

Primary Strategy for Change

Consultation – Second Stage



Section 1

Background

1. In February we asked for comments on our proposals for the Primary Strategy for Change. We have analysed your comments and refined and improved the draft strategy. We will ensure that a copy of the analysis of feedback is circulated so that you can see how your views have been taken into account.
2. The Primary Strategy is separate to the capital programme outlined in the Primary Strategy for Change but clearly to meet the aspirations that we have in our Primary Strategy we need to ensure that our capital programme is aligned with that strategy. The Primary Strategy gives our vision for the next twelve years and will be reviewed annually to ensure it remains relevant to current developments as well as the Haringey context.
3. The Primary Strategy sets out our ambitions and approaches to ensure that children and young people have access to the best services and support possible as they progress through their primary education. It sets out how integrated and multi-agency services will ensure that everyone can thrive and achieve their potential.
4. If you want further background information the Department for Children, Schools and Families has issued guidance for local authorities on the Primary Strategy for Change which is available from:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/capitalinvestment/guidanceindex/primarycapital/>

5. This second stage consultation is in four sections.
 - Section 1 outlines the background and purpose.
 - Section 2 develops the five principles taking into account the input from the first round of consultation and will form the heart of the Primary Strategy.
 - Section 3 establishes the investment priorities and criteria for assessing schools' needs.
 - Section 4 gives baseline assessment information.

Purpose

6. The purpose of the Primary Strategy is to record our plans and aspirations to raise standards further and ensure meaningful inclusion for all pupils, achieving this in the context of a Children and Young People's Service. We also want to ensure that the job of learning is central to our strategy. At the same time we will continue to meet the aspirations in Every Child Matters and the Children's Plan 2007, manage and implement local innovations, share best practice and address local issues.
7. The Primary Strategy will be in place from 2008 to 2020 and is a far reaching proposal which we want to be aspirational. We received overwhelming support

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for the five principles we proposed and have used each principle to frame and develop our strategy into what we want to achieve and how.

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Section 2

Primary Strategy

Principle 1

We want all children to be able to enjoy their learning and to make good progress

What do we want to achieve?

Schools where there are high expectations of the children supported by the teaching of a curriculum that provides the balance between academic, creative, physical and social development and leads to high levels of achievement.

To do this we will

Provide access to a primary education including the foundation stage without discrimination and regardless of disability.

8. We wish to ensure our young children access to a Foundation Stage education in every primary school that meets and wherever possible exceeds the statutory curriculum requirements from September 2008. This early learning will take place in an environment for learning and enjoyment where children feel safe and secure and where through play they are able to learn, explore and problem solve.
9. We want all primary pupils to flourish as well as make good progress in their learning. The children attending our schools come from diverse backgrounds and have many needs. We will seek to meet those needs through our curriculum offer.

Enable the vast majority of pupils to achieve at least two levels of progress in English, mathematics and science by the end of Key Stage 2 (although our aspiration is that they will do better than two levels). Ensure that at least 75% of pupils achieve level 4 or above in both English and mathematics by 2009 and improve year on year from that date.

10. We expect there to be the highest expectations for all pupils including those with learning difficulties and additional/special needs. Where pupils are performing at level 1 in National Curriculum terms in Year 3 they should normally be expected to make at least two levels of progress before the end of Key Stage 2.
11. Schools must set targets for all pupils including those who have learning difficulties and special educational needs. Where such pupils are not expected to achieve National Curriculum levels schools should use 'P' scales or other performance criteria to measure progress and set appropriate targets. We will provide clear guidance for to schools to enable them to identify what good progress is for pupils unlikely to reach the threshold levels. Where there is evidence that this is not appropriate the Local Authority will

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ensure that support for school target setting will be personalised and remain ambitious. P Scales will be used to reflect this best ambition.

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Provide the opportunity for all pupils to study a modern foreign language in Key Stage 2 and to provide support for languages that pupils already speak.

