



HILLINGDON
LONDON



VIRTUAL
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, 3 NOVEMBER
2020

Time: 7.00 PM

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

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Putting our residents first

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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 - 8
- 5 Information Item on the Adult and Community Learning Service 9 - 20
- 6 Minor Changes to the School Admissions Criteria 21 - 44
- 7 Cabinet Forward Plan 45 - 50
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Minutes

RESIDENTS, EDUCATION AND ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE

15 October 2020



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, Stuart Mathers, Paula Rodrigues, Jan Sweeting (Opposition Lead), Colleen Sullivan and Alan Chapman</p> <p>LBH Officers Present: Neil Fraser (Democratic Services Officer), Dan Kennedy (Director, Housing, Environment, Education, Performance, Health & Wellbeing), Val Beale (Environmental Specialist), Roy Clark (Parking Services Manager), Daniel Ferrer (Licensing Team Manager), Sarah Phillips (School Place Planning Project Manager) and Stephanie Waterford (Services Manager, Licensing, Food and Safety)</p>
13.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Councillor Devi Radia sent her apologies.</p>
14.	<p>DECLARATION OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>Councillor Sweeting and Mr Little declared non-pecuniary interests in respect of Agenda Item 8, as they were governors of schools mentioned within the report.</p>
15.	<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>
16.	<p>TO AGREE THE MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 4</i>)</p> <p>Regarding the Annual Complaints Report considered at the previous meeting, Members asked that the clerk chase an outstanding action relating to Member Enquires by Ward. In addition, it was requested that the further details of the ombudsman case, circulated to the Committee following the previous meeting, be forwarded to Cllr Sweeting.</p> <p>RESOLVED: That the meeting on 03 September 2020 be approved as a correct record.</p>
17.	<p>STATEMENT OF LICENSING POLICY CONSULTATION (<i>Agenda Item 5</i>)</p> <p>Daniel Ferrer (Licensing Team Manager) and Stephanie Waterford (Services Manager, Licensing, Food and Safety) introduced a report detailing proposed changes to the</p>

Statement of Licensing Policy.

The Committee was advised that the Council was required to update its policy every 5 years, and the current policy was due for updating in 2021. As part of this updating, the Licensing Team was now consulting on the draft policy before its consideration by Cabinet or adoption by full Council. The changes were designed to provide clarity and consistency, and including updates to partnership working, immigration, modern day slavery, mobile internet sales, promotion of equality, and more.

Members asked a number of questions, including:

In what did the Council encourage business improvements within areas of the Borough, and greater engagement through the purple flag initiative?

The Licensing Team worked closely with the High Street Improvement Team, to ensure businesses were being supported to uphold the licensing objectives and conditions of their licences, e.g. pavement licenses were regularly reviewed to ensure businesses were not cluttering pavements. The team maintained good relationships with business within the Borough, and officers were being ever more proactive. This would continue to be an area of focus moving forward.

The updates on modern slavery were welcomed. In practice, was there a training or review process to help prevent such abuses?

Officers were working proactively to build relationships and regularly visit different areas of the Borough, at different times, in order to identify issues and make referrals to the relevant authorities.

It was agreed that Councillor Morgan would submit additional questions following the meeting, for Licensing officers to respond to.

RESOLVED: That the Committee note the proposed updates to the Licensing Policy.

18. **ENFORCEMENT OF PARKING MANAGEMENT SCHEMES** (*Agenda Item 6*)

Roy Clark (Parking Services Manager) introduced a report detailing the enforcement of parking management schemes within Hillingdon.

The officer provided a summary of the information presented within the report, including detail on the decriminalisation of parking enforcement in London in 1994 and the powers granted to local authorities to enforce parking, granted by the Road Traffic Act 1991.

Mr Clark went on to describe the process by which offenders were ticketed, as well as the appeals process open to residents and motorists. It was confirmed that the Council had engaged a private contractor to carry out enforcement in the Borough since 2003, with the current contract under consideration for renewal in August 2021.

Members were advised that the contractor operated 24 distinct patrol areas, using approximately 50 staff, visiting permit controlled parking areas and stop and shop areas across the Borough, with the aim of managing congestion and keeping roads safe.

Parking outside schools was of particular concern, with automated cameras deployed

at all schools with school zig zags. Parking Civil Enforcement Officers would then visit schools on a rota basis, with patrols increased at certain schools where there were reported issues.

