



HILLINGDON
LONDON

A

Residents, Education and Environmental Services Policy Overview Committee

Councillors on the Committee

Wayne Bridges (Chairman)
John Morgan (Vice-Chairman)
Allan Kauffman
Devi Radia
Stuart Mathers
Paula Rodrigues
Jan Sweeting (Opposition Lead)
Colleen Sullivan
Alan Chapman

Tony Little (Co-opted Member)

Date: TUESDAY, 20 APRIL 2021

Time: 7.00 PM

Venue: VIRTUAL - LIVE ON THE
COUNCIL'S YOUTUBE
CHANNEL: HILLINGDON
LONDON

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Published: Monday, 12 April 2021

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Terms of Reference

The Following Terms of Reference are common to all Policy Overview Committees (referred to as "The overview role"):

1. To conduct reviews of policy, services or aspects of service which have either been referred by Cabinet, relate to the Cabinet Forward Plan, or have been chosen by the Committee according to the agreed criteria for selecting such reviews;
2. To monitor the performance of the Council services within their remit (including the management of finances and risk);
3. To comment on the proposed annual service and budget plans for the Council services within their remit before final approval by Cabinet and Council;
4. To consider the Forward Plan and comment as appropriate to the decision-maker on Key Decisions which relate to services within their remit (before they are taken by the Cabinet);
5. To review or scrutinise decisions made or actions taken by the Cabinet, a Cabinet Member, a Council Committee or an officer.
6. To make reports and recommendations to the Council, the Leader, the Cabinet, a Policy Overview Committee or any other Council Committee arising from the exercise of the preceding terms of reference.
7. In accordance with the Local Government and Public Involvement in Health Act 2007, to consider 'Councillor Calls For Action' (CCfA) submissions.

To perform the policy overview role outlined above in relation to the following matters:

1. Education Services and statutory education authority functions
2. School performance and attainment
3. School Transport
4. Relationships with Local Academies / Free Schools
5. Pre-School & Early Years Services
6. Youth Services & Careers Services
7. Juvenile justice & probation services
8. Adult Learning
9. Education and learning partnerships
10. Music & The Arts
11. Highways, traffic, parking & street environment
12. Local transport, including rail, cycling & London Underground
13. Footpaths and Bridleways
14. Road safety and education
15. Planning & Building Control
16. Libraries
17. The Borough's heritage and history
18. Sport & Leisure services
19. Waste management & recycling
20. Green spaces, allotments, woodlands, conservation and sustainable development
21. Consumer Protection, Trading Standards & Licensing
22. Registrars & Bereavement Services
23. Local watercourses, drainage and flooding
24. Environmental Health, Air & Noise Quality
25. Local impacts of Heathrow expansion
26. Local impacts of High Speed Rail

Agenda

Chairman's Announcements

1	Apologies for Absence	
2	Declaration of Interest in matters coming before this meeting	
3	To confirm that all items marked Part 1 will be considered in Public and that any items marked Part 2 will be considered in Private	
4	To agree the Minutes of the previous meeting	1 - 10
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Agenda Item 4

Minutes

RESIDENTS, EDUCATION AND ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE

17 March 2021



Meeting held at VIRTUAL - Live on the Council's YouTube channel: Hillingdon London

	<p>Committee Members Present: Councillors Wayne Bridges (Chairman), John Morgan (Vice-Chairman), Allan Kauffman, Devi Radia, Stuart Mathers, Paula Rodrigues, Jan Sweeting (Opposition Lead), Colleen Sullivan, Alan Chapman and Tony Little.</p> <p>Also Present: Cristi Gonzalez (Ealing Adult Learning Manager) Eamon Scanlon (Head of Adult Learning and Skills Service, LB Hammersmith and Fulham)</p> <p>LBH Officers Present: Neil Fraser (Democratic Services Officer), Dan Kennedy (Director, Planning, Environment, Education and Community Services), Rani Dady (School Improvement / Governance / Moderation Manager), Stuart Hunt (Green Spaces Service Manager), Sarah Phillips (School Place Planning Project Manager), Debbie Scarborough (Adult & Community Learning - Service Manager), Naveed Mohammed (Head of Business Performance & Insight) and Abi Preston (Head of Education Improvement & Partnerships)</p>
50.	<p>APOLOGIES FOR ABSENCE <i>(Agenda Item 1)</i></p> <p>None.</p>
51.	<p>DECLARATION OF INTEREST IN MATTERS COMING BEFORE THIS MEETING <i>(Agenda Item 2)</i></p> <p>None.</p>
52.	<p>TO CONFIRM THAT ALL ITEMS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT ANY ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE <i>(Agenda Item 3)</i></p> <p>It was confirmed that all items would be considered in public.</p>
53.	<p>TO AGREE THE MINUTES OF THE PREVIOUS MEETING <i>(Agenda Item 4)</i></p> <p>The clerk provided updates on the additional information requested at the previous meeting:</p> <p>On Rivers and Towpaths:</p> <ul style="list-style-type: none">• Regarding the 150m threshold for developments near canals and rivers, this had

been confirmed to be a national direction and not locally set.

- It was the Canal and Rivers Trust's responsibility to maintain and clean (litter pick) towpaths, using their own cleaning contractor, Fountains, as well as local community groups or businesses.

On the Cabinet Forward Plan:

- It was confirmed that Policy Overview Committees were not consultees on every Cabinet report, and instead were only listed on the Forward Plan for those items where they would be part of a consultation. On the climate change action plan, the Climate Emergency declaration approved by full Council stated that the Corporate Services POC would lead on monitoring the Cabinet's action plan following its approval at Cabinet. Other POC's could determine whether they wished to be part of any consultation on this item, though the Corporate Services POC would lead on this.

It was requested that the clerk review and confirm to Members why the Corporate Services POC had been chosen as the lead Committee.

It was highlighted that Mr Little's attendance at the previous meeting had been omitted from the minutes document included with the meeting papers.

RESOLVED: That the minutes of the meeting held on 23 February 2021 be approved as a correct record, subject to Mr Little's attendance being included.

54. SECOND WITNESS SESSION FOR REVIEW INTO HILLINGDON'S ADULT & COMMUNITY LEARNING SERVICE (Agenda Item 5)

Debbie Scarborough (Service Manager, Adult and Community Learning), Cristi Gonzalez (Ealing Adult Learning Manager), and Eamon Scanlon (Head of Adult Learning and Skills Service, LB Hammersmith and Fulham) were present to provide information as part of the second witness session for the review into the Hillingdon Adult and Community Learning Service.

The report included with the meeting papers detailed a summary of the service's planning for the next academic year. In addition, a forthcoming bid to the GLA for an additional £200k over 2 years was to be submitted in the coming days. This funding was confirmed to be in addition to the current levels of GLA funding which had been set many years ago, and which provided some authorities with significantly higher or lower funding. The Committee was advised that this historic GLA funding could potentially be reviewed, but that lobbying of the GLA would likely be required.

Neither Ealing nor Hammersmith and Fulham received direct funding from their councils, with all funding received via grants from the GLA or ESFA. Fees were charged where appropriate, with lower fees or concessions provided for learners receiving benefits or from certain socio-economic backgrounds.

On learning venues, Hillingdon was confirmed to use schools, children's centres, libraries and other venues, including Brookfield, a dedicated venue.

Regarding mental health of learners, Hillingdon provided support free of charge to all

learners. Fees received were used to support those learners who did not pay for courses. Attendees advised that interdepartmental working had increased, for example via referrals to the social care teams. External organisations such as MIND were also being engaged. Officers were proactive, with targeted outreach involving GP's, neighbourhood care teams, public health etc. It was recognised that further work could be done to promote the services available. Ealing and Hammersmith and Fulham highlighted additional engagement with partners such as MENCAP, housing associations, Holex, and the educational training foundation, among others.

Changes to the services as a result of the pandemic included continued provision of 'blended learning' with a number of courses remaining online, alongside an increased focus on courses linked to health and wellbeing. The importance of providing face to face learning to allow for social interaction and engagement between learners had been recognised, as well as for those learners who were unable to use remote learning technology. Internal working practices between departments had also been strengthened.

Partnership working between Hillingdon and other authorities included a regular online meeting to discuss how to overcome challenges or share best practice. Joint training sessions and the sharing of resource materials was also carried out, while authorities often submitted joint bids for funding, where appropriate. Each authority in attendance also drafted an annual self-assessment of their service, which was then peer reviewed by the other councils.