12. Many Haringey pupils speak English as an additional language. We want to celebrate the diversity in our schools and provide support for languages already spoken, and opportunities to acknowledge and celebrate the rich cultural heritage that our communities bring.
13. We want to ensure the opportunity to study a modern foreign language at Key Stage 2. Schools will build their capacity across the curriculum by using other subjects to further the understanding of modern foreign languages and the international context of the countries in which they are spoken.

Provide flexible and adaptable teaching environments capable of meeting the needs of many different learning styles.

14. We will create a balance between the requirement for flexibility and the need for a classroom base for pupils. Teachers will endeavour to meet the personal learning needs of pupils by preparing learning materials in various ways and using teaching styles to best meet learning needs.
15. Each school will have an ICT network which will enable flexible and independent learning within classrooms and around the immediate school grounds.
16. We will expect there to be a natural flow of learning activity between the classroom and the outdoor areas designed to provide both informal and formal games space, gardening, particularly food growing and quiet reflection areas. We want our outdoor environments to feature the maximum area available, including the use of roof space because of the limited areas of outdoor space available on many Haringey school sites.

Have exciting, vibrant learning environments and opportunities to achieve and develop new skills, knowledge and understanding through physical activity, art, music, other creative arts and the environment.

17. We will ensure that there is a global dimension to the curriculum to enable young people to better understand their place in the world.
18. Schools should ensure that the breadth of the primary curriculum provides a full range of exciting and enjoyable experiences both in their day to day learning and through the extended curriculum. Music, drama, dance, art and crafts, ICT, physical and sporting endeavours should all be available in primary schools and wherever possible feature strongly in the curriculum supporting the pupils' developing literacy and numeracy skills.
19. Pupils in Haringey should have the opportunity to learn about and participate in developing improved environmental conditions. School buildings should be live demonstrations of the best principles of sustainable development reflected in the access pupils and adult learners have to seeing the way their buildings function and the way that we behave towards the environment. We

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want our schools to have the highest standards so that environmental impact is minimized.



20. It will be possible for pupils to monitor energy consumption and see the journey that water makes through the building. Real, or demonstration features, which aid understanding of recycling or generation of energy from renewable sources, should be on show. All schools should have the opportunity to use the buildings as an environmental learning resource.

Encourage high levels of attendance and promote an inclusive curriculum.

21. We expect pupils to want to go to school because they enjoy their learning and have high expectations of what they will achieve.
22. We want the vast majority of children to leave primary school with good levels of literacy, numeracy, and every child a reader and writer. Where pupils are falling behind in their learning they will be allocated additional support and early diagnosis of any underlying condition that is hindering their learning.
23. The Local Authority considers that behaviour and learning are markedly improved where pupils have a curriculum that is flexible enough to meet individual pupil's needs and sufficiently challenging to ensure appropriate progress is maintained. Personal space for pupils is important. Therefore we expect the classroom floor areas allocated to each pupil to be maintained to at least the government's requirements. Also innovative design solutions to supervision and behaviour management challenges will be sought and explored.

Build more effective transition arrangements across key stages.

24. Extend existing partnership arrangements between early education, reception and all key stages so that schools can ensure better curriculum progression, continuity of learning and transition with a continual improvement in performance throughout pupils' education.
25. All schools will use a managed learning environment to aid the effective transition of pupils' work, progress and additional support between key stages and schools. More effective record systems, moderated and validated will enable children to showcase examples of their work through their school career.

Ensure that schools are challenged and supported by governors and the Local Authority when performance falls below expectations and use the community of schools where possible to help and support each other.

26. All schools ready and able to meet the challenges of delivering services and high performance for children. Clear expectations set for schools where performance falls below expectations and clarity of how support and challenge will operate across the Children and Young People's Service, including partnership approaches with the diocese for example.

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Principle 2

We want to promote learning through access to greater opportunities for all within the community

What do we want to achieve?

