the terms of the necessary leases.

- (i) **Contracts** – All schools will have various ongoing contracts for such matters as cleaning, catering, photocopier hire etc as well as support contracts for payroll, HR and the like some of which will be provided by the Council. It will be necessary to identify whether those contracts are going to be taken on by the Academy and, if so, how they are to be assigned and whether there are any outstanding liabilities on those contracts which the Governors may not have discharged by the date of conversion.

10. PERSONNEL IMPLICATIONS

- 10.1 Conversion to Academy status gives rise to personnel implications and would constitute a TUPE transfer for staff currently employed at the establishments. The current Governing Bodies would need to engage in meaningful consultation with all staff and recognised Trade Union representatives regarding the transfer and any proposed changes.
- 10.2 Of the current conversions of Foundation schools, Beaverwood School for Girls, Bishop Justus Church of England Secondary School, Coopers Technology College, Langley Park School for Girls, Cator Park School and Hayes Primary School are already employers of their staff. Therefore any TUPE liabilities rest with the existing Governing Body and the new Governing Body established as part of the conversion to Academy status.
- 10.3 Balgowan Primary School, Biggin Hill Primary School, Darrick Wood Infant School and Nursery, Darrick Wood Junior School, Green Street Green Primary School, Pickhurst Infant School, Pickhurst Junior School, Stewart Fleming Primary School, Valley Primary School and Warren Road Primary School are Community schools. In each instance the Local Authority is the current employer of staff and the conversion would, therefore, involve the transfer of staff from the employment of the Local Authority to the Governing Body. The Local Authority and the newly established Trust/Governing Body would be jointly liable for consultation, and for ensuring compliance with the provisions of TUPE in the conversion process.

Non-Applicable Sections:	N/A																					
Background Documents: (Access via Contact Officer)	<p>Previous Director CYP Reports: The Government's Reform Agenda: Education and Children's Services:</p> <table style="margin-left: 40px;"> <tr><td>20 July 2010</td><td>:</td><td>DCYP10113</td></tr> <tr><td>7 September 2010</td><td>:</td><td>DCYP10124</td></tr> <tr><td>30 November 2010</td><td>:</td><td>DCYP10158</td></tr> <tr><td>24 July 2011</td><td>:</td><td>DCYP11019</td></tr> <tr><td>22 February 2011</td><td>:</td><td>DCYP11039</td></tr> <tr><td>15 March 2011</td><td>:</td><td>DCYP11051</td></tr> <tr><td>3 May 2011</td><td>:</td><td>DCYP11065</td></tr> </table> <p>Department for Education: Academy Website www.education.gov.uk/academies The Academies Act 2010</p>	20 July 2010	:	DCYP10113	7 September 2010	:	DCYP10124	30 November 2010	:	DCYP10158	24 July 2011	:	DCYP11019	22 February 2011	:	DCYP11039	15 March 2011	:	DCYP11051	3 May 2011	:	DCYP11065
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3 May 2011	:	DCYP11065																				

The Academy Programme
Overview Position Statement from Gillian Pearson, Director CYP

Bromley Schools as at 31 August 2010:

- 17 Secondary Schools
- 74 Primary Schools
- 4 Special Schools
- 1 Pupil Referral Unit

Bromley's position as at 30 June 2011 regarding schools securing or in the process of seeking conversion to Academy Status is as follows:

Table A

Secondary Schools Seeking Conversion as Individual Academies		
SECONDARY SCHOOLS	POSITION	TIMESCALE
Kemnal Technology College	Conversion	September 2010
Darrick Wood Secondary School	Conversion	December 2010
Beaverwood School for Girls	Conversion	1 March 2011
Bishop Justus CE Secondary School	Conversion	1 March 2011
Coopers Technology College	Conversion	1 March 2011
Bullers Wood School	Conversion	1 May 2011
Charles Darwin School	Conversion	1 April 2011
Hayes School (Secondary)	Conversion	1 April 2011
Langley Park School for Boys	Conversion	1 April 2011
Newstead Wood School for Girls	Conversion	1 April 2011
Ravens Wood School	Conversion	1 April 2011
The Ravensbourne School	Conversion	1 April 2011
Langley Park School for Girls	Academy Order Received (13 May 2011)	Target: 1 September 2011
St Olave's Grammar School	Notification to Local Authority (October 2010)	Target: September 2011
The Priory School	Application to Convert (18 May 2011)	TBC – not expected until 2012