Regarding the rebuilding of Harlington school, it was confirmed that classes would continue to be run in the school while the rebuild was underway. However, once complete, the new site would have lower available space for in-person classes, and officers were working to identify long terms solutions to address this.

The Committee thanked the witnesses for their time and noted the information provided.

55. UPDATE ON TREE PLANTING IN THE BOROUGH (Agenda Item 6)

Stuart Hunt (Green Spaces Service Manager) introduced a report detailing Tree Planting within the Borough. It was highlighted that Hillingdon had planted 6,250 trees over the preceding 12 months, and had removed 215.

Members asked a number of questions, including:

Did Hillingdon have a target for annual tree planting?

There was no set target, thought the service attempted to plant on a 1:1 basis at a minimum. Potentially, a new strategic plan, linked to the urban forest plan, S106 funding etc, could provide a target.

Was data on Tree Protection Orders (TPOs) by ward available?

Data was available, though some TPO locations were area based, and therefore not as specific. All data was available via the website.

Was there any way to increase tree planting on public highways?

Highways were recognised as hostile environments for trees to grow, and the service was therefore looking at alternate sites for planting. However, highways would continue

to be looked at as potential locations, particularly if deemed suitable for trees to act as traffic calming measures.

Was there a strategic plan for ancient woodlands? Many areas had dead branches that could cause injury to the public.

Strategic plans had been agreed with National England and were in place. Walking routes were inspected annually to safeguard the public, though it was recognised that fallen branches or leaves were good for the ecosystem and demonstrated that the area was healthy.

Were schools and pupils involved in addressing pollution?

The service engaged with the school staff, and provided them with materials in a child friendly format for dissemination to their pupils.

The Borough's award of Tree Cities of the World status was recognised as a considerable achievement. Was this award applied for?

The award was applied for as part of a lengthy process wherein a borough must demonstrate that it met certain criteria. This was the first year Hillingdon had applied for the award.

Was there data available for green hedges around schools, and for tree planting in areas of high pollution?

The officer would review the available data for sharing with the Committee following the meeting. It was recognised that addressing air pollution was part of the Borough's Air Quality Action Plan.

Instant hedges were recognised as being expensive to produce and difficult to maintain. In general, trees and hedges survived better when planting small.

What legislation was available to protect trees and saplings?

The TPOs in place protected trees and saplings from felling. Further messaging on the importance of trees was also being shared with residents by Hillingdon and Central Government.

What could the Council do to address the impact of large projects, such as HS2 or a potential 3rd runway at Heathrow, on trees?

For large projects, the planning process would set out the developer's obligations to protect or replace trees, with a view to ensuring at least 1:1 replacement if existing trees were to be removed.

Was the Council working with local business to sponsor tree planting?

The service was reviewing this, with a view to engaging local businesses to sponsor tree planting on sites such as roundabouts, etc.

Breakspear Crematorium was not referenced within the report. Why?

Space at the crematorium was limited, and so tree planting on site was limited to 1:1 replacement of existing trees, where required.

RESOLVED: That the report be noted.

56. QUARTERLY SCHOOL PLACES UPDATE (Agenda Item 7)

Sarah Phillips (School Place Planning Project Manager) introduced the quarterly school places planning report. It was highlighted that more complete data would be provided within the next report, which would include data from the January census and the primary offer day.

In general, schools were continuing to function well during the pandemic, with most remaining full in terms of pupil numbers. Where required, officers were working with schools to address issues resulting from the pandemic.

Primary school numbers remained stable, with up to 12 primary schools being reviewed for potential reductions in the PANs. Further detail would be provided as part of the next report.

Demand for secondary school places continued to be high, with the Borough identifying 140 vacant places at secondary schools, which was lower than the 5% margin recommended by the DfE. It was expected that the majority of these places would be filled through the year and so places would be tight.

For 2022 enrolment, it was recognised that the current year 5 group had over 100 more pupils than the year 6 who were the basis of the Year 7 numbers, and pupils would be accommodated by more temporary places, or an increase in pupils going out of borough, until the new school and expansion due to open in 2024 would accommodate the increased pupil numbers.

A review of provision at special schools was underway to ensure the changing needs of pupils continued to be met. New special schools were in development, to open between 2022 and 2024, and planning was underway for enrolment at these schools, which would reduce the use of expensive out of borough places.

Members asked a number of questions, including:

Some parents had refused offers of places at secondary schools. Was this linked to certain areas of the Borough, or Ofsted reports?

A number of parents chose to decline offers if not offered their top preferences. It was expected that many of these would subsequently accept offers at a later date. It was recognised that some schools had received fewer requests for places than others, which seemed due to locations, travel and lower Ofsted grades.

Some special schools, such as Willow, appeared to take double the number of pupils than others. Why was this?

Willow roll had been stable at around 60 pupils and remained the smallest special school, however, the proportion of the roll that were Hillingdon residents had risen from below half. The full January rolls of all the special schools and the number of Hillingdon residents on roll would be reported after the meeting.

The report appeared to omit the 6 secondary schools that were deemed to 'require improvement'. Could a full audit of all schools be provided?

There were 6 secondary schools with Year 7 intake and one UTC and one studio school with Year 10 intakes, that were deemed to 'require improvement.'

RESOLVED: That the report be noted.

57.

STANDARDS AND QUALITY IN EDUCATION 2019-20 (Agenda Item 8)

Abi Preston (Head of Education Improvement & Partnerships) introduced the annual Standards and Quality in Education report. It was highlighted that due to the Covid-19 pandemic, no statutory assessment data for 2019/20 or 2020/21 was available. Instead, the data was based on 2018/19.

Data available showed that attainment and progress within the primary phases were either in line with or above national level for all key measures. For the secondary phase KS4 outcomes and progress had decreased slightly but still remained above national averages, and at post-16 level progress had been made but did continue to underperform. This would continue to be a key priority moving forward.

Due to the pandemic, the full Ofsted framework was suspended and instead limited to monitoring visits for the majority of the year. During 2019-20 87% of all schools were judged as good or better compared to 88% in 2018/19, and this was broadly the same during the pandemic. There were 15 schools inspected prior to the Ofsted framework being paused due to COVID-19, one demonstrated an improvement to the final inspection judgments and moved from 'requires improvement' to 'good', whilst 11 of the 15 retained their previous inspection judgments. Three of the 15 schools during this period received a downgraded judgment and of those, two were academy schools which we are working closely with the Regional Schools Commissioner to support their improvement.

For the Council's schools at risk register, there were 19 schools that were at risk of underperformance in Hillingdon, which had increased by one from the previous year. Of this, 9 of the schools were maintained by the Council and are already in receipt of intensive monitoring, challenge and support by officers. To continue to support schools, a new four-tier categorisation and support model for schools has been introduced, which included a new category called the 'Watch' category which is a form of light touch support for schools with just one area of need rather than a number of areas of need for support. Templates had been updated, and included a new support plan for schools in the Targeted and Intensive categories, so that objectives and impacts were clear and understood.

The team had been focusing on supporting schools through lockdown and the challenges the pandemic has brought. Schools had done really well to respond to the regularly updated guidance throughout, and officers had supported schools with a key focus on supporting remote learning policies, ensuring that disadvantaged children had devices and could access remote learning tools. Officers had since been supporting children returning back to school and were focusing on catch-up funding and how to support schools to close any gaps for the children resulting from the pandemic.

Members asked a number of questions, including:

Was there any data on the ethnicity and gender of pupils, and if so, did that data highlight any concerns?

Such data could be provided to the Committee following the meeting.

How quickly did the Regional Schools Commission (RSC) respond? Did they offer support to schools?

Officers were in regular contact with the RSC, including weekly calls, and the RSC was very responsive. However, it was recognised that the RSC operated differently to the Council, with less of a focus on individual schools.

Was the Council appropriately resourced to improve performance?

Hillingdon was a 'high delegating' Borough, which meant that a high level of funding went directly to the schools. There were opportunities for schools to pool their resources and increase their working relationships. It was recognised that some schools required additional support, and a review was underway on how best to provide this. School leaders are positive about the proposed review which is due to take place in the next few months .

Did the delay in processing Education Health and Care Plans (EHCPs) impact on the Council's ability to place pupils and provide support?