Schools that are at the heart of the community extending the hours they are open to children, young people and the community and providing a range of high quality learning opportunities to all whilst preserving the safety and well being of pupils.

To do this we will

Ensure our primary pupils have access to extended school activities during and outside regular school and term times, including the use of the school grounds and sports facilities, ICT facilities, breakfast clubs and after school provision.

27. The Local Authority has a clear vision for the extended use of schools. Whilst not all of the facilities will be fully extended all will provide opportunities for use by children, young people and adults beyond the conventional school day. This will include some evening, weekend and school holiday usage. These spaces will be flexible and secure in terms of furniture, fittings, security and access.

Make sure that our schools are attractive and welcoming to pupils and our visitors whilst at the same time keeping pupils safe and secure.

28. We will endeavour to develop and improve the entrances to all primary schools in order to provide a welcoming all round ambience. The entrances will also ensure supervised access to both the school and community learning facilities. A single reception area will promote a unified interface for visitors with access to all parts of the school site controlled. This will facilitate openness for community use but security of the school building and its grounds for pupils.

Enable the community to access learning opportunities and to use facilities in our schools in the day, evenings and at the weekend.

29. Community provision will cater for young people and adults working in both formal and informal settings. We will offer provision for meetings, collaborations, learning and teaching. Some school sites will offer different facilities to different user groups at various times of the day and will thus be designed accordingly. The provision will have facilities suited to family/adult learning as well as children's learning.

30. Provision for young people and adult learning will also be closely linked to the timing of the school day and often coincide with the times that parents bring their children to school or collect them at the end of the day. Thus enabling parents and carers and very young children to participate in activities.

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Co-locate community facilities and/or group wider services in and around clusters of schools.

31. We will ensure that wherever possible community facilities are provided in each local area within convenient walking distance thus reducing carbon emissions in line with the Local Authority expectation.
32. Integrated services from health, social support and education services will all be available through the schools in Haringey and grouped for the convenience of the community. The co-location of special education facilities will be provided to meet the needs of the local community through the inclusive learning campus model.

Principle 3

We want to secure the health and well-being of our children and young people and safeguard their welfare, especially the more vulnerable

What do we want to achieve?

Healthy children and young people whose safety and welfare is assured through the provision of education, health and other support services in local schools and the community.

To do this we will

Improve the health of children and young people.

33. The child health strategy will be in place and delivering better outcomes for children and young people. We want children who are able to access healthy food and children and families with a good understanding of how to maintain a healthy lifestyle. We also want child health improved with the proportion of obese and overweight children reduced to the levels of 2000. Early access to health services on or near the school site with health checks will form a regular part of preventative care.
34. Mental health services available at timely and helpful intervention points to enable children and their families to function more effectively.

Have swift and easy referral systems for children, young people and their families to access support services.

35. The Local Authority is further developing professional support services for children, young people and families. Increasingly schools are providing support through their own mechanisms including referrals to visiting professionals. We aspire to have facilities for these support services within schools that do not involve disruption to learning through their use.
36. In delivering the aims of Every Child Matters and the Children's Plan 2007, we shall continue to develop partnerships with a range of professionals from the spectrum of children's service providers. Spaces and rooms must be provided for different children's services within the new and refurbished schools. We also want to capitalise on our contact with families to identify wider risks known to impact negatively on children's life chances.

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Make sure that all children have access to appropriate spaces indoors and outdoors for exercise, relaxation and personalised learning.

