

## **£25 Million Boost to Harrow 14-19 Learners**

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The Learning and Skills Council (LSC), the organisation that exists to make England better skilled and more competitive, has approved almost £25 Million capital funding to expand post-16 education provision in Harrow.

The bid, which was submitted by The Harrow 14-19 Collegiate, provides a unique opportunity to deliver a fully integrated 14-19 curriculum that meets the needs of all of learners, as well as employers, in Harrow and provides progression opportunities through to higher education. Currently there are 434 learners in the collegiate, with numbers expected to increase to 1000 for 2007/08, and 1200 for 2008/09.

A selection of academic and vocational choices to meet specific learner and employer requirements will be available. This will go a long way to meet the needs of vulnerable and disadvantaged learners, who often end up not in employment, education or training (NEET), giving them the opportunity to achieve their full potential. The Collegiate also won a bid to provide the recently announced Gateway diplomas in five 'lines of learning' (Engineering; Construction and the Built Environment; Society, Health and Development; Creative and Media Lines; and IT) starting in September 2008.

David Hughes, LSC Regional Director for London said, “We are delighted that young people in Harrow will have access to an unprecedented choice of provision in subjects, levels and pathways as well as specialist vocational provision. This is an exceptional example of what can be achieved by schools, colleges and work-based learning providers working together in partnership with the LSC and Local Authority to maximise the quality and breadth of curriculum offer across the Borough.”

London Schools Minister Andrew Adonis said, “The Harrow 14-19 Collegiate is at the forefront of national developments and addresses many aspects of the government’s 14-19 implementation plan. It is a unique method of providing access for all learners on a fully integrated, borough-wide 14-19 curriculum and enables the delivery of the London Curriculum, while reducing wastage, bureaucracy and costs, and provides a model for the sector.”

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*Editors Notes*

## **LSC**

The Learning and Skills Council exists to make England better skilled and more competitive. We are responsible for ensuring the availability of high-quality education and training for everyone. We have a single goal: to improve the skills of England’s young people and adults to world class standards. Our vision is that young people and adults in England have knowledge and skills matching the best in the world and are part of a truly competitive workforce. We work nationally, regionally and locally to deliver this ambition on behalf of learners and employers.

## **The Harrow Collegiate**

The Harrow Collegiate is made up of 10 local Schools, 2 special schools, FE Colleges and Work-based learning providers working in partnership with each other, the LSC and local authority.

The approved bid, which was presented at the LSC Capital Committee meeting on 27 March 2007, amounts to £24,785,634. Ten schools sites will be upgraded. Two schools (Canons and Hatch End) have been granted 16-19 presumptions status. The LSC capital funding will be channelled to the collegiate through the London Borough of Harrow, who will be the accountable body until the collegiate evolves into a legal entity and will project manage the capital developments and obtain the appropriate planning and organisational consents.

A governance structure is being implemented that will be approved by all partners, with a remit for curriculum planning and development, admissions, IAG, quality assurance, MIS, asset management, staff development, and for the implementation of the 14-19 reform agenda. The collegiate will have a partnership board made up of the providers the LSC and LA, and a small office to coordinate the day to day activities of the collegiate.

An independent review, which was commissioned by the LSC and undertaken by Bentley Jennison Consultancy Ltd, found that the collegiate model reduces wastage, bureaucracy and costs. It improves efficiency through economies of scale and through the use of shared facilities, expertise and information. It also promotes the sharing of information, experience, joint staff development, teaching materials and a common quality framework.