



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: TUESDAY 14 MARCH 2017

Time: 7.00 PM

Venue: COMMITTEE ROOM 4 - CIVIC CENTRE, HIGH STREET, UXBRIDGE UB8 1UW

Meeting Details: Members of the Public and Press are welcome to attend this meeting

Councillors on the Committee

Jane Palmer, Chairman
Nick Denys (Vice-Chairman)
Jem Duducu
Dominic Gilham
Becky Haggar
Allan Kauffman
John Oswell
Jagjit Singh
Jan Sweeting

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

Published: Monday 6 March 2017

Contact: Anisha Teji
Tel: 01895 277655
Email: ateji@hillingsdon.gov.uk

This Agenda is available online at:

<http://modgov.hillingdon.gov.uk/ieListMeetings.aspx?CIId=323&Year=0>

Putting our residents first

Lloyd White
Head of Democratic Services
London Borough of Hillingdon,
Phase II, Civic Centre, High Street, Uxbridge, UB8 1UW
www.hillingdon.gov.uk

Useful information for residents and visitors

Travel and parking

Bus routes 427, U1, U3, U4 and U7 all stop at the Civic Centre. Uxbridge underground station, with the Piccadilly and Metropolitan lines, is a short walk away. Limited parking is available at the Civic Centre. For details on availability and how to book a parking space, please contact Democratic Services. Please enter from the Council's main reception where you will be directed to the Committee Room.

Accessibility

For accessibility options regarding this agenda please contact Democratic Services. For those hard of hearing an Induction Loop System is available for use in the various meeting rooms.

Attending, reporting and filming of meetings

For the public part of this meeting, residents and the media are welcomed to attend, and if they wish, report on it, broadcast, record or film proceedings as long as it does not disrupt proceedings. It is recommended to give advance notice to ensure any particular requirements can be met. The Council will provide a seating area for residents/public, an area for the media and high speed WiFi access to all attending. The officer shown on the front of this agenda should be contacted for further information and will be available at the meeting to assist if required. Kindly ensure all mobile or similar devices on silent mode.

Please note that the Council may also record or film this meeting and publish this online.

Emergency procedures

If there is a FIRE, you will hear a continuous alarm. Please follow the signs to the nearest FIRE EXIT and assemble on the Civic Centre forecourt. Lifts must not be used unless instructed by a Fire Marshal or Security Officer.

In the event of a SECURITY INCIDENT, follow instructions issued via the tannoy, a Fire Marshal or a Security Officer. Those unable to evacuate using the stairs, should make their way to the signed refuge locations.



Terms of Reference

A central role of a Policy Overview Committees is to undertake in-depth policy reviews on specific issues. Reviews provide the opportunity to hear from members of the public and expert witnesses, including people from a wide range of external organisations. Reviews usually make recommendations to the Cabinet on how the Council could improve its work. They therefore perform an important role in opening up the policy-making process to a wider audience, including people who would not normally have the opportunity to participate.

This Committee undertakes the policy overview role in relation to the following matters:

- Education Services and statutory education authority functions
- School performance and attainment
- School Transport
- Relationships with Local Academies / Free Schools
- Pre-School & Early Years Services
- Youth Services & Careers Services
- Juvenile justice & probation services
- Adult Learning
- Education and learning partnerships
- Music & The Arts
- Social care services for children, young persons and children with special needs
- Adoption and Fostering
- Family Services

Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 Matters notified in advance or urgent
- 4 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 5 To agree the minutes of the meeting held on 1 March 2017 To follow
- 6 Children, Young People and Learning Policy Overview Committee - Major review of the local authority's current and future relationship with academies and free schools 1 - 44
- 7 Child and Adolescent Mental Health Services (CAMHS) To follow
- 8 Cabinet Forward Plan 45 - 48
- 9 Work Programme 49 - 50

Agenda Item 6

Children, Young People and Learning Policy Overview Committee - Major review of the local authority's current and future relationship with academies and free schools

Contact Officers: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

The first witness session for the Committee's review into the local authority's current and future relationship with academies and free schools took place on 23 November 2016, and a summary of the matters discussed can be found in the minutes of that meeting. The second witness session took place on 11 January 2017, and a summary of the matters discussed can be found in the minutes of that meeting. The third witness session took place on 1 March 2017, and a summary of the matters discussed can be found in the minutes of that meeting.

It is proposed that during this meeting on 14 March 2017, the Committee will discuss recommendations for the major review into the local authority's current and future relationship with academies and free schools.

OPTIONS OPEN TO THE COMMITTEE

The Committee is asked to consider the evidence given by the witnesses, together with further information provided by officers.

INFORMATION

1. At the meeting on 19 October 2016, the Committee was provided with the scoping report for the review (Appendix 1) and background information on the reasons for the review.
2. At the meeting on 23 November 2016, the first witness session took place and the Committee heard from a number of witnesses to provide an overview of the Council's current position. These witnesses included the Cabinet Member for Education and Children's Services, the Head of School Improvement/Education Quality and Strategy, Finance Manager, Children and Young People, School Placement and Admissions Team Manager and the Head of Disability Services.
3. At the meeting on 11 January 2017, the second witness session took place and the Committee heard from representatives from School Forum, Schools' Strategic Partnership Board and Governor Executive Committee.
4. At the meeting on 1 March 2017, the third witness session took place and the Committee heard from two witnesses including Simon Hawley, Headteacher for Colham Manor Primary School (a maintained school) and Colin Tucker, Headteacher for Ryefield Primary School (an academy/free school).

For the third witness session, surveys were sent out to head teachers to obtain their view on The Council's current and future relationship with academies and free schools. The Committee was provided with the responses.

Papers with Report

Appendix 1 - Scoping report

Appendix 2 - Minutes from first witness session and supporting documents from meeting on 23 November 2016

Appendix 3 - Minutes from second witness session and supporting documents from meeting on 11 February 2017

Appendix 4 - Minutes from third witness session and supporting documents from meeting on 1 March 2017 - **TO FOLLOW**



Policy Overview & Scrutiny Committee Review Scoping Report

Major review of the local authority's current and future relationship with academies and free schools

1. REVIEW OBJECTIVES

Aim and background to this review

National education policy, as outlined in the White Paper 'Educational Excellence Everywhere' published in March 2016, laid out a clear direction of travel for all schools with the Government's ambition being for all schools to cease to be maintained by Local Authorities (LAs) and become academies by 2020 or sooner. Although recent changes in Government have marked an easing of the pace of conversion, the Government continues to promote this ambition and recent months have seen the merging of the Department for Education's (DfE) Education Funding Agency (EFA) with the resources of the Regional Schools Commissioner's office.

In light of this significant change to the national landscape in education and the associated reduction in funding for Councils to use to support schools in their local area, Members have expressed interest in exploring the Council's current relationship with schools in Hillingdon who already have academy/free school status and in considering how these relationships may evolve to include maintained schools who may be considering academy conversion in the short or medium-term. It is noted that it is possible that there will be a national transition period of up to four years before all schools choose or are directed to convert to academy status.

The aim of this review is to present Members with a picture of the Council's current roles, responsibilities and relationships with local standalone and multi-academy trust (MATs). As part of this process, the review will explore the changing relationship of the Council with all schools as the academy agenda gains momentum and should clarify the Council's strategy for supporting maintained schools who may

choose to convert to academy status in the short and medium-term alongside those maintained schools who have not yet made decisions about conversion.

The review should allow Members to ensure that the proposed and reduced statutory education function at local government level from September 2017 is able to operate efficiently and effectively, making best use of reduced resources whilst ensuring that the Council is able to continue to champion high standards of education for all residents and for the most vulnerable learners in the borough whether they are educated in academy, free or maintained settings.

Terms of Reference

1. To gain a comprehensive understanding of the national and local academy agenda.
2. To explore the Council's current relationship with academies in the borough.
3. To investigate the measures that the Council currently has in place to support conversion to academy status.
4. To ensure that the Council's vision for academy schools is clear, aligns with the Council's wider strategic plans and is in the best interests of residents and providers of education.
5. To review the shape of Council's current and future relationship with schools and to provide practical recommendations that ensure that Council resources are used effectively during and after the national education transition period.