Work had been carried out to address the backlog of EHCP applications. Over the last 12 months, a record number of applications had been processed on time. Further dialogue around how to provide in-year support in the face of changing pupil need was underway.

Were small cohorts, such as pupils being home schooled, care leavers, etc, provided targeted support?

Dedicated support was provided where required. Support would continue to be reviewed to ensure flexibility in light of changing circumstances (e.g. the pandemic).

It was suggested that when compiling data around those not in employment, education or training (NEET) the figures include those 'not known', to provide a more accurate number.

Members thanked officers for the detailed report but referenced previous requests to have such reports broken down to promote ease of understanding. It was suggested that officers produce 2 smaller reports, with one setting out results, and the other linked to improvements. In addition, the Committee had previously requested that reports include detail of performance versus other London boroughs and statistical neighbours, instead of national figures., as well as how Hillingdon was supporting the 14 planning areas. The need to identify best practice from neighbours, particularly those with schools in areas with higher levels of deprivation, was highlighted.

Officers agreed that future reports would be reviewed to provide data in a different format as requested.

It was suggested that the comments of the Committee recognise the continued support by officers for learning and well-being, through what had been a challenging time. However, there continued to be concerns around school performance which put Hillingdon below the London average in some stages, and suggested that Hillingdon looked at best practice delivered by other councils, so that Hillingdon's position compared to other London boroughs and statistical neighbours could be improved. It

was agreed that the final wording of the Committee's comments be delegated to the clerk, in consultation with the Chairman and Opposition lead.

RESOLVED:

- 1. That the report be noted;**
- 2. That the final wording of the Committee's comments be delegated to the clerk, in consultation with the Chairman and Opposition lead.**

58. CABINET FORWARD PLAN (Agenda Item 9)

Consideration was given to the Cabinet Forward Plan.

It was suggested that an item on climate change be added to the Committee's work programme, if the report was approved by Cabinet.

RESOLVED: That the Cabinet Forward Plan be noted.

59. WORK PROGRAMME (Agenda Item 10)

Consideration was given the Committee's Work Programme.

Further to comments on agenda item 9, it was suggested that an item on climate change be added to the Committee's work programme, if the report was approved by Cabinet.

On the matter of the Youth Services item scheduled for the April meeting, Dan Kennedy (Director - Planning, Environment, Education and Community Services) informed the Committee that a review of the service was currently being undertaken, and it was therefore requested that the item be deferred until the review was completed.

This was agreed, though some Members expressed disappointment in the deferral of the item. It was requested that the clerk liaise with officers to agree a new meeting date for the item as soon as possible.

It was suggested that new items on abandoned vehicles, and illegal felling of trees, be considered for inclusion on the Programme.

RESOLVED:

- 1. That the Work Programme be noted;**
- 2. That the item on Youth Services be deferred to a future meeting of the Committee;**
- 3. That new items relating to climate change, abandoned vehicles, and illegal felling of trees be considered for inclusion on the Programme.**

The meeting, which commenced at 7.00 pm, closed at 9.34 pm.

These are the minutes of the above meeting. For more information on any of the resolutions please contact Neil Fraser on 01895 250682. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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INFORMATION UPDATE ON FLOODING

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Victoria Boorman
Papers with report	None
Ward	All

HEADLINES

The Committee has requested an update on a broad range of flooding incidents and actions taken. This report covers the following subjects:

Flooding:

- Roles and Responsibilities
- Actions during a major flood event
- Council learning from previous major flood events

RECOMMENDATIONS:

That the Committee notes the information presented in the report.

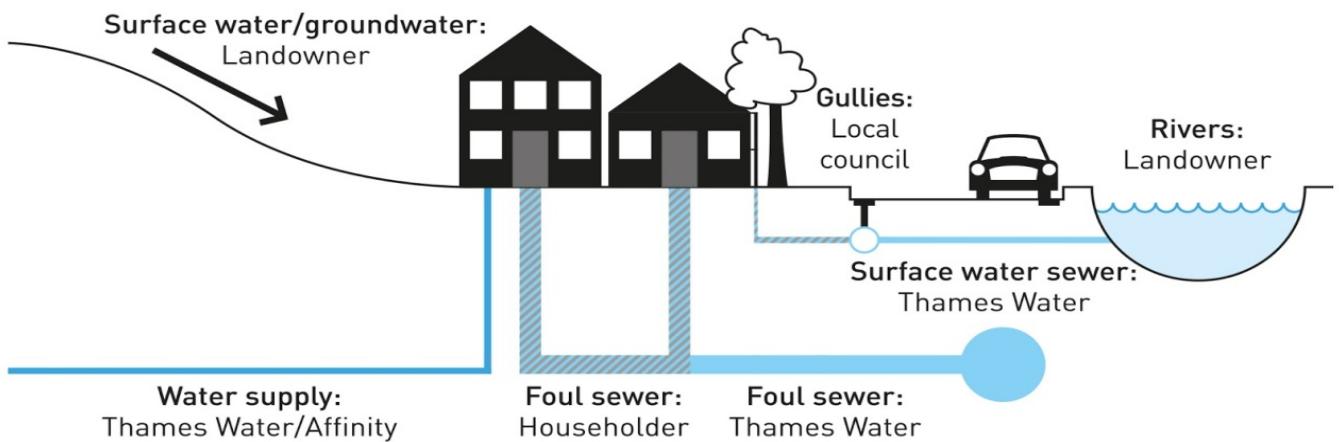
SUPPORTING INFORMATION

Flooding

Roles and Responsibilities

The Council as a Lead Local Flood Authority (LLFA) under the Flood and Water Management Act has the lead on 'local' flood risk from surface water, groundwater and ordinary watercourses. The Environment Agency has the lead on main rivers, reservoir flooding and a strategic overview. Thames Water have responsibility for surface and foul water sewers, and Riparian Owners have responsibility for the stretch of river, stream or ditch next to their land or property.

The Environment Agency monitors river levels and issues flood warnings. It also undertakes maintenance and operates some key defences on main rivers.



Although the organisations have the lead on these issues, they do not have the responsibility or the ability to solve all flooding issues, the primary responsibility remains with the landowner.

Gullies

Most common highway drainage feature is a gully. This consists of a concrete pot positioned under the road surface with an iron grate visible from the road. The water collects in the concrete pot and is then channelled via a pipe before connecting into the surface water sewer network or to a soak away.

Sometimes these pots and pipes become blocked with soil, dead leaves and rubbish, preventing the free flow of water to the main surface water sewer. Hillingdon Council has over 32,000 road gullies across the borough. Gullies are normally cleaned by lifting the metal grating or cover and sucking all the dirt out using a gully sucker machine. High pressure jetting is required to remove some obstructions.

The Council has an annual cyclical gully cleansing programme whereby gullies in residential roads are cleansed once per year; A-roads twice per year; B & C-roads once per year. 400 No 'critical gullies' have also been identified in locations that require more frequent cleansing and are cleansed four times per year.

Gullies on the Transport for London Road Network are the responsibility of Transport for London. There are also private roads which have gullies or other road drainage infrastructure which are the responsibility of those residents to maintain.

Surface water sewers

Highway run-off flows from a gully into a surface water sewer main. Often flooding can occur even where the gully is clear. This can be because there is a blockage within the surface water sewer, for example because of tree roots or silt build up, a blockage at the outfall or as a result of the river levels being high.

Surface water sewers are the responsibility of the utility companies, and in Hillingdon, this is Thames Water. The utility company will investigate and determine if there is an issue and take appropriate action to clear it. If a water main is overwhelmed simply because a great deal of rain has fallen, a utility company is not required to undertake works to increase the size and capacity.

Flooding on roads

New roads include designed drainage systems intended to remove water efficiently from the surface of the highway to provide a safe passage for all vehicles and pedestrians. Older roads may have less sophisticated drainage, but all have features designed to take the water away from the road surface as quickly as possible. In some rural areas or on very minor roads, this may simply be a ditch leading to a watercourse.

When there is very heavy rainfall on the highway in a short period, it can often be greater than the capacity of the drainage facilities designed to take it away, so it should be expected to see some water on a road after very heavy rain and water can remain for a while in low spots in the road even where the drainage system is working. Roads are designed to contain this water on the road by keeping it within the kerbs.

However, if the water remains after a number of hours, the gullies and the sewers may need to be investigated by the different organisations in order to determine if there is a problem or if the drainage system has sufficient capacity.