CCTV was also used to monitor parking offences, with 131 total cameras used to monitor areas such as bus lanes, bus stops, banned turns etc. It was confirmed that the use of CCTV to process offences was very highly regulated and linked to legislation, with councils issued guidance to which they had to adhere.

It was confirmed that, contrary to popular opinion, parking Civil Enforcement Officers were not permitted to be part of a bonus scheme whereby they received remuneration based on the number of tickets issued.

Members asked a number of questions, including:

If parking on pavements was an offense, why were Council vehicles often seen parking on pavements?

A national consultation was currently underway regarding how such pavement parking was to be managed moving forward, as the rules were different in London from the rest of the country. However, currently, parking on pavements in London was prohibited, unless Council permitted. Council vehicles should not be parking on pavements, and if Members wished to forward details of particular vehicles to the Parking Manager, this would be investigated.

Ward Councillors had been contacted regarding a number of schools experiencing issues with parking. Was this a result of Covid19, and the staggered intake implemented to manage social distancing? Was there any additional capacity available to better manage parking around schools?

The Parking Services team had received an increased number of complaints regarding parking around schools this year. The Council had extended operating and keep clear times to manage staggered intakes. Schools received visits from parking enforcement officer each day, though there was not capacity for every school to receive a visit every day. The Council, with its contractor, was reviewing the potential to recruit additional enforcement officers on a part time basis, though in the past this had proven difficult.

Did all school have CCTV cameras in place?

All schools with zig zags should have cameras, though some were out for repair. It was requested that Members share details of schools where cameras were required, for further investigation.

Could the officer provide an update on the installation of new parking machines? Several had been out of order for considerable time.

The contract to replace the Borough's machines was now in place, and officers were actively working with the contractor to install the machines by the end of November. Old machines would then be removed in December.

Stop and Shop schemes were being abused. How could the Council work to address this?

Officers were looking at ways to address this, and a further update could be brought to a future meeting.

Residents had complained of experiencing delays to the processing of their fines and appeals. Was this due to any change to resources during the pandemic?

The team had continued to work throughout the lockdown, and there was no backlog to the processing of fines or appeals. Members were requested to forward details of individual cases for investigation.

Was there a long-term plan to deal with idling vehicles, to help support the aim of improving air quality?

Parking civil enforcement officers often dealt with idling vehicles, in conjunction with the Antisocial Behaviour and Environment team. Air quality was to be addressed in agenda item 7.

Did patrols take into account the population density of areas? For example, West Drayton Ward had a large population which had resulted in more parking issues.

Patrols often targeted areas where there were known to be issues. The Parking Services team worked together with the transport team to identify such areas, and patrols were increased in those areas where necessary.

RESOLVED: That the report be noted.

19. **UPDATE ON AIR QUALITY IN HILLINGDON** (*Agenda Item 7*)

Val Beale (Environmental Specialist) introduced a report detailing the Council's actions to address Air Quality following the Committee's previous review. The report detailed how the Committee's recommendations had been built into the Council's Air Quality Action Plan, answers to questions submitted in advance, and the impact of the Covid19 pandemic.

Recent information received from the GLA had shown that before Covid19, air quality was improving, thanks to the instigation of ultra low emissions zones, though during the lockdown air quality had been seen to have improved dramatically. For example, of the 455 schools within London located within polluted areas in 2019, only 14 were now in such areas.

Members asked a number of questions, including:

Had schools been made aware of the available travel plans, and how was the Council incentivising uptake or engagement with the Council?

The school travel plan team work with all schools to ensure they were aware of the help that is available in regard to developing school travel plans, accessing pedestrian/bike training etc. In addition, the Council has been offering access to air quality education packages, to no idling assemblies and events, and for the planting of trees and pollution barriers. Schools with significant pollution issues have been targeted first. Post lockdown, no idling events and the air quality education packages will be offered either in virtual format or with attendance at schools, with social distancing in place if the schools prefer. In all instances, progress and uptake of these issues is dependent on having an air quality champion within the school to really drive the engagement forward. Officers will continue to find ways to work with the schools who do not currently engage.

Idling vehicles has been an offense, under the terms of the Public Spaces Protection Order (PSPO), in place across the Borough. The use of the PSPO allows for a higher instant fine than other legislation.

Had the Council considered setting up routes for heavy polluting vehicles to reroute them from schools, etc?

The London Low Emission Zone sets emission standards for heavy vehicles such as lorries, buses and coaches when they enter the GLA. These standards are due to be tightened next year. In regards to routes there are various mechanisms for controlling routes such as the London Councils' Lorry Control Scheme. In addition, the Council can implement controls via traffic management orders on a case by case basis and recommendations can be made in regard to relevant planning application; in all cases the success will be dependent upon appropriate enforcement.