It is noted that the academy agenda presents a major shift in the way that schools are governed and led and, therefore, on the expectations of Councils. The changing relationship of LAs with their schools presents an opportunity for Councils to redesign or repackage their services to schools or to reshape their provision of a number of education services. This Committee's Terms of Reference include education services, school performance and attainment and wider education and learning partnerships. This means that this Committee has a key role in providing direction and recommendations for the effective delivery of the Council's statutory duties around education.

2. INFORMATION AND ANALYSIS

The London Borough of Hillingdon has 104 state-funded schools. Of these, 47 (45%) are academy/free schools and 57 (55%) are currently maintained by the Council. Of the 47 academy/free schools, three are registered as free schools including one specialist provider. There have recently been three additional free schools approved in the borough. Two of these are mainstream secondary settings and one a special education provider.

The largest majority of academies are in the secondary sector with 20 settings holding academy status and, in most cases, having converted as standalone academies some time ago. In 4 of these cases, standalone academies have well-established MAT status and are now responsible for outcomes in other local schools.

Currently a number of single-school secondary academies are actively exploring or have applied for MAT status and it is anticipated that these schools will extend their reach in the next year.

In the primary sector, 52 of the 72 primary schools in the borough are currently maintained settings with the largest majority of primary academies (20 in total) sitting within a local MAT.

The table below shows a breakdown of schools by type and their current inspection grades (correct as of September 2016). It should be noted that, in line with Ofsted protocols for new schools or those who have recently converted to academy status, 7 schools have yet to be inspected. It is also noted that 1 maintained primary school is currently in the process of converting under a new Directed Academy Order.

Type of School	No. with current judgement *	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	69 (of 72)	17.4	12	69.6	48	11.6	8	1.4	1
Academy	17 (of 20)	11.8	2	58.8	10	29.4	5	0	0
Maintained	52	19.2	10	73	38	5.8	3	2	1
Secondary All	19 (of 22)	26.3	5	52.6	10	15.8	3	5.3	1
Academy	17 (of 20)	29	5	53	9	12	2	6	1
Maintained	2		0	50	1	50	1	0	0
Special All	9 (of 10)	33.3	3	44.4	4	22.2	2	0	0
Academy	6 (of 7)	33.3	2	33.3	2	33.3	2	0	0
Maintained	3	33.3	1	66.3	2	0	0	0	0
All Schools in Hillingdon	97 (of 104) *new schools without a judgement	21.00%	20	64.00%	62	13.00%	13	2.00%	2

The DfE is clear that the establishment of MATs is key to providing effective system-leadership in education and that school-to-school support and improvement models delivered within the MAT structure is central to securing more good school places across the country.

It is noted that the large, national academy chains have not yet established themselves in the borough and that, presently, the MATs operating within Hillingdon are local in nature with some cross-border presence.

The table below outlines the shape of the MATs that currently operate within the borough:

MAT	No. of schools
The Rosedale Hewens Academy Trust	7
LDBS Frays Academy Trust	4
Park Federation Academy Trust, The	3
Elliot Foundation Academies Trust, The	3
QED Academy Trust	3
Eden Academy, The	3
Vyners Learning Trust	2
Orchard Hill College Academy Trust	2
Barnhill Partnership Trust, The	2
Willows School Academy Trust, The	1
Uxbridge High School Academy Trust	1
Diocese of Westminster Academy Trust, The	1
Ruislip High School	1
Bishop Ramsey Church of England School	1 (+ 1 free school confirmed)
Swakeleys School for Girls	1
Bishopshalt School	1
Haydon School	1
Charville Primary School Academy Trust	1
Harefield Academy Trust	1
Heathrow Aviation Engineering UTC	1

The local landscape means that there are 57 maintained school settings in the borough who may be in scope for academy conversion. At this stage, the Governing Bodies and school leaders of these schools are engaged in exploration of their future status with a varied picture in terms of definite decisions and timescales. This term, the Council's School Improvement Team has undertaken an academy exploration

survey with maintained school Chairs of Governors to gain a picture of the progress that schools are making. To date, 22 Chairs of Governors have responded to the survey with the largest majority of these schools in the early stages of exploring this agenda. In order to support schools with this process, the School Improvement Team, in partnership with the Schools' Strategic Partnership Board (SSPB), is planning Academy Conversion Information Events for maintained schools.

Key Information

School Improvement and the local Academy sector

The Council does not provide a traded service via a Service Level Agreement for school improvement for academies. However, during the past two years particularly, the Council's education teams have developed stronger links with the academy sector in Hillingdon. The establishment of the SSPB as the central steering group for school improvement allows for the views of all Head Teachers including those in MATs to be represented at a strategic level. Recommendations made at SSPB are informed by links with each of the important education executive groups across the borough including the Primary Forum, Hillingdon's Association of Secondary Head Teachers and the Governors Executive Committee. SSPB recommendations should be fed into Schools Forum discussions and decisions and, in line with statutory guidance relating to Schools Fora, the views of academy schools are equally represented. The Hillingdon Schools Improvement Plan 2015 - 18 outlines the Council's commitment to championing high quality education for all learners in the borough regardless of where they are educated. In line with this approach the Council currently provides a range of education support functions to academies in Hillingdon at no cost. These include:

- General education improvement advice and guidance including ad hoc email/telephone school improvement advice
- Bi-monthly Head Teacher's Briefings and centralised Head Teachers Termly updates
- New Head Teachers to Hillingdon orientation event / induction
- Assessment and moderation training including the provision of statutory moderation services
- Additional improvement events and coordination capacity for borough-wide improvement conferences and networks
- School-specific performance data reports and support from the Business Performance Team

In addition, the Council's oversight of standards of performance in all schools in the borough means that academy schools are included in the internal 'Schools At Risk Register'. The support and challenge role that the Council has in relation to maintained settings only is provided through the allocation of dedicated School Improvement Link advisory support. This resource is limited and is not provided for academy/free schools. Where concerns arise regarding standards within these settings, the Council's School Improvement Team follows DfE guidance by engaging swiftly with the Regional Schools Commissioner's office and, where necessary,

Ofsted partners to highlight these concerns. Where concerns are raised with the Council regarding non-regulated safeguarding notifications, systemic questions, complaints about academy trusts or information related to Members Enquiries, the School Improvement Team will link with individual academy Head Teachers or MATs to gather information and pass this onto partners as required.

The significant brokerage role that the Council has in relation to linking schools together for improvement purposes is supported by the provision of school-to-school support from a wide range of schools including academies. The Council has negotiated intensive support packages for schools at risk which have been provided by local academy schools or MATs. These include the chairing of Interim Executive Boards, brokerage of National Leader in Education support where additional school support is provided by teachers from an academy trust and bespoke pre- and post-inspection leadership packages for high risk schools.

It should be noted that MATs and academy Head Teachers are not duty bound to engage with school improvement services from LAs. In Hillingdon, most single academies and trusts engage positively with the School Improvement Team and associated services.

Wider Education Services provided to academies by the Council

The Council offers some services to academies via Service Level Agreements. Engagement with these services is variable with some larger trusts using internal models of support. It should be noted that all but one academy in the borough uses the Service Level Agreement with the Participation Key-Working Service. Services currently on offer via Service Level Agreements include the following, which are subject to review:

- Schools Finance (very occasional ad-hoc requests)
- Learning & Development
- Health & Safety
- Schools Library Service
- Participation Key Work Service

In addition, the Council fulfils its statutory duties to all schools including academies through the provision of a range of universal services including All Age and Disability Services including Special Educational Needs (SEN) and liaison with the School Placement and Admissions Team which involves the placement of in-year admissions. Some additional services are provided to academies through enhanced funding agreed by Schools Forum from the centrally-retained Dedicated Schools Grant (DSG). These include:

- Educational Psychology Services
- Procurement
- Early Years Advisory Service
- Family Information Service
- SEN - Inclusion Team

- SEN - Early Support/Portage
- SEN - Sensory Needs
- School Courier
- LADO/Child Protection/Domestic Violence Officers

Responsibilities

The following Council service areas may be required to provide input to this review:

- School Improvement Team
- Wider education services including Admissions and School Place Planning
- Council Finance Team inc Schools Finance
- Legal Team

Connected activity

The SSPB has recently proposed a review of governance arrangements for school improvement to support the borough's transition into a new landscape of school support. If approved, this report should be available early in 2017.