Actions during a major flood event

If the Environment Agency issues a Severe Flood Warning for a river in or upstream of Hillingdon, the Councils emergency Flood Plan would be activated which would initiate a coordinated Hillingdon response.

Some of the key service areas involved the planning, preparation response or recovery may include Highways, Green Spaces, Planning, Corporate Communications, Social Services, Corporate Property, Flood & Water Management, and Emergency Management & Response Service. Each service would follow internal service procedures alongside the Flood Plan to ensure a suitable response.

Key strategic actions include determining those most at risk, critical local infrastructure and evacuation and shelter requirements.

During a major flooding incident an Emergency Response Officer would attend the scene as the Local Authority Liaison Officer (LALO). The role of the LALO at the scene is to receive a situation report from the emergency services and to make a note of any requests made with regard to providing an emergency rest shelter, and if other council departments also need to be contacted such as Housing, Highways and Social Care - to ascertain if there are any vulnerable adults who may have been affected.

The LALO is the Councils representative at the scene of the emergency event, and as such would need to liaise with the emergency services, provide regular updates, and send regular situation reports to the Borough Emergency Control Room. Any requests for Council departments to attend the scene would need to be escalated to Council Silver, who would contact the relevant departments. If an emergency rest shelter is required, then Council Silver would activate this and make contact with the rest centre managers and officers.

Council learning from previous major flood events

As a Lead Local Flood Authority, the Council also has a duty to investigate significant flooding events. This tries to identify the organisations involved, and what action they are taking to alleviate flooding. It is dependent on the cooperation of these other organisations. The writing of the investigation does not mean the Council is responsible for the flooding or to provide a solution. However, it is hoped that by making the process more transparent, other organisations and stakeholders can be more easily held to account for their actions.

Investigation

Reports of flooding to the council are collated and recorded, and significant flooding (where properties or business have been flooded internally) trigger a Section 19 investigation, which will be published.

Any investigation takes time to prepare, but particularly in Hillingdon as often the places affected are so disparate across the borough. Each significant report is investigated by the Flood and Water Officer, further information collected, reviewed, and referred to other organisations such as Thames Water where necessary for feedback. Often there are a number of organisations involved with responsibility for different parts of the drainage system. For example, where gullies on the road, which the council are responsible for, drain to a Thames Water Sewer, which in turn flows into a main river for which the Environment Agency has responsibility.

The Council understands the concerns of residents who wish to see action taken quickly, but it is important that the Council prioritises resources and funding to those affected most. The Council must also ensure that works do not make the situation worse for others. The Council has published flood investigation reports on the Council website on following significant flood events in December 2013, July 2014 and June 2016. These reports and the actions taken can be found on the Council webpages [Flooding - Hillingdon Council](#). The flooding team have finalised a draft of October 2019 ready to submit for cabinet approval to publish. It is working on a further report combining the events of October 2020 and Jan 2021.

Actions

In the long-term finalised opportunities to alleviate issues on reported flooding sites, will be incorporated into an update of Hillingdon's Local Flood Risk Management Strategy to be published later in 2021 as sites where further investigation will be required to seek solutions for. These will be prioritised in accordance with the consequences of the flood and the numbers affected against those already on the Action Plan being taken forward.

Where possible, the most affected sites will be the subject of applications for external funding by the relevant service area. This will allow the Council to do more detailed studies of the area and assess options for solutions to determine if there is a future scheme to alleviate flooding. This will often need the cooperation of other organisations with responsible for different parts of the drainage system.

The Council have a long list of projects that the Council flooding team are leading on and working with the Environment Agency to identify opportunities for ways to reduce flood risk to residents.

The following is a list of some of the key projects that the flooding team are working on with the Environment Agency and other organisations such as Thames Water.

Project	Issues	Actions
Bessingby Park (LBH land)	1.Thames Water drainage/ sewer overflows. 2.Surface water ponding. 3.Risk of properties flooding. x4 properties flooded in 2021. Park flooded x5 times in January 2021.	Flooding team are working with Thames Water to ensure they investigate the issues properly and feedback actions taken to the Council and residents. A clean up has taken place April 2021
Riverside Caravan Park, West Drayton (private land)	Flooding from adjacent River Colne – overtopping the bank. Flooded 20 plus residents in October 2020 and they had to be evacuated. They were surrounded by water in Jan 2021.	Currently temporary Sandbag wall in place to protect residents. The Flooding team are working with the EA to ensure they put in place a longer-term solution. The EA are working to understand the complex interactions in this area better as well as maintain the river.
Donkey Lane, Bigley Ditch, West Drayton (private land)	Flooding to 5-6 properties and water surrounding others in 2016, 2020 and 2021.	River Maintenance works along the River Colne identified and being undertaken.
Park Woods / Pinn Meadows (LBH land)	Flooded in 2016 in two key areas – in Brook Drive and Park and Broadwood Avenue.	Quick wins phase 1 completed by the Council in Feb 2021 to create more space for water along the River Pinn for water and enhance the park. The flooding team are working with residents and the Environment Agency to identify longer term options.
Cannon-Brook, Pinn	Risk of properties flooding. In 2016 x6 properties flooded at Wallington Close. Previously x100 flooded in 1977.	Property Level protection works at Wallington Close as well as upstream Wetland works designed near Bury Street to slow the flow of water to areas at risk.
Joel Street, River Pinn	Eastcote Tennis Club and a number of local residents in the surrounding area were affected by flooding in 2016 and 2019.	Works at Haydon Drive identified and now designed to slow the flow water entering the Joel Street ditch. Some funding secured though the Better Neighbourhood fund match funding to be sought from the EA by the flooding team.
Copthall, River Pinn	Risk of properties flooding. x116 potentially at risk from flooding	Designs developed to hold back water on area that HS2 have identified as.

Ruislip Manor, River Crane	Risk of properties flooding. In 2016 x13 businesses affected. Tube station closed multiple times since then.	TFL committed funding to look at Options but with Covid the funding has not yet been provided. A gauge to provide warning of the issues developing is to be installed.
Victoria Road, River Crane	Risk of properties flooding. In 2016 Victoria Road closed. In 2021 at Deane Park flooded gardens – existing defence not working. Potential for hundreds of residents and Stonefield Industrial Park to be affected.	Consultants developing options that could be considered to alleviate flooding.
Eastcote Town Centre	In 2016 and 2020 Businesses along Eastcote High Street flooded.	An extension to the Raingardens identified. Parking Changes identified needed. Consultation on these highway changes imminent.
Elephant Park (LBH land)	Risk of flooding to properties. 2014 flooding of residents on Regent Avenue.	Design developed, Tender for contractors being developed, works to start this summer to reintroduce a river through the park.
Charville	Risk of flooding to residential properties. 0 properties flooded internally but over 40 properties experienced disruption to their electrical supplies.	Options identified but private landowner consent needed to be delivered. Ongoing discussions being held.
A40, River Crane	Episodes of flooding leading to sections of the A40 being reduced to x1 lane / reduced flow of traffic.	Consultants being commissioned to review options.
River Crane - Cranford Park	No previous reports of flooding, but large numbers of properties modelled to be at risk.	Detailed design of Wetland Options within Cranford Park being developed as outlines on Cranford Park Masterplan for Heritage Lottery Fund project.

Implications on related Council policies

A role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations from the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

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REVIEW INTO THE ADULT AND COMMUNITY LEARNING SERVICE - THIRD WITNESS SESSION

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Chief Executive's Office
Papers with report	Appendix A - C – further supporting information
Ward	All

HEADLINES

The Committee is conducting an in-depth review into Hillingdon's Adult and Community Learning Service. As part of the review, a number of witness sessions and other activities will be undertaken to gather relevant information and evidence for Members.

This third witness session is themed around key opportunities available to, and challenges faced by, the service. Debbie Scarborough – Service Manager, Adult and Community Learning, will be attending to aid the Committee. In lieu of external witness attendance, a brief video detailing some of the service's partners will be shown at the meeting.

RECOMMENDATIONS

- 1. That the Committee considers the evidence provided, and asks further exploratory questions to aid their review.**
- 2. That the Committee suggests recommendations for consideration when drafting the final report to Cabinet.**

SUPPORTING INFORMATION

Further information to aid the Committee is included as Appendix A - C of this report.