37. There will be many curriculum opportunities developed externally and key spaces outside the schools will also be available for extended curriculum involvement – kitchen garden; wildlife conservation areas; play and study areas; exercise trim trails. These are not cosmetic but will provide a relationship with the real world beyond the school and mirror a more integrated approach to learning.
38. We see the outside as space for quiet reflection and study as well as for group and individual exercise. Many children and young people require time in the external environment to relax and reflect on their lives. Schools in Haringey will provide such spaces for pupils.
39. Ensure that toilet and cloakroom spaces are age related and of the highest standards. Children and young people place the provision of safe, secure and healthy toilet facilities at the top of any list on school improvements. In Haringey we are committed to achieving this aspiration.
40. Provide ready access to fresh drinking water.
41. Work across Council Services to prioritise and meet children's particular needs in housing, recreation and leisure.
42. We want children and their families to be aware of how to prevent accidents in and around the home, whilst having regard to the need for children to explore and learn from the environment. At the same time we want a proportionate approach to health and safety which has due regard to minimising risks but enables children to take part in activities, events and visits where there are risks.
43. Children's safe and responsible use of computer systems will be encouraged by embedding e-safety principles and practice via the school curriculum, community awareness and the use of technological solutions.
44. Tackle the causes of bullying and support children especially the more vulnerable, who experience bullying and help them to deal with it. Prepare guidance where appropriate and strengthen the system for complaints from children and parents/carers whose children experience bullying.

Encourage environmental awareness and sustainability amongst schools and the wider community.

45. It is a commitment of Haringey that the education system will improve the understanding of these issues amongst children, young people and adults. In order to do this, schools will need to set examples and incorporate low and negative carbon heating and lighting systems.
46. Ensuring sustainable development will be an integral part of school life with schools encouraged to achieve where possible, external accreditation through national awards for their work on health, well-being, sustainability and environmental awareness.

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Principle 4

We want to further develop the leadership capacity in our schools

What do we want to achieve?

Schools with staff and governors who have the confidence to innovate with inspirational leadership skills and specialist knowledge to meet the needs of all pupils.

To do this we will

Support school leaders through mentoring and succession planning strategies and where appropriate promote different models of leadership.

47. A major key to the success of schools is the retention of experienced and highly motivated personnel – headteachers, teachers, support staff and governors. Successful schools, extended and community provision and the increasing improvement in standards in Haringey is dependent on this quality provision. It is critical that the range of staff skills and expertise is maintained and that children and adult learners are supported by high quality professionals.
48. We will work to ensure that all staff in our schools have the opportunity to experience shared leadership creating diversity of ideas in leadership teams. Together with the opportunity to experience different models of leadership across a variety of primary schools including federated schools.
49. The quality of the working environment plays an important role in meeting our aspirations regarding the recruitment and retention of high quality staff. We will ensure that schools include social and work spaces. These will allow staff to meet together, to learn alongside each other and collaborate in planning and preparation.
50. Promote the development of the workforce to support integrated children's services.
51. Support for leadership will be provided by the Local Authority so that the best will be able to provide exemplar practice across schools. Innovative ways will be sought to promote good work life balance for our staff in line with best practice from National and European guidance.
52. It will be important for our schools to adopt an international dimension to learning. A wider view of the school and its place in the world will raise awareness, knowledge and understanding of diversity, conservation, sustainability and other global issues. By 2010 all schools should be well on the way to achieving International School Status.
53. A major strategy will be to encourage the continued professional development of staff and governors through improved school based facilities. This starts with improving opportunities for career progression from volunteer to support teaching roles. It is anticipated that the opportunities for adult learning on site will make a positive contribution to this strategy.
54. We want all staff to be able to access relevant qualifications to enable them to be a well trained and qualified workforce. By 2020 we expect our children's workforce to have achieved further qualifications.

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55. The Children's Plan includes an aspiration that the majority of teachers have higher degrees.
56. In order to achieve our aspirations regarding integrated services, training and support will be provided. This will ensure that staff are aware of the importance of other services and the ways that these contribute to children's development.

Have governors who are well trained and able to take on their leadership role across different governance models.

57. All schools to have effective governance in place and access governor support and training provided by the Local Authority or other providers. This will ensure governors fully understand the importance of their strategic leadership and management role of the school.

Plan for the cost, use and management of extended facilities provided under the programme.

58. Schools will be given additional support to plan and manage extended provision and facilities.

Principle 5

We want to integrate ICT throughout as part of the transformation of learning experiences for children, young people and the community

What do we want to achieve?