Current intelligence, best practice and research

Prior to the publication of the White Paper and in line with the Government's clear commitment to the academy agenda for all schools, many LAs have been working with schools to explore different shapes, paces and models of school governance, leadership and improvement. It is generally accepted that school-to-school support provides an effective model of improvement for most schools and that facilitating the collaboration of high-quality school leaders results in improved outcomes for children and young people. Building capacity in the school-led improvement community is critical to the success of this model and the Government has invested in the creation of Teaching Schools alongside the development of oversight functions through the Regional Schools Commissioner's office.

Historically, in Hillingdon the freedom for good or outstanding maintained schools to convert to academies has resulted in a number of settings opting to move away from LA control. A number of these schools have developed into MATs and offer trust-specific models of governance and support to their families of schools. It should be noted that there have not been any academy conversions in the borough since 1 September 2015.

Across the country, the engagement of academies with Councils is variable although anecdotal evidence suggests that smaller academy chains have tended to retain stronger links with LAs than larger chains. In addition, across the London Councils region there is a diverse approach to academy conversion, ranging from blanket direction for all schools to convert by a given date to a longer-term commitment to school improvement functions for maintained schools.

Most LAs provide or signpost academies in the area to school support services. Some LAs, including a number of London boroughs, have well-established traded services with their academies and, in some cases, these commercial relationships

have evolved into the development of arms-length partnerships or trusts with links into a Council as required. In some cases, these partnerships have been established within a local Teaching School structure or via an outsourced provider.

The DfE is developing some triggers for mass-scale academy conversion which should be available later this year. These triggers, based upon LA performance and viability will be used to decide which Councils will be directed to proceed to full academy conversion. In addition, the withdrawal of the Education Services Grant funding from April 2017 onwards will mean that many Councils will be required to make timely decisions about their capacity to provide support services to those schools who may not have chosen academy conversion in the shorter-term.

In some areas, LAs have been approached by groups of maintained schools who are keen to explore the establishment of Council-supported MATs or co-operatives. DfE guidance indicates that consideration of these multi-academy trusts will be predicated on no more than a 49% LA influence on the Boards that form the trust and that, in line with all applications to form MATs, there will be a requirement for the trust to demonstrate a proven ability to raise and sustain high standards. A recent survey of 47 LAs has indicated that more than a third of these LAs are beginning to explore this option with their maintained schools.

For all Councils, supporting maintained schools who wish to convert into academy status may bring capacity challenges. The national withdrawal of funding and duties around school improvement and wider education services may reduce the Council's capacity to coordinate discussions with school leaders and national partners and there may be additional capital assets, legal and finance pressures on Councils as schools convert.

Further information

Educational Excellence Everywhere white paper March 2016 -

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

Oversight and monitoring of academies January 2015 (annex 3)

Re-imagining the role of councils in supporting London's schools (annex 4)

LGA response to education white paper (annex 5)

http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7751981/NEWS

LGA councils call for oversight of academy finance (annex 6)

http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7936318/NEWS

3. EVIDENCE & ENQUIRY

Members may wish to explore the current shape of the Council's relationship with academies through engagement with Council service area leads and representatives from both the academy/free school and maintained school sectors including governors. Witness sessions and written reports may be the most effective way of gathering this information. In addition, surveys designed to capture the views of all schools can be used to provide responses from a wider range of schools.

Witnesses may include:

- Council Senior Finance officers
- Council Senior Education officers from a range of services including but not limited to Safeguarding, Admissions, Early Intervention & Prevention Services, School Improvement, SEN
- A range of multi-academy trust Chief Executives
- Maintained school Head Teachers covering the full range of opinion
- Representatives from the range of executive committees for schools including SSPB, The Primary Forum Executive, The Hillingdon Association of Secondary Head Teachers and the Governors' Executive Committee

Key information required

It is proposed that some or all of the following information will be required to enable the Committee to undertake an effective review:

- Feedback from academy leaders
- Feedback from maintained school leaders
- Academy risk analysis information from the Council Finance Team and other services
- Input from additional Council services engaging with academies
- London Councils advice

Lines of enquiry

The following provide examples of some questions that Members may wish to ask Witnesses taking part in the review:

- What is the current relationship between the Council and academies?
- How effective are the Council's arrangements for supporting and challenging the education of Hillingdon's children and young people in academy schools?
- How does the performance of academy and maintained schools in Hillingdon compare?
- Are the Council's current arrangements for engaging with academies in the best interests of the Council as a whole, its children and wider residents?
- What are the implications for the Council of an all schools conversion in the short, medium and longer-term?
- How best should the Council support schools in a national transition period?
- What role, if any, should the Council have in promoting local and national academy trusts?

4. REVIEW PLANNING & ASSESSMENT

Meeting Date	Action	Purpose / Outcome
TBC	Agree Scoping Report	Information and analysis
TBC	Witness Session 1	Evidence & enquiry
TBC	Witness Session 2	Evidence & enquiry
TBC	Draft Final Report	Proposals – agree recommendations and final draft report
TBC	Cabinet - Consider Final Report	Agree recommendations and final report
TBC	Monitoring of implementation of recommendations	

* Specific meetings can be shortened or extended to suit the review topic and needs of the Committee

Resource requirements

- Independent review of school improvement governance and strategic committees relating to the national transition period in education
- Detailed survey of school conversion timescales
- LA viability triggers review to include Council finance modelling following withdrawal of ESG funding from April 2017.

Equalities impact

As the measures outlined in the White Paper translate into practice it is expected that the role of Councils with regard to education will move away from the promotion, monitoring and support of high-quality education standards. The pace of this move will be dependent on the speed of all-school conversion to academy status. However, the Council is likely to retain its role as a champion for the most vulnerable young people in its area including those with SEN and/or a disability and those facing disadvantage. In addition, the Council is likely to retain responsibility for School Place Planning, aspects of Admissions and quality outcomes for all children for whom it has a corporate parenting responsibility. The Council may consider access to good or outstanding school places in both academy and maintained schools as key to ensuring an equitable educational offer for Hillingdon's learners. It is noted that closing attainment gaps is central to school improvement. The Hillingdon School Improvement Plan 2015-18 refers to the Council and school community working together to demonstrate 'that we are closing the gap rapidly for young people from our most vulnerable groups (including those who are disadvantaged...)'. The Ofsted framework for inspection of LA school improvement

services states that one criterion used to decide whether to inspect is 'where pupils eligible for the pupil premium achieve less well than pupils not eligible for the pupil premium nationally'. Additionally and as a key element of risk assessment under the new common inspection framework, Ofsted uses the analysis of gap data, alongside a range of other measures, to determine intervals between inspection and to confirm lines of enquiry.

5. ANNEXES

- Annex 1 - Hillingdon School Improvement Plan
- Annex 2 - Schools' Strategic Partnership Board Terms of Reference
- Annex 3 - Oversight and monitoring of academies January 2015
- Annex 4 - Re-imagining the role of councils in supporting London's schools
- Annex 5 - LGA response to education white paper
- Annex 6 - LGA councils call for oversight of academy finance

This page is intentionally left blank

<p>Minutes from meeting on 23 November 2016</p>	<p>MAJOR REVIEW - WITNESS SESSION 1 (<i>Agenda Item 7</i>)</p> <p><u>Witness 1 - Councillor David Simmonds, Cabinet Member for Education and Children's Services</u></p> <p>The Committee welcomed Councillor Simmonds to the meeting, to provide the Local Authority's viewpoint on the relationship with academies and free schools.</p> <p>The following points were made by Councillor Simmonds during his presentation and in response to questions from members of the Committee:</p> <ul style="list-style-type: none"> • Since the Major Review Scoping Report had been presented to the Committee in October 2016, the Government had withdrawn the requirement for all schools to convert to academies. The Department for Education continued to encourage schools to convert, although it was now not compulsory. • Hillingdon was the second London Borough to have an academy school and since then the vast majority of secondary schools in the Borough had become academies. The Borough had a history of secondary schools being independent in reviewing and managing their own affairs. • The Academies Act of 2010 enabled publicly-funded schools to become academies. This had the purpose of enabling high standards to flourish. Good or outstanding schools were permitted to convert of their choice. Poor schools were required to convert with a partner through a sponsorship arrangement. • In Hillingdon, schools had generally tended to provide the same level of performance whether they had converted or not. This could be attributed to the Borough's long tradition of twinning schools to help each other. • The Multi-Academy Trusts (MATs) in Hillingdon were all 'homegrown' and there were none of the big national MAT chains operating in the Borough. • The local authority retained responsibility for admissions, safeguarding and special educational needs and disability (SEND) at schools that converted to academies. The local authority had a duty to ensure children had a school place, and Hillingdon had a large school place expansion programme to accommodate the growing population. The Council remained the champion of children with SEND and was responsible for arranging access and transport. The Council also retained responsibility for education welfare, when children were excluded or did not attend. • The Council was the legal employer of staff in maintain schools although governors decided who to appoint. • It was a very complicated picture with a range of relationships. • Until 2011 the local authority received a school standards fund and were responsible for improvement in schools. After 2011 this
---	---