Implications on related Council policies

The role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations to the decision-making Cabinet that seek to improve the way the Council provides local services.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

APPENDIX A:

HACL Looking Ahead: Opportunities and Challenges

This paper summarises the key opportunities available to and challenges faced by the service at the time of writing.

- Two funding opportunities are outlined, the first a project that finished in March and the other a competitive bid that has just been submitted.
- A summary of the quality of education provided by the service as judged by Ofsted in their last inspection in December 2019.
- A brief look at headline opportunities and challenges for discussion.

1. Additional funding

A) Strategic Investment Pot (2019-21)

In 2018 the City of London Corporation launched the Strategic Investment Pot (SIP) project, utilising newly-devolved rates to fund London's councils to identify and meet local skills needs in their area. LB Hillingdon was awarded £470k against the Skills Agenda for the Adult and Community Learning service's bid (HACL) to deliver against five identified strands:

Strand 1: Increasing the reach and scale of ESOL to get residents into work.

Strand 2: Providing opportunities for adults with learning difficulties and disabilities (LDD) to engage with work.

Strand 3: Developing an information, advice and guidance hub that provides residents with support and work experience.

Strand 4: Enabling tutors and partner organisations to support residents with English, maths and digital skills. We wanted to reach out to more community-based 3rd sector partners to support their survival and to access some of these target residents.

Strand 5: Targeting support to remove barriers to progression for particular groups, for example we wanted to target new home-based childcare micro-businesses and help them to overcome the barriers of the first two years, when enterprises are most at risk of failure.

Details of targets and achievements and case studies can be found in Appendix B. A challenge facing the service is to identify ways in which to ensure this legacy work continues and thrives.

B) GLA Good Work for All (2021-23)

Led by the Good Things Foundation, this new bidding opportunity is to help Londoners recover following the pandemic. Focused on Digital, Health and Social Care, Green Economy and Creative Industries, it asks bidders to offer 'training, education and employability support that helps Londoners gain relevant skills, retrain and move into good work in sectors key to London's recovery'.

The service has submitted a bid for £200k over two academic years focusing on developing residents skills to enter the Digital, Health and Social Care and Creative Industries sectors.

2. Ofsted and the Quality of Education provided by Hillingdon's Adult and Community Learning Service

Ofsted inspect all publicly-funded education providers on a 3-year cycle, inspecting against criteria laid out in its Education Inspection Framework. HACL was last inspected in December 2019 and is due for inspection again in the 2022-23 academic year.

Ofsted's focus is on the impact of the education provided to learners. To do this, they make judgements against four key areas:

- Quality of Education through the 'Intent', 'Implementation' and 'Impact' of the curriculum offer
- Behaviour and Attitudes
- Personal Development
- Leadership and Management.

Within the Leadership and Management section Ofsted states that inspectors evaluate the extent to which,

'those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training', (Ofsted Inspectors Handbook, 2019).

The service's last report included the following three recommendations for improvement:

- Managers should ensure that feedback from tutors helps learners improve the standard of their writing, including their spelling, punctuation and grammar.
- Managers should establish measures that more effectively capture the impact of the curriculum on learners.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to further improve the quality of education provided.

The inspection report is attached as Appendix C.

Whilst the service is working towards these recommendations, challenges remain in the speed of the progression and HACL may not be able to demonstrate significant improvement in some of the areas by the next Ofsted inspection.

3. Headline Opportunities and Challenges

A) Headline Opportunities

The list below is not exhaustive but includes some initial ideas for maximising the service's impact on residents.

Adult Education and Careers Hub	This could support a greater number of residents if more people were aware of the support it provides Hillingdon Adult & Community Learning (hae-acl.ac.uk)
Partnership work	3 rd sector partnership is strong but strengthening partnerships with other council services and micro-employers could increase the impact of the service's offer for residents.
Developing a clearly identifiable service 'brand'.	Most of our learners refer to the service as 'Brookfield' or 'Harlington'. 'Hillingdon Adult and Community Learning' is too long a title to slip off the tongue for most residents. Greater awareness of HACL's offer amongst residents, council staff and Members could support the service to reach more people.
Achieving an Ofsted Outstanding inspection grade	This REESPOC Review has provided support and challenge to service managers, but this would be further strengthened by the introduction of an 'Advisory Board' championed by Members.
Accessing additional funding through short-term bidding	HACL is adept at identifying and bidding for additional funding, creating opportunities that adult residents may not otherwise have.

B) Headline Challenges

The list below is not exhaustive but represents some of the immediate challenges identified by the management team.

Grant funding levels are too low to meet demand for qualifications.	Historic grant funding levels have led to an imbalance between different local authorities. The service manager continues to lobby for increased grant funding to extend the offer to a greater number of residents but other support
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	<p>for increased grant funding for the support might help achieve this.</p> <p>The removal of the £60k council subsidy in the current economic climate requires an increase in our fees and charges.</p>
Increasing learner enrolments following Covid-19 lockdowns	Enrolments have reduced since the pandemic. Historic learner numbers were approx 3000 pa making 5000 enrolments. In the current academic year we have 1600 learners making 4000 enrolments.
Accommodation	Brookfield is well-established in residents' minds in relation to adult learning, as is Harlington. The new Harlington School build will severely limit the accommodation available to adults in the south of the borough and only carries a 2-year commitment. The service's long-term accommodation in the south is under threat.
Progression data for learners	The external contract for HACLS data system is due to be renewed in December 2021. Generating new reports prior to that renewal is challenging, limiting the time available to demonstrate the progression into work highlighted in the Ofsted report.

HACL APPENDIX B - Additional Funding: Strategic Investment Pot (2019-21)

Additional benefits of the project and impact on residents

Description	Target outcomes	Actual outcomes
Strand 1: Increasing the reach and scale of ESOL to get residents into work		
1500 enrolments on ESOL courses and equivalent fee remissions for co-funded learners	Fees paid for 1500 enrolments	Fees paid for 713 enrolments Whilst it was not possible to achieve 1500 in this strand, the overall ESOL engagement was successful and seen in other strands, see Strand 5 and the Final Report for details.
ESOL advice hub established working with 20 partner organisations	20 partners	27 partners
1500 adults accessing ESOL hub for information, advice and guidance	1500 IAG appointments	765 ESOL IAG appointments Combined with Education and Careers Hub (Strand 3) during the project. Total numbers overachieved.
Strand 2: Providing opportunities for adults with learning difficulties and disabilities (LDD) to engage with work		
100 enrolments on skills courses over the term of the project.	100 enrolments	138 enrolments
15 supported internships per year	30 internships	13 internships
Strand 3: Developing an information, advice and guidance hub that provides residents with support and work experience		
Creation of hub within first year.	IAG Hub	Achieved
600 advice appointments in year 1; 1000 in year 2	1600 IAG appointments	(see Strand 1 above)
30 volunteer alumni engaged and contributing per year, trained to support other learners.	60 volunteers	61 volunteers engaged and trained, many trained in multiple areas
Strand 4: Enabling tutors and partner organisations to support residents with English, maths and digital skills		

50 tutors able to meet language, maths and IT needs of learners on their course	50 tutors	66 tutors with 149 course enrolments
20 partners have training to support their development	20 partners	23 partners attended a course
Strand 5: Targeting support to remove barriers to progression for particular groups		
100 enrolments in targeted courses	100 enrolments	291 enrolments

Financial Outturn of the Project

Expenditure item	Total	Actual spend to date
	£m	£m
Project staffing and associated costs, e.g. IAG hub	202,737	£197,848.48
Course fees for ESOL	85,000	£82,778.50
Courses designed and delivered, including delivery costs and attendance costs for staff, volunteers and partner representatives where appropriate	42,000	£85,033.13
Conferences, including delivery costs and attendance costs for staff, volunteers and partner representatives where appropriate	12,000	£7,958.47
Hardware/software needed	69,713	£33,089.72
Promotion of courses and IAG	28,000	£32,741.70
WLA charges as lead partner	30,550	£30,550
Total (should equal funding total)	470.000	£470,000

Additional Outcomes of the Project

Additional Benefit	Impact on Residents
6 case studies from learners who benefitted from the SIP project work	See below.
'Welcome to Hillingdon: a guide for newcomers to the borough' resource developed and made available free online. This is also used as a teaching resource in some subjects. (Strand 1 and 3)	This provides a simplified guide to living in Hillingdon and the UK. Sections include: Emergencies and times of trouble Living in Hillingdon: health, schools, housing... Working in Hillingdon: jobs, careers, further education... Leisure services and enjoying Hillingdon Being a good citizen of Hillingdon and the UK