How was the Council ensuring that air quality monitors were being placed correctly?

Siting for monitors was, at times, difficult. It was recognised that roads were the source of most pollution but monitors had to be placed higher than ground level to be in accordance with relevant DEFRA guidance. It was understood that although the monitoring was carried out at elevated levels if the nearby road was a significant pollution source then the nearby users at ground level would be exposed to higher pollution levels. Actions to account for this were being used in neighbourhood schemes were applicable such as the use of road-side planting to increase the distance between the road source and any pedestrians/cyclists etc. GLA pollution modelling was also used to focus actions on certain areas within the borough to ensure measures were prioritised where the levels were the highest.

Did the Air Quality Action Plan include a strategy to upgrade the Council's vehicle fleet to low/zero emission vehicles, or put pressure on the supply chain to do likewise?

A new Climate Action officer had recently been employed to review and deliver strategies relating to pollution and air quality. It is likely that this will include looking at all aspects of Council activity such as the Council fleet in terms of climate change

RESOLVED: That the report be noted.

20. **QUARTERLY SCHOOL PLACES PLANNING UPDATE** (*Agenda Item 8*)

Sarah Phillips (School Place Planning Project Manager) and Dan Kennedy (Director - Housing, Environment, Education, Performance, Health & Wellbeing) introduced the most recent quarterly update on school places planning.

It was highlighted that demand for places in secondary schools would continue to increase for the next 7 years, due to parental preferences and the pattern of movement in and out of the Borough. Primary places remained high but stable, with adjustments being made to reduce Planned Admission Numbers (PANs) at primary schools with excess capacity, where agreed by the Council. Cabinet had recently approved the reduction of the PAN at Ruislip Gardens, and this was now being consulted on.

The need for more permanent secondary places was being delivered by the Department for Education (DfE) funded new secondary free school and rebuilding of Harlington school and special free schools. The Council had already expanded a

number of existing secondary schools within the Borough. Work was also ongoing with the SEND team to develop more places for SEND pupils within mainstream schools.

Members asked a number of questions, including:

A number of schools had large PANs, with places unfilled. Did the Council feel that they had miscalculated the required places at these schools?

At the time, PANs were put in places based on forecasted need, which nearly all then happened. Some changes to parental preferences had been seen, together with the willingness of parents for pupils to travel further, to their chosen schools, which left a shortfall in others. Work was underway to review PANs, where required. The Council tried to direct pupils to schools to fill up places to have classes of over 26 pupils, and there were now only a small number of schools with uneven very large or small classes.

Could the officers share detail of SEND demand?

Such data would be shared once available. It was clear that demand was increasing, with higher numbers of parents applying for Education and Healthcare Plans for their children. With the overall growth in pupil population, it was expected that there would also be a higher number of SEND children within that population.

Did the forecast modelling take into account the distribution of pupils? For example, many pupils in the south of the Borough were being forced to travel large distances to attend school due to lack of available choice.

Forecasts looked at all patterns and trends. It was recognised that people were willing to travel further due to the Borough's transport links, parental preference, and the fact that older pupils were able to travel further. It was also recognised that Hillingdon was the second largest London borough by geography, but had comparatively fewer schools, which inevitably led to, at times, fewer choices for parents.

Apart from bulge classes and the new school to be built, how was the Council planning to manage demand?

It was important to recognise that the Council had always ensured that all children had been offered a place at a school, even during mid-year, with some degree of choice. It was agreed that there was a high demand for school places, but Hillingdon was better prepared than many other local authorities. Officers were attempting to help schools to improve their offer, which in turn would increase demand at schools which were currently less desirable.

The DfE recommended 5-10% of unfilled places as best practice. The forecasts showed that Hillingdon would be retaining substantially less than this. There was also a danger that demand would outstrip places. How was the Council aiming to resolve this?

The new free school was expected to be delivered in 2022 or 2023. Meanwhile, bulge places were considered appropriate as a way to resolve demand and work was underway with head teachers, many of whom desired more places at their schools. The Council aimed to be closer to the recommended 5% spare capacity.

It was noted that currently several special schools were overfull and the schools had agreed to take these pupils above their normal capacity on the basis that plans for

expansion and new special free schools would deliver 273 spaces between 2020-24.

How could more SEND pupils be suitably accommodated within mainstream schools?