	<p>money went directly to schools which significantly affected the way the Council discharged its responsibilities for quality in schools. Head teachers were responsible for quality of education but usually called on the council if things went wrong.</p> <ul style="list-style-type: none"> • The Regional Schools Commissioner (RSC) was the responsible authority for academy performance and for managing failing academies. If an academy was failing, the RSC would identify a local sponsor to take over, although in practice the local authority would need to ensure school places for the children were available, as the LA was responsible for ensuring children have access to education. • The LA could push the RSC to intervene if it had concerns about a school but cannot force any action. • The LA could be a MAT. In Hillingdon, informal conversations with head teachers had found some heads would favour this, but not a majority. Hillingdon was not planning to push in that direction. • There was a planned reduction in funding for local authority statutory education functions from September 2017, but there were no plans to amend the statutory functions that councils were required to meet. Arrangements to accommodate this would need to be in place by April 2017 unless the government changed its position significantly before then. The education budget had not been agreed yet and operational guidance was awaited. It was a bit of a mess. • Council officers had strong relationships with schools and continued to support good education despite the uncertainty and the fall in financial resources. • Councillor Simmonds' vision was for Hillingdon to be at or above the national average on all performance measures, have a high percentage of children with access to good or outstanding schools leading to successful access to higher education. The Council's role was to be an advocate for children, challenging schools. • Councillor Simmonds met regularly with head teachers individually or collectively. The executive boards, such as the Schools Strategic Partnership Board (SSPB), challenged its members' performance. • There was a need to ensure people were informed as consumers. Often parents did not want to take their children out of a school even if it was underperforming. • Hillingdon had high numbers of children with SENDA, of which a relatively high number attended independent schools, although some of these were within the Borough. The Council was very good at supporting disabled children in schools. • After the government announced academisation would be compulsory, schools awaited further details of the mandatory conversion. Following the more recent announcement that conversion was no longer compulsory, schools seemed to have adopted a 'wait and see' approach. • The SSPB provided a sounding board and conduit. It encouraged schools to work together rather than compete, and find solutions to
--	---

issues before they became a problem.

The Committee thanks Councillor Simmonds for attending the meeting and informing their major review.

Witness 2 - Laurie Baker, Head of School Improvement/Education Quality and Strategy

The Committee welcomed Laurie Baker to the meeting.

The following points were made by Ms Baker during her presentation and in response to questions from members of the Committee:

- The Committee had received with their agenda for the meeting some data showing performance in maintained and academy schools by key stages. This showed that KS2 was strong in maintained, and KS1 was better in academies.
- The data did not show comparison with other London Boroughs, however it was confirmed that Hillingdon had improved its ranking against other London Boroughs.
- The expected outcomes for children with SENDA and Looked After Children (LAC) was protected through legislation. The provision and intended outcomes for these groups of children was the same no matter what type of school they attended.
- There was a clear statutory requirement for schools to admit LAC within 10 days following a referral. Ideally the placement was agreed in advance so that the child could start at the new school on day 1. Most schools were very cooperative.

Witness 3 - Peter Malewicz - Finance Manager, Children and Young People

- Free schools were fully funded by the Department for Education. The school could be approved even if the land had not been fully identified.
- Hillingdon spent approximately £160million on primary school expansion, however and the grant it received was nowhere near this, leaving a shortfall in capital funding, the cost of which fell on the local council taxpayer.
- Pupil place planning is a statutory responsibility so the local authority had to identify schools where children could be placed.
- Free schools had a different model.
- With respect to revenue, the Council received a Dedicated School Grant (DSG) for early years, schools and high needs. This funding was received in funding blocks but was not ringfenced between them, although the DSG was ringfenced in its entirety.
- The LA was responsible for signing off the DSG budget and in simple terms could only be used to fund educational outcomes of children. The LA had and would retain a number of statutory

responsibilities but it was not that clear where funding for these services sat as the way in which educational support services were funded was complex and varied. For example, the work of the SENDA team was funded from the base budget and not the DSG, whereas the Admissions Team were funded from the DSG. The cost of Home to School Transport for SENDA children was met from the base budget, whereas the Educational Psychologists Service was funded from both DSG and base budget.

- For early years funding, the LA had to create a formula to distribute resources to any provider which could include childminders, Private, Voluntary and Independent (PVI) Nursery providers, academies and maintained schools.
- High needs children were funded in all schools, no matter what the status of the school. Furthermore, a number of independent special schools, such as Pield Heath used the Council's model for their funding.
- All schools could access the Council's support where funds were centrally retained from the DSG. The Procurement Service for Schools for example was used by academies more than maintained schools.
- If all schools converted to academy status, the Council would still retain the responsibility for determining the Individual Schools Budget and funding model but all funding would be recouped by the Education Funding Agency and paid to the schools directly by them. However, the Council would still be responsible for funding Early Years and High Needs.
- The academisation of schools changed little unless statute also changed, and there were no indications that this would happen in the foreseeable future.
- The Council could not force a school to expand but could ask the RSC to intervene. Generally schools had been cooperative and aware of the pressure on school places.
- The Government had recently changed the rules on funding of faith schools and removed the cap on faith-based admissions.

Witness 4 - Laura Palmer, School Placement and Admissions Team Manager

- All schools had to use the LA for admissions which presented a few challenges around academies which could set their own admissions criteria. There was a Fair Access Protocol which was chaired by academy heads. Hillingdon's Admissions Team held open days to help parents understand they could apply to send their children to any school. The LA retained responsibility for managing school admissions appeals.
- The proposal to increase selective schools could impact on the LA in terms of place planning, finding places for siblings, the impact on local parents and equal distribution of school places.
- There were instances where a child moving into an area found

difficulty securing a school place particularly if they had challenging behaviour or ESOL needs. The Admissions Team was visiting schools to encourage them to be more flexible. The number of children in this category was rising.

Witness 5 - Jackie Wright, Head of Disability Services

It was noted that Jackie Wright was unable to attend the meeting and had sent her apologies.

RESOLVED: That (1) the witness sessions be noted and recorded for collating into the Major Review Draft Report;

(2) the Regional Schools Commissioner be invited to attend one of the witness sessions;

(3) the Chairman and Labour Lead liaise with officers to agree further arrangements for the major review including devising a questionnaire for head teachers.

CYPOC NOVEMBER 2016 - COMMENTS ON THE AVAILABLE DATA

SUMMARY:

EYFSP - LBH pupils achieving "Good Level of Development" improved year on year - 2014 to 2016 (from a low base) 52.5% to 69.7% - first time above the national average of 69.3% in 2016.

Key Stage 1 - Across the borough in general the Hillingdon average is higher than national average in all subjects.

Key Stage 2 - With the exception of Writing, Hillingdon is above the national average in all other key subjects.

Key Stage 4 - Since 2014 LBH has achieved higher than the national average in the percentage achieving 5 A* - C (including English and Maths).