	<p>The guide was utilised by ESOL tutors, volunteers and learners, shared with partner organisations and LA services, and made available to the public on Moodle.</p>
Community Partnership Board creation (Strand 1)	<p>3rd sector community groups collaborating with HACL, other LA services and each other through scheduled meetings. Focus on what support each group would like to receive and what each one can bring to the wider group. Attendance has varied between 12 (during lockdown) and 22 organisations at each meeting.</p> <p>Impact is seen in partners who have received training and increasing enrolments from minority or disadvantaged groups. Membership includes: MIND, Age UK, Hillingdon Carers, H4All, children's centres, Dementia Resource Centre, Hestia, Hillingdon Women's Group, REAP, Hillingdon Stroke Association.</p>
ESOL Champion volunteer scheme (Strands 1 and 4)	<p>Volunteers were mobilised and supported to run small informal group for learners including:</p> <ul style="list-style-type: none"> - Additional support for pre-entry ESOL learners - Additional support for the weakest ESOL learners across all levels to help them pass exams <p>These volunteers were supported by a member of staff, including mentoring sessions.</p> <p>A new group of volunteers was trained and prepared for further ESOL support including those above and support for asylum seekers housed at the Crowne Plaza Stockley by the Home Office.</p> <p>The impact of this scheme was that more learners were reached and learners were able to start attending volunteer led groups while they waited for the next start date for a formal ESOL qualification course.</p>
Creation of digital skills initial assessment tool to support information, advice and guidance. Progression into purchase of BKS digital skills initial assessment tool when it was developed and available on the market. (Strands 1,3 and 5)	<p>There was no reliable digital skills initial assessment tool available when the project started but identifying learners start points was an essential part of their IAG. This funding allowed us to develop our own until a version was available commercially.</p> <p>Impact was seen in residents being given accurate advice about which skills they needed to develop and which were secure, allowing us to offer them the most appropriate courses.</p> <p>The tool and online assessment procedure allowed the service to extend reach and continue offering initial assessment effectively despite periods of lockdown.</p>

<p>Development of two simplified brochures for adults with learning difficulties and disabilities.</p> <p>Streamlined course brochure with the introduction of route maps (strand 2)</p>	<p>The project allowed us to develop a new brochure specifically for adults with learning difficulties and disabilities. This improved the information they received and enabled them to make more informed, independent decisions about their choice of course.</p> <p>Production of route maps for every curriculum area. Learner feedback was very positive, reporting that they were more easily see entry points into vocational provision and plan their progression onward into work.</p>
<p>Development of online systems to provide information, advice and guidance and initial assessment to ensure that residents could enrol despite the pandemic (all strands)</p>	<p>Procedures for recording IAG provided and evolved throughout the project. Immediately following the project launch, the requirement to record IAG provided began a culture change towards holistic IAG provision by all members of staff, not limited to particular subject areas.</p> <p>These systems were transferred online during the first lockdown to support residents enrolment and progression throughout the pandemic. This proved highly effective and gave residents easy access to IAG.</p> <p>Traditional open days were not possible following January 2020, however, online IAG and assessment appointments were available at various times on a weekly basis and this will continue beyond the SIP project end date.</p>
<p>Careers Fayre held (strands 1 and 3)</p>	<p>87 learners met 10 employers who held 159 informal meetings</p> <p>Learners attended an event at Brookfield Adult Learning Centre featuring 8 employers that matched the learners' vocational pathways. They also chose from a selection of 6 workshops to attend on the day.</p> <p>Further events were planned but unable to run due to lockdown restrictions. A further careers fair is planned for June 2021, featuring online and in-centre opportunities.</p>
<p>Staff training in providing information, advice and guidance</p>	<p>Level 2 qualifications gained in providing impartial and accurate information, advice and guidance to residents</p>
<p>The development of the Staff Forum</p> <p>Development of the CPD Forum</p> <p>Development of the Volunteer Forum (strand 4)</p>	<p>Online forums were created and established within the service in the first year of the project. They became vital in the second year when most teaching took place online and tutors were not attending centres.</p>

	<p>Staff forums for each department enabled effective communication and the sharing of good practice and resources, particularly electronic resources and ideas for online delivery.</p> <p>The CPD forum was built up as a resource bank with instructional videos (made as part of the project) to help new and established tutors, particularly with aspects of technology within teaching. The CPD forum also enabled organisation of the extensive SIP project CPD course offer, with over 90 staff members active at the time of writing.</p> <p>Similarly, the volunteer forum became the main communication method with volunteers and was used to advertise opportunities and training and celebrate the achievement of volunteers. There are over 50 current participants on the Volunteer Forum (March 2020).</p>
<p>Additional training for volunteers and partner organisation staff</p> <p>29 volunteers in the service and 9 partner staff trained as Digital Champions</p>	<p>A Digital Champion volunteer role was created to support learners to access online learning. These volunteers worked alongside tutors during the lockdowns providing support for individual learners to be able to join the classes that were in progress. Volunteers also ran additional support sessions for learners struggling with online access. This support was greatly appreciated by learners and tutors alike.</p>
<p>17 volunteers and 5 partner staff trained in 'How to Run Online Meetings'</p>	<p>When Digital Champions started to run their own support groups they requested further training in using Google Meet and Zoom and a course called 'Running Online Meetings' was developed. This was offered to volunteers and partner organisation staff (who also needed these skills to continue their own work online).</p>
<p>13 volunteers and 3 partner staff successfully achieved the Award in Education and Training and can now practice as tutors.</p> <p>(strand 4)</p>	<p>Some volunteers wanted to pursue a career in adult learning, either as a tutor or a learning support assistant. This course provided the means to do so and 3 are now employed by the service. Others have progressed to further teacher training and employment.</p>
<p>4x Staff and Volunteer Conferences held (all strands)</p> <ul style="list-style-type: none"> • 2 joint conferences • 1 staff conference • 1 volunteers conference • 	<p>Themed conferences were introduced, three online and all but one with specialist guest speakers. Themes included Ofsted requirements and violence against women and girls, including domestic abuse, coercive control, female genital mutilation and forced marriage. Providing the most effective information, advice and guidance to residents underpinned each of these.</p>

EU Settlement Status simplification document developed and available free online (Strand 1)	Simple, how to guide to completing the documentation needed for EU residents to stay in the UK following Brexit. Anecdotal evidence from learners with ESOL needs tells us that this resource was both useful and appreciated when completing their documentation. Tutors reported discussions around the subject in their groups and that learners found it helpful.
Laser Systems electronic portfolios purchased (Strand 5)	Online portfolio building tool which allows for learners to submit work and receive tutor feedback online. This was particularly useful for online learning by childminders who cannot easily get to classes but supported 184 enrolments throughout the project.
Beating Corona Boredom online resource developed (all strands)	Created online free activities and resources aimed at providing information and supporting residents' mental health through the first lockdown.

Case Studies from learners who benefitted from the project.

Submitted Jan 2021: This young man with learning difficulties and disabilities has attended pre-employment workshops and undertaken an unpaid work experience placement.

'I enrolled on the Pre-employment Workshop (PEW) because I wanted to gain work experience so that I can be more independent. I found the course very useful and I would like to do it again as it was very good.'

'I really liked the work experience part of the course because I got to help the staff when I did the work experience at Brookfield. It was really useful when we looked for voluntary jobs online and I even saw a part time job at McDonald's in South Harrow that looked really interesting. I also enjoyed practicing attending an interview because this made me feel more confident.'

'In future I would like to get a job and be more independent and get my own place. I think I need to do some more courses to prepare for this and the new follow up PEW online course sounds interesting.'

'Attending this workshop has been really good, I have learnt to be more confident and say more things.'

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Submitted June 2020: CPD courses for tutors in April 2020 enabled them to make a transition to online teaching. A Community Interpreting tutor gave the following feedback on her experience of the CPD courses and teaching online.

'It was a good opportunity to meet colleagues and to learn more about online learning, about which I knew very little and was nervous at the start. The tutors were great and very encouraging.'