Schools where learning is enhanced by ICT that is accessible throughout the school and its immediate external environment. Opportunities for learning that can be shared at home, that is personalised and inclusive so that the needs of all pupils and the community are met.

To do this we will

Provide 'learning anywhere, anytime' provision within the buildings and to some extent in external learning spaces.

59. Ensure ICT is universally accessible throughout schools, supporting learning including the use of projection, audio visual material, interactive whiteboards, web based learning platforms and the use of personal computer devices.

Provide access to ICT for pupils and the local community.

60. Not all local residents have computers in their home. We see alternative solutions being developed, including out of hours access to the schools' facilities by the community. We expect that this will make major contributions to upgrading user skills across the Local Authority including staff, governors, parents and pupils.

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Enable schools to develop personalised learning.

61. We are moving from an era where the learner travelled to an ICT facility to one where access to technology and its networks is universal. We expect that learners will increasingly use mobile devices of different character.
62. We expect that increasingly learning resources will be available in digital form and be accessed anywhere and any time through virtual learning environments. We plan that this will be delivered via a securely managed network for the school. In the future we shall offer increased connectivity to the homes so that, for example parents/carers would be able to access information about their child's progress or adult learners can engage with e-learning opportunities.

Have effective systems to report attendance and progress to pupils and their parents/carers where possible electronically.

63. In future as a consequence of the integrated delivery of children's services all school management information systems will need to interface with wider databases and be accessed by a range of professionals. Linking our schools management information systems with the virtual learning environments will ultimately aid assessment for learning and delivery of personalised learning.

Comment

64. In Section 2 we have set out the five principles for the Primary Strategy and outlined what we want to achieve and how. This section will form the heart of our Primary Strategy.

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Section 3

Investment Principles

65. In Section 3 we are proposing a model designed to turn strategic aspirations into a detailed investment programme. The model is based on four investment principles.

a) Achieving a baseline suitability standard for all primary schools.

We aim to bring all schools up to a baseline standard. This will take account of the traditional condition and suitability factors contained in the Asset Management Plan. The physical state of the building will be assessed against the relevant Building Bulletin standards for teaching and learning spaces.

b) Taking account of deprivation factors.

We are required by the Department for Children, Schools and Families to take account of the relative deprivation of the communities served by each school when prioritising investments.

c) Achieving local strategic priorities.

Haringey has already established a number of commitments in the Children and Young People's Plan 2006-09 which will require capital funding. Where relevant the priorities have been discussed with the Diocese and a joint strategic approach will be used. They include:

- Further development of inclusive special education provision such as the 'inclusive learning campus' at Broadwater Farm Primary School.
- Acknowledgement of the changing needs for school places linked to population change, new housing developments and the expansion of popular schools. This includes the federation or amalgamation of schools to raise standards and where necessary remove surplus places.
- The 0-19 Strategy includes the provision of children's centre linked with primary schools and the integration of play services with primary schools and children's centres.
- Develop the extended use of school facilities both for pupils and the community. We will specify some primary schools as a priority for extended services and community use and a proportion of this investment will enable that to happen.

d) Making sound investment decisions.

We will invest only where to do so will deliver sustainable benefits in relation to achieving the Council's objectives and benefit the children and community. For example, a school may have high need when compared with the baseline suitability standard and would be prioritised more highly because of deprivation. However, if the school is significantly undersubscribed and we could not be confident that the investment would contribute significantly to raising standards and increasing the popularity of the school then the investment would be better placed elsewhere.

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Section 4

Baseline Assessment

66. The Local Authority is preparing a baseline assessment of all primary school premises. The assessment is made up of a number of criteria and includes a scoring system. A high score suggests that the premises are poor and impact negatively on teaching and learning. Further survey work will be carried out by the Council's consultant advisors to confirm accuracy.