CYPOC COMPARISONS - November 2016

EYFSP		EYFSP	
PRIMARY SCHOOLS		2014 (40 schools)	2016 (40 Schools)
MAINTAINED TOTAL SCHOOLS			
HILLINGDON SCORE	↔	GLD* (52.5)	GLD* (69.7)
NATIONAL SCORE	↔	GLD* (60)	GLD* (69.3)
SCHOOLS ABOVE HILLINGDON AVERAGE		23	23
SCHOOLS ABOVE NATIONAL AVERAGE		16	21 & 1 equal

EYFSP		2014 (15 schools)	2015 (17 schools**)	2016 (17 schools**)
ACADEMY TOTAL SCHOOLS				
HILLINGDON SCORE	↔	GLD* (52.5)	GLD* (65.3)	GLD* (69.7)
NATIONAL SCORE	↔	GLD* (60)	GLD* (66.3)	GLD* (69.3)
SCHOOLS ABOVE HILLINGDON AVERAGE		10	11	11
SCHOOLS ABOVE NATIONAL AVERAGE		7 & 1 equal	11	11

* GLD = Good Level of Development

**Nanaksar = no intake in 2016, total includes Lake Farm, John Locke (2015 & 2016) and St Martins (2016 only).

KEY STAGE 1

PRIMARY SCHOOLS		KEY STAGE 1 2016 (40 schools)			
MAINTAINED TOTAL SCHOOLS		Reading = 75%	Writing = 66%	Maths = 75%	RWM = 62%
HILLINGDON SCORE	↔	74%	65%	73%	Not available
NATIONAL SCORE	↔	27	26	25	27
SCHOOLS ABOVE HILLINGDON AVERAGE		29	28 & 3 equal	29	Not available

ACADEMY TOTAL SCHOOLS		KEY STAGE 1 2016 (15)			
HILLINGDON SCORE		Reading = 75%	Writing = 66%	Maths = 75%	RWM*** = 62%
NATIONAL SCORE	↔	74%	65%	73%	Not available
SCHOOLS ABOVE HILLINGDON AVERAGE		6	8	8	8
SCHOOLS ABOVE NATIONAL AVERAGE		6 & 1 equal	8 and 1 equal	8 and 1 equal	Not available

*** RWM = Reading, Writing and Maths combined

NB Pupils at the new schools Lake Farm and John Locke have not yet reached Key Stage 1

KEY STAGE 2

KEY STAGE 2 2016 (40 schools)						
PRIMARY SCHOOLS						
MAINTAINED TOTAL SCHOOLS						
HILLINGDON SCORE ↕	Reading = 69%	Writing = 72%	Maths = 76%	RWM*** = 55%	GPS**** = 79%	72%
NATIONAL SCORE ↕	66%	74%	70%	53%		
SCHOOLS ABOVE HILLINGDON AVERAGE	24	22	22	24		23
SCHOOLS ABOVE NATIONAL AVERAGE	27	21	28	25		32

KEY STAGE 2 2016 (14)						
ACADEMY TOTAL SCHOOLS						
HILLINGDON SCORE ↕	Reading = 69%	Writing = 72%	Maths = 76%	RWM*** = 55%	GPS**** = 79%	
NATIONAL SCORE ↕	66%	74%	70%	53%		72%
SCHOOLS ABOVE HILLINGDON AVERAGE	6	11	6	7		5
SCHOOLS ABOVE NATIONAL AVERAGE	6	8	8 & 1 equal	8		11

*** RWM = Reading, Writing and Maths combined

**** GPS = Grammar, Punctuation & Spelling

<p>Minutes from witness session 2 on 11 January 2017</p>	<p>The Chairman welcomed the witnesses representing Hillingdon schools' executive committees. It was noted that six executive committees had been invited:</p> <ul style="list-style-type: none"> • Primary Forum Executive • Hillingdon Association of Secondary Headteachers Executive • Schools Forum • Schools Strategic Partnership Board • Governor Executive Committee • Regional Schools Commissioner <p>Of these, only the Regional Schools Commissioner had not been able to send a representative.</p> <p>The terms of reference of the executive committees had been circulated to Members with the agenda.</p> <p><u>Witness 1 - Representing Primary Forum Executive: Manjit Bringan (Chair of the PFE) and Veronica Shepherd (Member of PFE)</u></p> <p>The following points were made by Manjit Bringan and Veronica Shepherd during their presentation and in response to questions from members of the Committee:</p> <ul style="list-style-type: none"> • The focus of the PFE was to get the best outcomes for all children, regardless of the type of school they attended. In general, parents did not understand the different school types. • Headteachers of maintained schools considering conversion questioned "what's in it for us?" and were looking at whether they needed to formalise partnerships with other schools. • Headteachers of academies represented on the PFE felt the relationship with the local authority (LA) was not as positive as it could be and would like the relationship to be closer. They used most of the services provided by the local authority, and considered Children's Centres, LADO and Safeguarding to be the most useful. They would like the relationship with the LA to be more than a statutory one. The greatest challenge they identified going forward was the financial constraints that all public sector organisations would be suffering. • PFE members acknowledged that it was difficult for the LA to develop a strategy for supporting conversion when government policy changed and funding arrangements were unclear. <p><u>Witness 2 - Representing Hillingdon Association of Secondary Headteachers Executive: Kim Rowe (Chair of HASH)</u></p> <p>The following points were made by Kim Rowe during his presentation and in response to questions from members of the Committee:</p>
--	---

- 20 of the 22 secondary schools in the Borough were academies.
- There was a lot of interaction between HASH members and the LA. HASH described the current relationship between academies and the LA as "positive but arm's length". It acknowledged that the LA provided both statutory and non-statutory support that was vital to schools.
- As the LA's role in schools had diminished as a result of the government's academisation agenda, the Borough's secondary schools had become more collaborative. Working jointly, schools and the LA had developed innovation and improvement networks and tended to exchange expertise and experience rather than draw upon the LAs school improvement work. The level of support and challenge provided by the LA to HASH members was limited, which HASH felt was also due to all the schools being OFSTED good or outstanding.
- HASH concurred with the PFE's view that any school's primary consideration was the children it taught.
- Maintained schools needed support from the LA to convert. Some maintained schools perceived academisation as the school being 'taken over'.

Witness 3 - Representing Schools Forum: Jim Edgecombe (Chair of Schools Forum) and Phil Haigh (Deputy Chair of Schools Forum)

The following points were made by Jim Edgecombe and Phil Haigh during their presentation and in response to questions from members of the Committee:

- The Schools Forum was a statutory body which was mainly concerned with financial matters. Its members were from all sectors, with roughly half being from academy schools. There was no difference in the way different school types were treated.
- The LA had a duty to look after all children irrespective of their school type. It should be remembered that many of the children taught in Hillingdon's schools were not Hillingdon residents.
- A proliferation of free schools would have an impact on school place planning.

Witness 4 - Representing Schools Strategic Partnership Board: Andrew Wilcock (Member of the SSPB)

The following points were made by Andrew Wilcock during his presentation and in response to questions from members of the Committee:

- The SSPB described the relationship between academies and the LA as "a cordial partnership".
- The SSPB worked closely with the LA's school improvement team

to support schools that were at risk and seeking improvement. No distinction was made between academies and maintained schools.

- There was significant partnership between the LA and schools which was not always recognised.
- The main issue facing schools was a lack of secure funding.
- If a school chose to become a grammar school, it would impact on all other schools.

Witness 5 - Representing Governor Executive Committee:

Jo Palmer (Chair of Governor Executive Committee) and Graham Wells (Member of Governor Executive Committee)

The following points were made by Jo Palmer and Graham Wells during their presentation and in response to questions from members of the Committee:

- Some academy chains were working well but it was necessary to be clear where responsibility lay for identifying and dealing with failing academies. Regardless of school type, the LA should be able to step in if concerns were raised about a school.
- School improvement was very important to ensure best outcomes were achieved for children.
- Schools converting to academy status should do so for the right reasons, because they want to. Some schools may choose never to convert.
- It was essential that governors were trained in their roles, as effective governance was key to a school's success. Members stated they would be interested to know which school governors attended training sessions to see if there was a correlation between academy, free school and maintained school governors.

The Chairman thanked all the witnesses for their valuable insights and advised that a copy of the final report would be available on the Council's website after the major review had concluded.

RESOLVED: That (1) the witness sessions be noted and recorded for collating into the Major Review Draft Report;

(2) the representatives of the Governor Executive Committee be requested to send information on governor training attendance to the Clerk to the Committee;

(3) it be noted that a questionnaire would be sent to headteachers seeking their views, and a representative cross section of headteachers would be invited to attend the third and final witness session, on 14 February 2017.