'I can now use Google Docs and Google Drive to store learners' work, ILPs etc. and we make full use of breakout rooms to work in pairs or small groups. I encourage learners to share personal experiences with each other and I've given them several individual tutorials: I now think this is something that's easier to do online.'

'We have had someone from a local interpreting agency in to talk (virtually) to the group about their work, and have two visiting speakers from the council coming this week and next to talk about their work and how community interpreters might be involved.'

	All learners are on track to achieve the full qualification.
<p>Submitted October 2020: NR - ESOL and childcare case study, with a focus on ESOL IAG Hub Strand 1.</p> <p>NR joined her first ESOL class at her local mosque some years ago whilst she was raising her triplets, but her studies were interrupted due to family responsibilities.</p> <p>When she was ready to return she met with a subject specialist who suggested an E3 childcare qualification and an 'English for Work' course. N remembers that she felt so much happier with her English that she began to speak to her children in English at home, and they began to correct her! Afterwards, she progressed to the Childcare L1 award, which she successfully completed in July.</p> <p>During lockdown she learned how to study online and received a 1-1 video call advice session about her next steps because the lack of voluntary schools placements meant she could not start her Teaching Assistant course. Instead, she is studying 'Understanding Behaviour that Challenges' before her next English course, so that she is ready to qualify as a teaching assistant when placements become available.</p> <p>She says, <i>"Before I was shy and afraid to speak to people. Studying at HACL has given me the confidence to communicate and express myself. I practice English speaking at my community gatherings and have also started attending parents - teacher meetings at my children's school."</i></p> <p>Her message to others, <i>"Don't stay at home. Come and learn, do something for yourself, do something for the community".</i></p>	<p>Submitted January 2020: Childminders Forum case study</p> <p>AP completed her childminding qualification with us in 2018 and set up her own business. Since joining the Forum she has attended 5 workshops:</p> <ul style="list-style-type: none"> Ofsted Trends from Recent Inspections Self-evaluation Planning for Individual Needs Getting it Right for Boys Education Inspection Framework in action. <p>When asked about the impact of the forum, she replied, <i>'Myself and another childminder were talking about this today. We find the Forum very useful as it updates us with information we didn't always receive before. Your little bits of information and recommendations are interesting and its information that I wouldn't otherwise see. Thank you [Childminding tutor]. You're a star and deserve credit for supporting us and keeping us up to date with what Ofsted really want to see.'</i></p>
<p>Submitted March 2020: 'Boost your English with Digital Skills'</p> <p>Currently a private nanny, NM has achieved Entry 3 Functional English and a Level 1 childcare qualification at HACL.</p>	<p>Submitted October 2019: Learner/volunteer case study</p> <p>Having completed English, maths and IT courses with Adult Ed Samira decided to volunteer. She says, 'I really enjoy volunteering on the ECDL</p>

She joined a 'Boost your English with Digital Skills' course to further develop her English and IT skills because she wants to move to working in childcare and nursery settings.

She found the targeted English tasks on her 'Boost' course increased her confidence as well as her skills, especially the group work to prepare for a mock interview and the interview itself.

She is due to take a L2 diploma course and feels the skills she has acquired in the Boost class, both digital and language, will help her manage her coursework and the written work necessary in her new career.

course. Following all the help and support I received when studying, it's really nice to support others in achieving a qualification.'

She added, *'I intend to continue with further studies and volunteering, and in a couple of years time apply to study IT at university. My ultimate aim is to work in this area, but at the moment I'm applying for administrative roles where learning and volunteering experience can be put to good use.'*

Short inspection of Hillingdon London Borough Council

Inspection dates:

4–5 December 2019

Outcome

Hillingdon London Borough Council continues to be a good provider.

Information about this provider

At the time of the inspection, there were 1458 learners on roll. Most learners study on courses at level 1 and below with around two hundred and seventy studying at level 2. Around fifty study at level 3. A small proportion of these learners use an advanced learner loan to fund their learning.

Courses are provided to build learners' vocational skills, primarily in childcare and supporting teaching and learning in schools. English for speakers of other languages (ESOL), English, mathematics, arts and crafts form a large part of the curriculum on offer. The service also delivers provision aimed at building the independent living skills of adults with a learning difficulty or disability and provision for learners with mental health concerns. Courses are taught at three main sites, plus several outreach locations across the borough. The previous short inspection in February 2016 confirmed that the service continued to provide a good quality of education.

What is it like to be a learner with this provider?

Learners look forward to attending their classes. Whatever type of course they attend, they learn much that helps them in their daily lives, their well-being or in their search for a job or further training. Many greatly develop their self-confidence and esteem. Learners say that the centres are great places to learn and they would recommend them to their friends.

Learners feel safe and are safe wherever they study. They benefit from learning in an environment where there is mutual respect whatever background you come from.

Experienced and skilled tutors make topics easy to follow because they explain things clearly. Tutors are patient and work through topics at a pace that suits learners. They are easy to approach when learners need guidance or assistance.

Learners develop their enthusiasm for learning whatever subject they follow, including subjects in which they may have had negative experiences while at school.

What does the provider do well and what does it need to do better?

In line with local priorities, leaders and managers ensure that learners from the borough's most disadvantaged communities take part in the courses they offer. Working with a wide range of partners, they ensure that the curriculum meets effectively the needs of many different communities in the area. Leaders and managers introduce new courses that respond well to newly identified needs, such as the emotional health and wellbeing of residents.

Tutors teach their subjects in a logical order. They teach fundamental concepts first and check that learners understand these before moving on. For example, those on childcare courses are taught about basic child development before learning about the more specific needs of children, such as those with learning difficulties and disabilities. In ESOL, tutors help learners' recap on prior learning to ensure they have learned the language skills they need before moving on to the next stage.

Most learners receive effective advice and guidance that helps them plan their next steps. Learners seeking employment receive good guidance from external agencies, such as the national careers service, to help them get jobs. A few learners following the arts curriculum are not made aware of other courses that are available elsewhere.

Learners attend regularly and produce good-quality work. Those taking qualifications are successful and achieve well. A high proportion of learners on courses without qualifications achieve their personal goals. They gain pride and a sense of achievement in their work. Learners, such as those who are retired, gain a sense of purpose from attending classes. Those with mental health conditions build their resilience very well. They make friends, become more active in their community and learn to cope better with everyday life.

A few tutors do not provide helpful feedback on learners' written work. As a result, at times learners do not know what they need to do to improve. Too often, tutors do not correct spelling and grammar mistakes that learners make. This hinders learners improving their writing.

Managers have good expertise in adult learning. They have a good track record in making improvements and in ensuring that the quality of education that learners receive is good. However, senior leaders and the relatively new governing body do not provide enough support and challenge to managers to help them develop further the quality and impact of the curriculum. They are not sufficiently informed about the impact that the curriculum has on learners once they complete their courses.

Safeguarding

The arrangements for safeguarding are effective.

Learners know how to report any concerns they have about their own or others' safety. Staff report any safeguarding concerns appropriately. These concerns are dealt with effectively. Managers and staff closely monitor and support learners where there are safeguarding concerns.

Managers provide effective oversight of safeguarding practices in the service through their 'staying safe' board. They have in place a suitable range of policies and procedures aimed at safeguarding learners. They meet their obligations under the 'Prevent' duty.

What does the provider need to do to improve?

- Managers should ensure that feedback from tutors helps learners improve the standard of their writing, including their spelling, punctuation and grammar.
- Managers should establish measures that more effectively capture the impact of the curriculum on learners.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to improve further the quality of education provided.

Provider details

Unique reference number	53129
Address	Adult and Community Learning – Hillingdon London Borough Council Park Road Uxbridge UB8 1NP
Contact number	01895 676 690
Website	www.archive.hillingdon.gov.uk/adultlearning
Principal	Debbie Scarborough
Provider type	Local authority
Date of previous inspection	18 February 2016

Information about this inspection

The inspection was the second short inspection carried out since Hillingdon London Borough Council was judged to be good in February 2016.

The inspection team was assisted by the service manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Saher Nijabat	Her Majesty's Inspector
Christina Christou	Ofsted Inspector

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CABINET FORWARD PLAN

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Democratic Services Officer
Papers with report	Appendix A – Forward Plan
Ward	All

HEADLINES

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).

RECOMMENDATIONS

That the Residents, Education and Environmental Services Policy Overview Committee notes and comments on items going to Cabinet.