Currently there were investigations to see if some unused primary spaces could be repurposed for special provision where schools were interested in this and had expertise. In line with the views of the DfE, this would require specific adaptations, and included the allocation of distinct groups of large, separate classroom spaces, modified bathrooms, etc.

Members requested that the outcomes of discussions on performance be included in a future report to the Committee.

RESOLVED: That the report be noted.

21. **CABINET FORWARD PLAN** (*Agenda Item 9*)

The Cabinet Forward Plan was noted.

22. **WORK PROGRAMME** (*Agenda Item 10*)

Consideration was given to the Work Programme.

The clerk advised Members that the suggested next review topics continued to be assessed, and it was hoped that a recommendation for the next topic could be brought to the November meeting. This included the new topic of Adult Learning, the subject of which was to be brought to the November meeting as an information update.

It was confirmed that many of the previously suggested topics had been added to the work programme as information items.

Members request that, if possible the item on Early Years Provision be brought to an earlier meeting, to allow for a more timely update on the impact of performance pre and post Covid19.

Members also requested that the item on minor changes to the school admission criteria include details of taking out surplus.

The meeting, which commenced at 7.00 pm, closed at 9.18 pm.

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

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INFORMATION ITEM ON THE ADULT AND COMMUNITY LEARNING SERVICE

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Debbie Scarborough, Adult and Community Learning
Papers with report	Appendix 1: Data regarding the take up of adult learning Appendix 2: Courses are provided by the Adult and Community Learning service Appendix 3: Benefits for residents resulting from additional external funding bids Appendix 4: The provision unable to continue during lockdown
Ward	All

HEADLINES

The purpose of this report is to provide a brief overview of the Adult and Community Learning service and how Covid-19 has affected adult residents' learning. The report also considers possible content should the service be the subject of a Committee Review.

RECOMMENDATIONS:

That the Committee:

- 1. Notes the information contained within the report; and**
- 2. Considers whether the subject should form the basis of the Committee's next major review.**

SUPPORTING INFORMATION

The ACL service provides courses for adults in Hillingdon. It is externally funded by the Education and Skills Funding Service (ESFA) and the GLA following the delegation of funds to the London Mayor from August 2019. The service was last inspected by Ofsted in December 2019 leading to a Good (Grade 2) judgement.

Historically, approximately 3000 learners have taken courses a year, resulting in approximately 5000 enrolments. Of these, 91% live in Hillingdon, 7.5% are from other London boroughs and 1.5% live outside London. North/south, age and ethnicity profiles are given in Appendix 1.

HACL delivers a wide range of courses to learners across the borough: Appendix 2 provides an overview. The service is completing an additional externally-funded project which allows us to offer free education and careers advice for adults in the borough (Appendix 3). Whilst the support has been developing and available for residents over the past 18 months, the initiative

is not yet well-known to residents. The funding ceases in March 2021 but many of the developments will continue for residents.

Residents who face disadvantages and those living in deprived areas are a key target group for the service, as are those who wish to find work or improve their job prospects, for example the low-skilled, low-paid and career changers. Course fees are kept to a minimum and are as flexible as possible. Residents on Personal Development courses have their fees subsidised by the Council; fees for most qualification courses can be paid through a deposit and three monthly payments and those undertaking high level qualifications (A Level equivalent) can access student loans which are paid back at source when they earn £26,725 per annum.

Courses are as accessible as possible to residents. They are delivered across the borough at four adult learning centres covering Uxbridge, Ruislip and Harlington. The service is open 9-5 and 6-9.30pm from Monday to Thursday, 9-5 on Fridays and 9-1 on Saturdays in Brookfield. Centres are wheelchair accessible. Following the lockdown, most qualification courses are delivered online whilst others use a combination of classroom-based and online learning, otherwise known as blended learning (please see below).

Courses are also delivered at a range of community venues, including schools, children's centres, libraries and 3rd sector partner venues, for example at the Austin Estate community centre. Although Covid-19 is impacting on the availability of partner venues, risk assessments are in place where this is possible and plans are underway to deliver online where possible.