Schools forum powers and responsibilities 2015 to 2016

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None
Financial issues relating to: <ul style="list-style-type: none"> arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and 	Consults annually	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
<p>the arrangements for paying top-up funding;</p> <ul style="list-style-type: none"> • arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding; • arrangements for early years provision; • administration arrangements for the allocation of central government grants 			
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval
<p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> • contingencies • administration of free school meals • insurance • licences/subscriptions • staff costs – supply cover • support for minority ethnic pupils/underachieving groups • behaviour support services • library and museum services 	Proposes	Primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> • growth fund (to meet requirements for basic need including pre-opening and diseconomy of scale costs) • falling rolls fund for surplus places in good or outstanding schools where a population bulge is expected in 2-3 years 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> • equal pay back-pay • places in independent schools for non-SEN pupils • early years expenditure 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> • admissions • servicing of schools forum 	Proposes up to the value committed in 2014-15	Decides for each line	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> • capital expenditure funded from revenue • contribution to combined budgets • schools budget centrally funded termination of employment costs 	Proposes up to the value committed in 2014-15 and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> schools budget funded prudential borrowing costs special education needs transport costs 			
Central spend on: <ul style="list-style-type: none"> licences negotiated centrally by the Secretary of State children and young people with high needs 	Decides	None, but good practice to inform forum	None
Carry forward a deficit on central expenditure to the next year to be funded from the schools budget	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree LA proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects (<i>may not be an elected member of the Council or officer</i>)	None

Schools' Strategic Partnership Board

Reconstituted June 2015

Agreed Terms of Reference

Rationale

A strong and positive relationship between a local authority and all schools within the borough is central to the success of the borough, and the shared ambition to provide the highest quality of education and opportunity for all young people from Hillingdon.

Within the context of an increasingly diverse and autonomous school system the borough is committed to developing and supporting the most effective models of school-led support and challenge, alongside its central role as strategic champion of educational excellence. The borough has a clear role and responsibility to work with partners to secure the highest standards of education, to tackle underperformance swiftly and effectively and to promote school to school collaboration.

The development of the Hillingdon Schools' Strategic Partnership Board (SSPB) is key to the development, leadership and quality-assurance of school improvement strategy and direction across the borough. This leadership group is strategically aligned with a range of partners in order to best represent the needs and vision of school leaders and professionals across the borough and to take the driving role in shaping and securing school improvement in Hillingdon. As national and local requirements regarding school and education development evolve, it is anticipated that the SSPB will broaden and extend its focus.

Principles

The principles that underpin our vision for school improvement and which are upheld by SSPB are:

- That school improvement systems are most effective when they are based on partnership and collaboration and that school leaders and the local authority will work in equal partnership
- That local solutions, supported by national best practice, are often best placed to drive improvement
- That challenge and support mechanisms across the borough should be transparent, clearly understood by all and open to interrogation to ensure the greatest impact on outcomes and opportunities for our young people
- That the council, as a strategic champion for securing the highest standards of education for all young people within the borough of Hillingdon, will provide appropriate drive and leadership; challenging, intervening and brokering where necessary to address concerns around underperformance.

Membership

- a) The SSPB will consist of appropriate representation to reflect all phases and settings of education across the borough. In order to offer representation in line with borough diversity, the following broad settings must be represented on SSPB membership:
 - All primary/infant schools
 - All secondary schools
 - Teaching Schools alliances
 - The Special School sector
 - Alternative provision/PRU settings
- b) The SSPB will include appropriate senior school improvement officers from the borough
- c) The SSPB will include Governor representation
- d) The SSPB will include representation from the LLE/NLE network
- e) The SSPB may invite temporary representation from other leaders as deemed necessary to undertake its duties
- f) The SSPB will appoint Co-Chairs and a clerk whose appointments will be re-elected on an annual basis
- g) The SSPB will operate via a co-chairing arrangement between local authority and school leaders
- h) SSPB membership will be reviewed on an annual basis.

Quorum

- a) The quorum will be 8 members, one of whom must include a borough representative and one of whom must be current Co-Chair
- b) The quorum shall vote only if the majority of members present are current borough headteachers
- c) The clerk of the meeting is not required to vote.

Meetings

- a) The SSPB will meet once per term (3 x per year) as a minimum
- b) Additional/extraordinary meetings may be held as required at the discretion of the SSPB
- c) SSPB meetings will be scheduled at least two weeks prior to Schools' Forum meetings
- d) Papers for SSPB meetings will be prepared by the SSPB clerk and, wherever possible, will be shared by email with SSPB members 7 days before each SSPB meeting. Papers will include the following:
 - Notice in writing of meeting date, time and venue
 - Copy of agenda
 - Draft minutes of previous meeting
 - Papers relevant to meeting
- e) Minutes will be taken for each SSPB meeting

- f) Following approval by Chair, minutes will be distributed to SSPB members within 14 days of each meeting
- g) Minutes will be shared with Schools' Forum as a standing item.

Responsibilities

- To take the lead in proposing, developing and supporting the school improvement strategy for the borough, ensuring that the model fully represents the interests of all stakeholders and that all schools can access appropriate and high-quality models of support and challenge to secure improvement
- To use borough-wide intelligence and data to shape priorities for school improvement
- To monitor the impact of models of support by challenging rates of improvement and use of council and delegated/other resources where necessary
- To actively promote and support collaboration and innovation between schools and providers, leading to rapid improvement in outcomes and borough cohesion
- To support the self-evaluation of school improvement services across the borough
- To regularly update associated executive committees and partners inc Schools' Forum
- To make recommendations to Schools' Forum regarding strategy and/or finance as appropriate.

Current Membership

- Helen Andrews (St Swithun Wells Catholic Primary School)
- Laurie Baker (Hillingdon Council)
- Ann Bowen-Breslin (Hillingdon Primary School)
- Manjit Bringan (Whitehall Infant School)
- Chris Cole (Cowley St Laurence CofE Primary School, Laurel Lane Primary School, St Matthew's CofE Primary School)
- Rani Dady (Hillingdon Council)
- Robert Jones (Haydon Secondary School)
- Dan Kennedy (Hillingdon Council)
- David Poole (Hillingdon Teaching Schools Alliance)
- Kim Rowe (Bishopshalt Secondary School)
- Ann Shevlin (St Mary's Catholic Primary School)
- Prashant Soneji (Guru Nanak Sikh Academy)
- Julia Thomas (Coteford Infants School)
- Andrew Wilcock (Bishop Ramsey CoE Secondary School)

Hillingdon Governors' Meetings and Executive Committee Protocol

Status	Document – <i>Version3.0</i>
Implementation	April 2012

Contents

- 1.0 *Membership of Hillingdon Governors Meetings***
 - 1.1 Membership – General Items
 - 1.2 Role of the Chair and Vice Chair of the Executive Committee
 - 1.3 Election of Officers
 - 1.4 Election process for Chair and Vice Chair
 - 1.5 Hillingdon Governors Executive Committee

- 2.0 *Hillingdon Governors Meetings***
 - 2.1 Conduct
 - 2.2 Termly Meetings, Agendas, Minutes and Papers
 - 2.3 Delegation of Duties and Tasks

- 3.0 *Nomination of Governor Representatives***
 - 3.1 Governor Representatives to Strategic Groups
 - 3.2 Governor Representatives at Conferences and Events
 - 3.3 Correspondence and Consultations

- Appendices**
 - 1 Hillingdon Governors Meeting Attendance Register
 - 2 Nomination and Election Papers for Chair and Vice Chair
 - 3 The Seven Principles of Public Life, Nolan Committee

Hillingdon Governors' Meetings are open to all school governors of schools in the London Borough of Hillingdon. The purpose of meetings is for the Local Authority and school governors to share information, ideas and problems with each other. The aim is to learn, share good practice, keep abreast of educational issues locally and nationally, and network with other governors and officers of the Local Authority.

1.0 Membership of Hillingdon Governors

1.1 Membership - General

- i)* All school governors from the London Borough of Hillingdon's schools may attend Hillingdon Governors Termly Meetings.
- ii)* New attendees (new and experienced governors) are always welcome.
- iii)* Hillingdon Governors Executive Committee and the Local Authority (LA) recommend that at least one member of every schools governing body attends the termly meetings to feedback information to their governing body about governance activities in the borough.
- iv)* The LA's Governor Support Service Officers and the Chief Education Officer may attend all termly meetings.
- v)* All attendees must register their meeting attendance on the 'Hillingdon Governors Meeting Attendance Register' (Appendix 1).
- vi)* From among the Executive Committee, a Chairperson and a Vice Chairperson shall be nominated and elected.

1.2 Roles of the Chair and Vice Chair of the Executive Committee

The role of both Chair and Vice Chair is:

- To ensure that Hillingdon Governors Meeting activities are conducted appropriately and open to scrutiny.
- To ensure useful meeting agenda items are provided in consultation with the LA.
- To work effectively with the LA and other bodies.
- To carry out any duties delegated by the Executive Committee.
- To ensure that Hillingdon Governors Meetings are accessible to every governor in Hillingdon and promoted as widely as possible in liaison with the LA.
- To encourage the sharing of good practice and information among Hillingdon governors.