SUPPORTING INFORMATION

The latest published Forward Plan is attached.

Implications on related Council policies

Policy Overview Committees are at the heart of how the Council shapes policy at Member level.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations from the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

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Ref	Upcoming Decisions	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
SI = Standard Item each month Council Departments: I = Infrastructure, Transport & Building Services P + Planning, Environment, Education & Community Services SC = Social Care CR&S – Corporate Resources & Services FD= Finance									
Cabinet Meeting – Thursday 22 April 2021									
017	Standards and quality of education in Hillingdon during 2019/20	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Cllr Susan O'Brien	PE - Daniel Kennedy / Rani Dady	Residents, Education & Environmental Services Policy Overview Committee		Public
Cabinet Member Decisions Expected – April 2021									
018	Borough Wide Weed Control	Cabinet Members will consider a contract for the safe and effective control of vegetation on hard surfaced areas of the Highway and housing estates, including Tree Boxes within the Borough using largely contact herbicides, with the restricted use of residual treatments for public safety.	All		Cllr Ian Edwards / Cllr Eddie Lavery	PE / FD - James Patterson / Jamie Bell			Private (3)
Cabinet Meeting – Thursday 20 May 2021									
025	Contract for the supply and delivery of	Cabinet will consider a contract for the supply and delivery of refuse	All		Cllr Eddie Lavery	IT - Nicola Herbert		NEW	Private (3)

	refuse and recycling sacks	and recycling sacks for a two year period with the option to extend for a further 2 years + 1 year subject to agreement and satisfactory performance. The contract relates to a range of sacks used to carry out waste and street cleaning activities, including those provided to residents to utilise the dry mixed recycling, textiles, food and garden waste services.						
006	Licensing scheme for outdoor fitness instructors and tennis coaches in parks and open spaces	Cabinet on 22 October 2020 received a report proposing consultation on a new licensing scheme for outdoor fitness instructors and tennis coaches using Hillingdon's parks and open spaces and to operate this on a commercial basis with an associated Public Space Protection Order (PSPO) should enforcement be	All	Cllr Eddie Lavery & Cllr Susan O'Brien	PE - Priscilla Simpson	Public consultation, e.g. residents, ward councillors, fitness instructors and tennis coaches. Statutory consultation on any PSPO.		Public

		required. This report considers the consultation responses and seeks Cabinet approval whether to implement such a scheme.						
30	Provision of a Hay Cutting & Bailing, Hedge Cutting & Trimming service	Cabinet will consider a contract for the provision of a Hay Cutting & Bailing, Hedge Cutting & Trimming services for a three year period with the option to extend for a further 2 years subject to agreement and satisfactory performance. The contract relates to the maintenance of the Borough's larger green space areas including a number of country parks and conservation areas.	All	Cllr Eddie Lavery	PE / FD - Stuart Hunt & Jamie Bell / Allison Mayo		NEW	Private (3)
48	Local Flood Risk Management Strategy	The Local Flood Risk Management Strategy sets out the proactive approach the Council is taking to reduce the	All	Cllr Eddie Lavery	PE - James Rodger / Ian Thyne / Victoria Boorman		NEW	Public

		<p>risk and impact of flooding to Hillingdon residents and communities. Cabinet will be requested to agree an updated strategy setting out the important leadership role the Council has in engaging effectively with residents as well as organisations such as the Environment Agency who have a key role to play in reducing the flooding risk to residents and businesses in the Borough.</p>						
25	Contract for the supply and delivery of refuse and recycling sacks	<p>Cabinet will consider a contract for the supply and delivery of refuse and recycling sacks for a two year period with the option to extend for a further 2 years + 1 year subject to agreement and satisfactory performance. The contract relates to a range of sacks used to carry out waste and</p>	All	CVllr Eddie Lavery	IT -Nicola Herbert			Private (3)

		street cleaning activities, including those provided to residents to utilise the dry mixed recycling, textiles, food and garden waste services.						
46	Extension to the current Parking Enforcement Contract	Cabinet will consider an extension to the current Parking Enforcement Contract which undertakes the provision of parking enforcement officers and a full PCN IT back office system.	All	Cllr John Riley	IT - Roy Clark		NEW	Private (3)
42	Hillingdon Local Plan Review and Revised Local Development Scheme	The report will seek approval for the commencement of the Local Plan Review including the allocation of additional financial resources and approval of a new Local Development Scheme.	All	Cllr Eddie Lavery	PE – Julia Johnson		NEW	Public
Cabinet Meeting – Thursday 17 June 2021								
027	Budget Outturn 2020/21	Cabinet will review the Council's budget outturn position for the previous financial year.	All	Cllr Martin Goddard	FD - Paul Whaymand		New	Public

Cabinet Meeting – Thursday 08 July 2021

43	Climate Change Action Plan	Hillingdon Council passed a Climate Change Declaration at its full Council meeting on 16 January 2020 which set out targets to become carbon neutral and achieve 100% clean energy across the Council's services by 2030. Cabinet in March 2021 agreed to consult on the Action Plan. This report will set out the results of the consultation and seek Cabinet's permission to approve the Action Plan going forward for regular monitoring of progress to towards those goals.	All	Cllr Eddie Lavery	PE - David Haygarth / Ian Thynne	Policy Overview Committees / public consultation / stakeholders	NEW	Public
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Cabinet Meeting – Thursday 02 September 2021

34	School Capital Programme Update	The twice yearly update to Cabinet on the Council's major school infrastructure programme and upgrading of educational facilities to deliver a good quality education for all	Various	Cllr Susan O'Brien / Cllr Jonathan Bianco	IT - Bobby Finch		NEW	Public
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		children in the Borough.						
34	Cranford Park Project: Restoration Contract	Cabinet will progress this important local conservation project by considering a contract for the repair and restoration of the historic buildings, structures and landscapes at Cranford Park, and the building of visitor facilities to include a café, interpretation, public toilets, new playground, enlarged and landscaped car park, a perimeter cycling/walking track and improved park entrances and signage.	Heathrow Villages, Pinkwell	Cllr Jonathan Bianco	RS - Charmian Baker		NEW	Private (3)

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Agenda Item 8

RESIDENTS, EDUCATION AND ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE - WORK PROGRAMME

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Chief Executive's Office
Papers with report	Appendix A – Work Programme
Ward	All

HEADLINES

To enable the Committee to note future meeting dates and to forward plan its work for the current municipal year.

RECOMMENDATIONS

That the Residents, Education and Environmental Services Policy Overview Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

1. The Committee's meetings will start at 7pm and the witnesses attending each of the meetings are generally representatives from external organisations, some of whom travel from outside of the Borough. Forthcoming meeting dates are as follows:

Meeting Date	Room
08 June 2021	CR5
22 July 2021	CR5
14 September 2021	CR6
13 October 2021	CR5
25 November 2021	CR5
20 January 2022	CR5
16 February 2022	CR5
16 March 2022	CR5
14 April 2022	CR5

Implications on related Council policies

The role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations and the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

Multi year work programme

May 2018 - May 2022

Residents, Education & Environmental Services Policy Overview Committee	April 20	May CABINET	June 8	July 22	September 14	October 13	November 25	January 20	February 16	March 16	April 14
REVIEW:											
Topic selection / scoping stage											
Witness / evidence / consultation stage											
Findings, conclusions and recommendations											
Final review report agreement											
Target Cabinet reporting											
Regular service & performance monitoring											
Quarterly School Places Planning Update											
Annual complaints & service update report											
Standards Attainment report (incl. School Improvements & Outcomes of Discussions on Performance)											
CIL Expenditure Monitoring - Annual Report											
Budget Planning Report for Residents Services											
Cabinet's budget proposals for next financial year											
Cabinet Forward Plan Monthly Monitoring											
One-off service monitoring											
ASBET Fines and Prosecutions (incl. dog fouling)											
Tree Planting Update											
Rivers and Flooding Update											
Planning Policies Governing Canals and Towpaths											
Update on the new SEN Strategy, and the new Additional Needs Strategy											
Road and footway resurfacing											
New Planning Policies											
Parking Enforcement / Abandoned Cars											
Climate Change											
HS2 Update (TBC)											
Early Years Provision Update (TBC)											
Youth Services (TBC)											
Elective Home Education policy (TBC)											
Past review delivery											
Payment Modernisation for Key Resident Services (TBC)											

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