Covid-19 response and impact

When the Covid-19 lockdown seemed imminent, the service was completing its spring term and the Easter holidays were two weeks away. Residents taking qualifications were already half way through their courses and officers and tutors worked hard to convert as many of these as possible to online learning so that learners could gain their qualifications. For example,

- Guidance was prepared for learners and key staff helped them overcome any initial access issues regarding their online course.
- Laptops and Chromebooks were lent to tutors so they could teach from home.
- A significant staff training programme was run to ensure tutors knew how to deliver online learning.
- Childminding workshops and work on the Forum was appreciated by childminders running micro businesses because we tailored content to meet their needs through a challenging period
- Learning support was delivered through online individual sessions carried out during and after the classes.
- Online exams were held where necessary, with a handful delivered in centres where essential, e.g. British Sign Language.
- Tutor assessments for other qualifications were organised, moderated and approved. These accounted for approximately 400 English, maths and ESOL qualifications.

These actions resulted in 85% of qualification courses continuing (mainly English, ESOL, maths and vocational courses), and ultimately 72% (709 residents) gained their qualifications. However, some provision could not continue during lockdown for a variety of reasons, (see Appendix 4).

As the lockdown measures began to ease through July and August, officers developed a variety of new initiatives to enable learning to begin safely in September.

- We successfully bid for additional external funding of £25k to strengthen HACL's digital infrastructure and provide the additional capacity needed to support the increased online traffic
- Tutors spoke to individual learners who were finishing their qualifications in July to agree their next steps. This led to many residents enrolling on their next courses early and negated the need for them to visit centres to enrol in the summer
- A new online assessment process was developed that enabled residents new to learning to undertake English, maths and digital skills tests from their homes whilst the centres were closed to the public in August. Completion of these allowed officers to identify the best qualification-level course for each learner ready for when the new classes started in September
- The entire programme of courses was reviewed and as many transferred to online or blended learning. Centre-based courses were prioritised for targeted groups who were least able to learn online, such as adults with learning difficulties and disabilities.
- Centres were risk assessed and classrooms prepared so that residents could return safely where appropriate.
- Adults with learning difficulties and disabilities were contacted individually to arrange their enrolments without the need to visit centres. Payments were managed in a similar way.
- The website was updated and an option added for online enquiries to increase flexibility for residents and prevent visits to centres

Where are we now?

Enrolments on qualification courses are relatively strong. Demand for qualifications in English, maths, ESOL and childcare remains high and we are seeing high levels of interest in courses that relate to people's current need to improve their skills and retrain in new types of careers, for instance bookkeeping, counselling and community interpreting. Full government funding for learners to do digital skills courses was introduced in September 2020 and whilst these courses are just beginning they are generating increasing demand from residents. At the same time, interest is strong in emotional health and wellbeing courses and we recognise that this provision plays an even more important role at the current time.

To respond to these changing needs, we have continued running at least 5 weekly skills assessment and advice sessions per week, both online and now also in centres. We have put on additional courses where demand exists and we have added short courses to the curriculum to prepare learners for further qualification courses that start in January and February. Learners on all courses are offered a wellbeing survey and recommended a wellbeing course if this would benefit them. Tutors are also referring learners to digital skills courses to help them with the skills they need to learn (and engage more generally) online.

However, in line with other boroughs, enrolments are lower than usual currently at approximately 69% of our normal levels. Compared with 2019-20, this equates to 52% of qualification courses (48% lower) and 37% non-qualification courses (63% lower). There are several contributory factors to this:

- Enrolments can increase from term to term. We have fewer enrolments by adults with learning difficulties and disabilities, partly because class sizes have reduced due to social

distancing measures. Additionally, CMSS are not able to bring their 25 service users to our classes (last year they accounted for approximately 80 enrolments).

- Enrolments on personal development courses are significantly lower than usual, partly because the older population they attract are more likely to self-isolate, partly because many of these learners prefer classroom-based provision to online classes, and partly because of financial uncertainty and under-confidence economically discouraging residents from enrolling on courses. This, however, is likely to reduce our fee income.
- Some courses have not yet begun, for instance targeted outreach courses, so enrolments are difficult to predict. Start dates for some courses have been pushed back and courses normally run at partner organisation venues have been moved online. However, community and 3rd sector partners have emphasised how vital the courses have been in supporting their client groups during the lockdown, e.g. courses for carers.

Since Adult Learning is one of the topics being considered as the Committee's next review, it is suggested that the following might be included as part of that review:

- The service is agile and the course offer is responsive to local needs. In what ways could this be enhanced through increased joint working with other council departments?
- The reduced fee income could impact on the course offer provided by the service because it makes some subjects less financially viable. How might the impact of this be mitigated for residents?
- The service is providing free education and careers advice to adults in Hillingdon. How can sustained when the current project funding ceases?

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

None at this stage, pending any findings approved by Cabinet.