1.3 Election of Officers

- i)* The Hillingdon Governors Executive Committee has decided upon the election process for the Chairperson and the Vice-Chairperson. The process will be confirmed at the September meeting of each academic year.
- ii)* The Clerk chairs the meeting for the item to elect the Chairperson.
- iii)* The Chairperson takes over the meeting, once elected, including the item to elect the Vice Chairperson.
- iv)* All categories of governor, including staff governors, who are members of the Hillingdon Governors Executive Committee, are eligible for the office of Hillingdon Governors Executive Committee Chair or Vice Chair.
- v)* The term of office for the Chair and Vice Chair is one academic year.
- vi)* Current or previous serving Chairs or Vice Chairs may stand for re-election.
- vii)* The Chair and Vice Chair will be elected every year at the first meeting of the Autumn Term.
- viii)* The Chair and Vice Chair shall remain in office unless they resign or cease to be governors.
- ix)* If the Chair or Vice Chairs resign or cease to be governors, the Executive Committee must hold an election at the next full meeting.

1.4 Election Process for Chair and Vice Chair of the Executive Committee

- i)* Governors will be able to submit written nominations prior to the full Hillingdon Governors Meeting and oral nominations at the meeting.
- ii)* A governor can nominate him/herself for office and does not need to be present at the meeting to be considered.
- iii)* Nominee(s) will be asked to leave the room whilst the election process takes place.
- iv)* If there is more than one nominee, the remaining governors will take a vote by secret ballot. Papers for ballot form Appendix 2.
- v)* In the event of only one nominee for Chair, the nominee shall be declared Chair.
- vi)* The Local Authority's Governor Support Officer will tally the votes.
- vii)* One vote per governor per vacancy, regardless of how many governorships they hold.
- viii)* The nominee(s) will return to the room for the Governor Support Officer to announce the result.
- ix)* The nominee with the greatest number of votes being duly elected as Chairperson.
- x)* The nominee with the greatest number of votes being duly elected as Vice Chairperson.
- xi)* In the event of a tie, each candidate shall be given the opportunity to address the Hillingdon Governors Executive Committee and the members will vote again.

1.5 Hillingdon Governors Executive Committee

- i)* The Hillingdon Governors Executive Committee membership will be agreed at the first meeting of the year.
- ii)* The Hillingdon Governors Executive Committee will consist of the Chair and Vice Chair, and any other regular members willing to join the committee to actively contribute to the Executive Committee for at least one academic year.
- iii)* The Executive Committee shall discuss and plan termly meetings and agendas (via e-mail) at least one term in advance of the main Termly Meetings.

2.0 Termly Meetings of Hillingdon Governors

2.1 Conduct

- i)* All governors shall have regard for the 'seven principles of public life' recommended by the Nolan Committee (Appendix 3).
- ii)* Apart from very specific instances where the Chair has to act or take decisions on behalf of Hillingdon Governors Executive Committee, governors should recognise that they have no individual powers and should only speak or act on behalf of Hillingdon Governors Executive Committee when specifically authorised.
- iii)* Hillingdon Governors shall at all times have regard for the School Standards and Framework Act 1998, The Education School Governance (Procedures) (England) Regulations 2003 and all other relevant and subsequent legislation.
- iv)* Governors have a duty to act fairly and without prejudice at all times. The overall good of Hillingdon Governors Meetings will always override governors personal feelings and individual concerns.
- v)* Governors should express their views openly within termly meetings but should ensure that they relate to matters proper for discussion by Hillingdon Governors Executive Committee.

- vi) When elected officers are unable to attend termly meetings, they should ensure that Local Authority's Governor Support Officer is notified in advance of the meeting.

2.2 Termly Meetings, Agendas and Papers

- i) The meeting dates are set during the summer term for the following academic year, and are set in consultation with the Chief Education Officer.
- ii) Termly meetings will take place shortly after the Hillingdon Headteachers' termly meeting.
- iii) Wherever possible, papers that governors will need to consider will be attached to the agenda and sent to all schools at least seven clear days in advance of the meeting and posted on the governors' area of the Hillingdon Grid for Learning Website. Electronic mail will be used where possible.
- iv) Copies of Agendas and papers can also be downloaded from the dedicated school governors web pages on the Hillingdon Grid for Learning, www.hillingdongrid.org (Children's Services/Schools/School Governors).
- v) All significant correspondence for Hillingdon Governors Executive Committee will be reported at each meeting, for information or action as appropriate. The Chairman, Vice Chair or Local Authority's Governor Support Officer will take appropriate action on correspondence received, giving a report on any urgent action taken.

2.3 Delegation of Duties and Tasks

- i) Hillingdon Governors Executive Committee can delegate duties and tasks to any committees it wishes to establish, or to individuals.
- ii) All committees and individuals must report back to Hillingdon Governors Executive Committee on their work and for ratification of any decisions recommended.

3.0 Nomination of Governor Representatives

3.1 Governor Representatives to Strategic Groups

Representation on the Schools Forum

- i) Hillingdon Governors Executive Committee is requested to nominate school governors to the Schools Forum as detailed below.

Sector	Representation	Nomination Process
Primary	4 governors	Governors nominated by the Hillingdon Governors Executive Committee.
Secondary	3 governors	Governors nominated by the Hillingdon Governors Executive Committee.
Specials	1 governor	Governors nominated by the Hillingdon Governors Executive Committee.
Nursery	1 nominee	Delegate nominated by the Governing Body of McMillan Early Childhood Centre.
Early Years Dev and Childcare Partnership	1 nominee	Delegate nominated by the Early Years Development and Childcare Partnership

- ii) Governors wishing to be nominated by Hillingdon Governors Executive Committee to serve on the Schools Forum must seek approval from the

Executive Committee. Nomination forms may require a signature by an elected officer of Hillingdon Governors Executive Committee.

- iii) If there is any query about the Hillingdon Governors Executive Committee nomination of a candidate, then the matter shall be discussed initially by the Chair and Vice Chair.
- iv) All successful nominations to the Schools Forum must be announced at Hillingdon Governors Termly Meetings.
- v) Hillingdon Governors shall highlight current Schools Forum vacancies at its Termly Meetings.

Representation on Other Strategic Groups

- vi) When the occasion arises that a representative of the Hillingdon Governors Executive Committee is requested on another strategic group, then the Executive Committee shall discuss this issue, call for nominations among its members and, vote by secret ballot where necessary.

3.2 Governor Representatives at Conferences and Events

- i) When opportunities for governors to attend conferences and events and represent the London Borough of Hillingdon arise, notice of such opportunities shall be given at main Hillingdon Governors Termly Meetings where possible and all those in attendance offered equal opportunity to attend.
- ii) Should more candidates than places at an event occur, it may be necessary to vote on a suitable candidate to attend on behalf of all Hillingdon governors. In such cases voting will be by secret ballot by the Executive Committee.

3.3 Correspondence and Consultations

- i) Any correspondence or responses to consultation documents sent on behalf of the Hillingdon Governors Executive Committee should be discussed and agreed by the group prior to distribution.

Nomination Form for Office of Chair/Vice Chair Of Hillingdon Governors Executive Committee

Nomination for:

Name: _____ of _____ School

For the office of: (Tick ✓ as appropriate)

Chairperson of the Hillingdon
Governors Executive Committee

Vice Chairperson of the Hillingdon
Governors Executive Committee

Reasons in support this nomination (Write as bullet points):

Signature _____ Date _____
Print Name _____ School _____

Record of Nominations Received for Chair and Vice Chairs

Nominations for Chair of Hillingdon Governors Meeting Executive Committee	Nominations for Vice Chair of Hillingdon Governors Meeting Executive Committee

Record of Count of Votes for Chair and Vice Chair

Nominations for Chair of Hillingdon Governors Meeting Executive Committee	Total Number of Votes

Nominations for Vice Chair of Hillingdon Governors Meeting Executive Committee	Total Number of Votes

Sample Voting Slips

***Hillingdon Governors Meeting Executive Committee
Voting slip for the office of Chairperson***

I vote for _____ as Chair of the Executive Committee

***Hillingdon Governors Meeting Executive Committee
Voting slip for the office of Vice Chairperson***

I vote for _____ as Vice Chair of the Executive Committee

The Seven Principles Of Public Life

Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.