Core suitability criteria

This criterion uses a two point grading scale of 5 or 1 specifically for huts

67. **The existence of temporary lightweight hutted units used as permanent classrooms**

If the school uses low quality lightweight units as a permanent classroom base for any year group this will be allocated the maximum points (5). Schools that rely on huts to support curriculum delivery for example as libraries or music practice rooms will be allocated the minimum points (1).

The following criteria use the full range of points on a graded scale of 5 to 1.

68. **External envelope of building (water and weather tight, windows/roofs etc)**

Schools that have to deliver the curriculum from buildings with known major roof and window condition issues would get maximum points. Schools that have benefited from recent investment in their roof or external envelope would attract a score of 1.

69. **Suitability of classroom/teaching areas (size, shape and curriculum delivery)**

The suitability of rooms has an impact on teaching and learning. The last suitability survey submitted to the Department for Children, Schools and Families will be used as a reference point for this assessment.

70. **Adequate mechanical installation to building (minimum heating standards)**

Schools that are at a high risk of unplanned closure due to the condition of their heating plant and system would attract a score of 5. Schools that have benefited from recent investment in their plant rooms would attract a score of 1.

71. **Adequate electrical supply/installation to fully support the delivery of the curriculum**

This relates to schools that experience condition issues with their electrical systems and may require a complete rewire incorporating fire alarm and emergency lighting systems. Evidence of the need to rewire the premises

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arising from the five yearly periodic inspection report would attract a score of 5. Schools that have been recently rewired would attract a score of 1.

72. Good levels of ventilation to support the delivery of teaching and learning

This accounts for schools/settings that are seriously affected by poor ventilation and solar gain issues. A known major problem causing pupils and staff to feel unwell during periods of very hot weather would attract a score of 5.

73. Good acoustics to support the delivery of teaching and learning to all students

This acknowledges those schools that suffer from acoustic issues. Typically Victorian school halls used as corridors or where PE and drama activities disrupt curriculum delivery in adjacent classrooms. Schools that benefit from rooms with high ceilings in terms of lighting levels may find that the downside is high noise levels. Schools that experience a major acoustic problem would attract a score of 5 points.

74. Adequate kitchen / catering facilities to support the delivery of the national nutritional food standards

This is about the level of compliance with National Standards and legislation. The Kitchen Asset Management Plan will be used as the basis for determining whether kitchen/catering facilities meet the requirements. Catering facilities will be allocated points on the basis of 5 for major problem(s) in compliance with standards, down to 1 for fully compliant and able to meet all the standards.

The following criteria require yes or no answers. A yes answer has a score of 0 and a no has a score of 2.

75. Accessibility of school building

Do the school buildings have good levels of access to the ground floor of the school? (The emphasis will be initially with the ground floor of premises followed by an evaluation of other parts of the school).

76. School has access to quality external sport and PE facilities

Does the school have access to hard play areas for formal and informal games? Is there adequate soft play/safe play surfaces?

77. Ability to deliver the outdoor education curriculum at foundation stage

Do the external areas dedicated to the Foundation Stage (nursery and reception classes) meet the statutory requirements to support the Foundation Stage curriculum?

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78. **Mains drinking water**
Does the school have adequate access to mains drinking water for all children both outside and within the school building?
79. **Extended schools**
Does the school offer extended services for pupils before and/or after school?
Are the extended services organised to include opportunities for young people and adults in the wider community?
80. **External security**
Does the school have effective perimeter security? (This includes external entrances to the premises and grounds).
81. **Space for parents / community room**
Is there a dedicated parents/carers' or community room?
82. **All toilets are of a good standard - bright fresh and clean**
Does the school have toilet provision of a good standard?
83. **Environmental access to external green space**
Do pupils have access to soft landscape areas such as a garden?