Table B

Secondary Schools Seeking Conversion as part of an Established Academy Trust Federation		
SECONDARY SCHOOLS	POSITION	TIMESCALE
Kelsey Park Sports College	Governors' decision to convert to Academy Status as part of the Harris Academy Trust Foundation Academy Order Received (28 April 2011)	1 September 2011
Cator Park School	Governors' decision to convert to Academy Status as part of the Harris Academy Trust Foundation Academy Order Received (27 May 2011)	1 September 2011

Table C

Primary Schools Seeking Conversion as Individual Academies		
PRIMARY SCHOOLS	POSITION	TIMESCALE
Balgowan Primary School	Academy Order Received (13 May 2011)	1 August 2011
Biggin Hill Primary School	Academy Order Received (25 May 2011)	TBC
Crofton Junior School	Notification to LA – 21 March 2011	1 August 2011
Darrick Wood Infant School and Nursery	Academy Order Received (3 June 2011)	1 August 2011
Darrick Wood Junior School	Notification to LA – 24 May 2011	1 August 2011
Green Street Green Primary School	Academy Order Received (13 May 2011)	1 August 2011
Hayes Primary School	Academy Order Received (13 May 2011)	1 July 2011
Pickhurst Infant School	Notification to LA – 15 February 2011	1 August 2011
Pickhurst Junior School	Notification to LA – 15 February 2011	1 August 2011
Stewart Fleming Primary School	Academy Order Received (13 May 2011)	1 August 2011
Valley Primary School	Academy Order Received (13 May 2011)	1 August 2011
Warren Road Primary School	Academy Order Received (13 May 2011)	1 July 2011

Table D

PROPOSED ACADEMY CLUSTERS	POSITION	TIMESCALE
Diocese of Rochester's outline proposal	<p>Proposed Faith Based Academy Trust, including:</p> <ul style="list-style-type: none"> • Secondary CE School: Bishop Justus • Primary Phase CE Schools (8): Chislehurst (St Nicholas); Cudham; Keston; Parish; St George's; Bickley; St John's; St Mark's; St Paul's Cray <p>Notification to LA – 9 December 2010</p> <p>Currently under discussion by the Diocese of Rochester with individual governing bodies</p>	TBC
'Family Langley'	<p>Langley Park School for Boys, Langley Park School for Girls + invitation to 12 main feeder primary schools to join this Academy Federation.</p> <p>Notification to LA – 9 February 2011</p> <p>Primary phase schools to be determined</p>	TBC
Small Schools Cluster	Early exploratory discussions but not expected to progress further at this time	
Pickhurst Chain	<p>Proposed grouping of 12 primary schools.</p> <ul style="list-style-type: none"> • Each school undertaking individual conversion. The Director CYP has sought clarification on the status and terms of the Pickhurst Chain, and has been advised that the 'chain' formation has the status of an 'egalitarian group' to assist with the academy application and conversion process and as a basis for future procurement, best value, shared school improvement and a 'united voice'. 	TBC

Table E

Other potential developments		
SCHOOLS	POSITION	TIMESCALE
Schools in Ofsted category: <ul style="list-style-type: none"> • St Mary Cray (Special Measures) • Grays Farm (Notice to Improve) • Hillside (Special Measures) 	LA to consider options as part of statutory 'School Improvement Plan' requirement. It should be noted that OfSTED progress monitoring reports both indicate good progress against all key actions for both schools in Special Measures.	?
Schools in which performance has been 'below the new floor target' in all three indicators at Key Stage 2 (3 schools)	LA to consider options as part of statutory 'School Improvement Plan' requirement	?
Weaker primary schools directed to convert to academy status	Still waiting confirmation from DfE regarding which schools	?