Honesty

Holders of public office have to declare any public interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

'Second Report of the Committee on Standards in Public Life', The Nolan Committee



CONSTITUTION - AMENDED AT THE CONFERENCE NOVEMBER 2015

AIMS

1. To establish a working Association of Secondary Headteachers/Principals which will represent the interests of students, staff and schools within the maintained secondary sector of education in Hillingdon.
2. To maintain a professional overview of education in general, and of secondary education specifically, in the area of the London Borough of Hillingdon and to promote the continued development of educational provision.
3. To provide, through this Association, a forum for consultation, negotiation, collaboration and communication and a means to represent an informed professional view of educational issues.
4. To support the growing partnerships between Primary and Secondary Headteachers/Principals and between Headteachers/Principals and the LA Officers.
5. To provide the framework through which a HASH Collaborative can develop and operate effectively.

MEMBERSHIP

This will be open to Headteachers/Principals of all maintained schools and Academies, including both Institutional and Executive Headteachers/Principals, which accommodate students over the age of 11.

MEETINGS

1. Meetings will be held regularly throughout the school year. The dates, times and venues will be published annually in March.
2. Attendance at meetings is expected, as the effectiveness of the Association will depend upon the active support of all members. On the very rare occasion that the Headteacher/Principal is indisposed and unable to attend the business meetings they are asked to inform the Chair of HASH in advance of the meeting. In such circumstances, a senior colleague from the school concerned may deputise.
3. The Agenda of all meetings will normally be circulated seven days in advance of the meeting together with any supporting papers. Minutes will be taken and circulated to members as soon as possible after the meeting.
4. Where a HASH member is representing HASH the expectation is that they will attend the relevant meeting or find a substitute to attend in their place. The substitute must brief the representative Headteacher/Principal who must feedback the outcomes of the meeting to HASH members.

Chair: Kim Rowe

Vice-Chairs: Robert Jones, Andrew Wilcock



CONSTITUTION - AMENDED AT THE CONFERENCE NOVEMBER 2015

5. The Association shall have an Executive Committee which shall consist of the Chair, and two Vice Chairs, one of whom shall be the Finance Lead. This Executive Committee shall be elected annually at the Autumn Conference. One of the two Vice Chairs may in turn become the next Chair of HASH and the other Vice Chair may be the immediate past Chair of HASH. The terms of office for the Chair and Vice Chairs will usually be for two years, but may be extended to no more than three years subject to the agreement of HASH members. The Chair will act as press officer for the Association. The Executive Committee will represent HASH at the meetings of the Hillingdon Heads Executive (HHE) and the Schools Strategic Partnership Board (SSPB). The Executive Committee of HASH may meet between HASH meetings to ensure that HASH business is pursued effectively. These meetings may involve the Officer Responsible for Education in the London Borough of Hillingdon, where appropriate.
6. The work of HASH shall be supported by a Support Officer and an Administrator. HASH may also employ a Project Officer as the needs of the Association dictate. The Chair will be responsible for ensuring that these arrangements work effectively. All schools will be expected to make an agreed financial contribution towards the cost of these arrangements which will be payable on 1st June each year. These arrangements will be subject to annual review at the Autumn Conference.
7. The Association will attempt to agree decisions by consensus after appropriate debate and discussion. Decisions taken after a vote will be determined on the basis of a two thirds majority of the membership. Where a school/college/academy has both an Executive and Institutional Headteacher/Principal it shall have only one vote. Deputising representatives will be able to cast a vote on behalf of their Headteachers/Principals. Any member has the right to request that a vote be deferred to the next meeting. A member also has the right to disassociate themselves and their school from the decision taken by declaring this at the time the vote is taken.
8. Extra meetings of HASH may be called by any two members and arranged through the Chair. All requests for HASH participation in any activity shall be directed to the Chair.
9. The Association will aim to hold a conference twice in each educational year.

CODE OF PRACTICE

The ability to speak with a united voice gives weight to any representation to be made to external bodies about serious issues. The Association would expect, therefore, to be able to provide this support after debate and discussion. Members who wish to disassociate themselves from a particular issue should record this with colleagues at the time of the decision in order that this can be reflected in the minutes.

There is also an expectation that all secondary Headteachers/Principals will support each other whenever possible.

Chair: Kim Rowe

Vice-Chairs: Robert Jones, Andrew Wilcock

This page is intentionally left blank

FORWARD PLAN 2016/2017

Contact officer: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by the Cabinet or by the Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to the Cabinet or to the Cabinet Member for decision.
- Or to note the items and decide not to comment.

INFORMATION

The latest published Forward Plan is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

To consider whether there are comments or suggestions that the Committee wishes to make.

This page is intentionally left blank

Upcoming Decisions

Ref	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Cabinet - 16 March 2017 <small>SI = Standard item each month</small> <small>Council Departments: RS = Residents Services SC = Social Care AD = Administration FD= Finance</small>								
168	Hillside Infant and Hillside Junior School - It is proposed to expand Hillside Infant and Hillside Junior schools from two to three forms of entry. In order to do this, a statutory process	Northwood Hills		Cllr David Simmonds CBE	RS - Venetia Rogers			Public
170	Warrender Primary - Determination of Statutory It is proposed to expand Warrender Primary school from one to two forms of entry. In order to do this, a statutory process is required, including	Eastcote & East Ruislip		Cllr David Simmonds CBE	RS - Venetia Rogers			Public
SI	School Capital Programme Update This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public / Private (3)
SI	Academy Conversions A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson			Public
Cabinet - 20 April 2017								
SI	School Capital Programme Update This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public
SI	Academy Conversions A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson			Public
Cabinet - 18 May 2017 * provisional date								
SI	School Capital Programme Update This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade	Various		Cllr David Simmonds CBE & Cllr	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public

SI	Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various	Cllr Jonathan Bianco	RS - Michael Patterson		Public
Cabinet Member Decisions: Standard Items (SI) that may be considered each month							
SI	School Governing Bodies and Governors / Authorising Academy Appointments	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A	Cllr David Simmonds CBE	AD - Democratic Services		Public
SI	Transport - Local Implementation Programme	Local Implementation Programme including schemes for the public realm, parking, road safety, school travel, walking, cycling, air quality improvement and Traffic Regulation Orders.	TBC	Cllr Ray Puddifoot MBE / Cllr Keith Burrows	RS - David Knowles		Public
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC	Cllr David Simmonds CBE	RS - Daniel Kennedy		Private (1,2,3)

Agenda Item 9

WORK PROGRAMME 2016/2017

Contact Officer: Anisha Teji

Telephone: 01895 277655

REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda.

OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings; and
2. To make suggestions for future working practices and reviews.

WORK PROGRAMME 2016/17

14 June 2016 CR5	Educational Aspiration Review - Witness Session
	School Admissions Update
	Local Safeguarding Children's Board Annual Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

28 Sep 2016 CR5	Educational Aspiration Review - Presentation of draft final report
	Major Review – Consideration of topics
	School Place Planning Quarterly Update / School Expansion Update
	Annual Complaints Report 2015/16 for Children and Young People's Services
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

19 Oct 2016 CR5	Major Review – Consideration of Scoping Report
	Child and Adolescent Mental Health Services (CAHMS)
	Education Policy
	Elective Home Education
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

23 Nov 2016 CR5	Major Review – Witness Session 1
	Update Report - Progress on Implementation of previous review - 'The Effectiveness of Early Help to Promote Positive Outcomes for Families.'
	Child Sexual Exploitation - Update Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

11 Jan 2017 CR6	Major Review – Witness Session 2
	Budget Proposals Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

1 March 2017 CR 4 and 4A	Major Review – Witness Session 3
	Standards and Quality in Education in Hillingdon 2016/2017
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

14 Mar 2017 CR4 and 4A	Major review - recommendations
	Child and Adolescent Mental Health Services (CAHMS) - Update
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

12 Apr 2017 CR6	Major Review - Presentation of Draft Final Report
	Minor Review - Consideration of scoping report
	Schools Academic Selection
	Quarterly School Place Planning
	Update on previous Review of the Committee - 'Supporting Educational Aspiration for Disadvantaged Children'
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

****all meetings begin at 7pm.***

'Early Intervention Service Update' to be added May/June 2017