The following section on ICT has the points allocated clearly for each criteria

84. **Good provision of ICT to deliver the curriculum**
- **Broadband Internet Provision**
This category seeks to identify schools with Broadband Internet access availability below the Government recommended level. The allocation of points will be 2 for schools without access to a minimum of 5mbps bandwidth, otherwise 0.
 - **Wireless Connections**
Schools will need good wireless connectivity in order to develop the 'anywhere anytime' principle of learning using ICT. Any school without adequate connections will be awarded 2 points.
 - **Classroom Interactive White Boards (IWBs)**
We will identify those schools without an Interactive White Board system in every classroom. The allocation of points will be 0.5 for each classroom without an IWB.
 - **Whole-School IT Resource Management**
This section identifies schools without the means to manage and share hardware, software and staff/student file areas across their whole IT infrastructure. The allocation of points will be 2 for schools without a server-based network management system and/or without appropriate network infrastructure capacity, otherwise 0.

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- **Pupils' Access to Equipment**
This category seeks to identify schools with inadequate accessibility of computers to students. The score will be 5 points for a PC-to-student ratio below 1:7, 3 points for between 1:7 and 1:5, 1 for 1:5 or better.
- **Age of Computer Systems**
Computer systems more than four years old compromise a school's ability to host and deliver up-to-date applications and resources. The allocation will be 5 points for above 80% of classroom computers that are four or more years old, 4 points for 80% to 61%, 3 points for 60% to 41%, 2 points for 40% to 21%, 1 point for 20% to none.

The results of the Baseline Assessment

85. Each school will be given an indication of their priority level from the Baseline Assessment. If schools want further information on their overall score they should contact Dianne Grant or Steve Barns via email dianne.grant@haringey.gov.uk stevebarns@haringey.gov.uk

Concluding comments

86. The Primary Strategy is long term and forward looking. It records our plans and aspirations to raise standards further, ensuring meaningful inclusion for all pupils, and to achieve this in the context of a Children and Young People's Service. It sets our direction and commitment as well as our expectations and aspirations to be achieved by 2020. We know that the vast majority of children are happy, achieve well and enjoy their learning but unfortunately not all. We want to ensure that services are shaped and responsive to meeting the needs of children and their families to enable even more children to be happy, achieve well and able to enjoy their learning. We do this in the knowledge that prevention is better than tackling critical situations later.
87. We are committed to making the Primary Strategy happen and want every school to be uncompromising in its ambitions for achievement and at the heart of the community it serves delivering the best services for our children.
88. We look forward to receiving your comments on our second stage of consultation.

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We want to hear your views

1. Do you agree with the statements under each principle in Section 2?

Yes	No
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2. Do you have any suggestions for amending Section 2?

Yes	No
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If so, what are they

3. Are there any comments on the Investment Principles in Section 3 that you would like to add/amend?

Yes	No
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If so, what are they

4. Are there any comments on the Baseline Assessment in Section 4 that you would like to add/amend?

Yes	No
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If so, what are they

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5. Are there any further comments that you would like to make?

Yes	No
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If so, what are they

6. Would you be prepared to engage in further consultation? If so, please give your contact details:

Yes	No
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Name:

Email:

Tel:

Address:

Please indicate whether you are giving your views as an individual or as a stakeholder:

	Please tick		Please tick
Individual	<input type="checkbox"/>	Primary care trust	<input type="checkbox"/>
School / Headteacher	<input type="checkbox"/>	Community health care provider,	<input type="checkbox"/>
Governor/Chair of Governors	<input type="checkbox"/>	Local early years childcare provider,	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Potential promoter of new primary schools	<input type="checkbox"/>
Parent/Carer	<input type="checkbox"/>	Sure Start Children's Centre	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	School Improvement staff	<input type="checkbox"/>
Diocesan authority	<input type="checkbox"/>	Others, please specify	<input type="checkbox"/>

Please tear off completed forms and return to the Consultation Team, Haringey Council, River Park House, 225 High Road, Wood Green, London, N22 8HQ or email haveyoursay@haringey.gov.uk by 25th May 2008. Alternatively you can access the Consultation from the web at www.haringey.gov.uk/primarystrategy