Financial Implications

There is an assumed reduction in fee income as a result of fewer enrolments on fee-generating courses. Currently this is estimated as a reduction of 50%, from £130k to £65k over the academic year, and could reduce the provision available to residents as a result. Since recruitment is ongoing in many courses an overall precise figure is difficult to gauge currently.

Legal Implications

There are no legal implications of this paper.

BACKGROUND PAPERS

[HACL REESPOC paper, Nov 2020: Appendices 1,2,3 and 4.](#)

**REESPOC Hillingdon Adult and Community Learning paper
November 2020
Appendices 1,2,3 and 4: Supporting information**

Appendix 1: Data regarding the take up of adult learning

Residency	2017-18	2018-19	2019-20
Hillingdon resident	4610 (91.2%)	4798 (92.8%)	3566 (90.9%)
London resident	318 (6.3%)	256 (5.0%)	301 (7.7%)
Out of London resident	123 (2.4%)	116 (2.2%)	58 (1.5%)

North/south profile

%	2017-18	2018-19	2019-20
North	27.9%	26.6%	25.5%
South	62.2%	66.2%	65.3%

Age profile

2019-20	Age band (enrolments)	%
19-23	95	2.4%
24-39	1720	43.8%
40-54	1311	33.4%
55-64	403	10.3%
65 and over	369	10.1%

Ethnic profile

Ethnicity %	2017-18	2018-19	2019-20
English/Welsh/Scottish/N Irish/British	41.0	37.4	34.6
Irish	1.2	0.9	1.0
Gypsy or Irish Traveller	0.0	0.0	0.0
Any other white background	8.3	8.9	9.3
White and Black Caribbean	0.5	0.5	0.6
White and Black African	0.3	0.5	0.6

White and Asian	1.9	1.4	1.2
Any Other Mixed / multiple ethnic background	0.0	0.8	1.5
Indian	12.5	12.6	10.5
Pakistani	4.6	4.6	6.0
Bangladeshi	1.4	2.8	3.5
Chinese	1.0	1.1	0.7
Any other Asian background	9.4	9.8	10.6
African	6.9	7.8	8.6
Caribbean	2.2	2.0	2.0
Any other Black / African / Caribbean background	0.7	1.0	0.8
Arab	3.6	3.8	4.1
Any other ethnic group	4.5	4.2	4.3

Appendix 2: What courses are provided by the Adult and Community Learning service?

We offer five types of provision.

- **English, maths and digital skills:** fully funded qualifications for residents through external funding entitlements up to and including level 2 (GCSE), and English for Speakers of Other Languages (ESOL) to the same qualification level, which has a fee attached.
- **Learning for Work:** industry standard vocational qualifications that allow residents to enter, progress or change their careers. These qualifications begin at Entry level and progress through to Level 3 qualifications (equivalent to A Level standard). They have fees attached, but these fees carry concessions for unemployed and low income earners which can reduce the fees, in some cases to zero, subject to personal circumstances. Greatest demand is for childcare courses, which has increased by 600% over the past 4 years, but we also deliver floristry, horticulture, counselling, community interpreting and bookkeeping qualifications.
- **Learning in and for the community:** targeted at disadvantaged residents and those from deprived areas, the courses are delivered in community settings that are local to the target groups. Partnership agreements with 3rd sector organisations underpin the choice of course subject and duration and ensure the content is relevant and appropriate. Examples of engaged groups are carers, residents with mental health issues and minority ethnic groups. These courses are offered free of charge using the service's external funding.
- **Learning for personal development:** populated by residents with disposable income and often older learners, these are the courses typically associated with adult learning, for example art, languages, dance, textiles. These courses carry fees which remain as low as

possible for Hillingdon residents through a council subsidy. Only residents over 65 years of age are entitled to concessions.

- **Learning for adults with learning difficulties and disabilities:** these courses encourage residents to learn new skills that will help them become more independent, develop fine motor skills and dexterity, and critically offer opportunities to practise social skills and teamwork. These courses have heavily-subsidised fees attached and the typical cost of a course running from September to July is £40.00

Appendix 3: Benefits for residents resulting from additional external funding bids

1. Strategic Investment Pot (£470k, 2019-2021)		
Objectives	Targets	Progress and impact
Strand 1: Increasing the reach and scale of ESOL to get residents into work	<p>1500 enrolments on ESOL courses and equivalent fee remissions for co-funded learners</p> <p>ESOL Advice Hub* established working with 20 partner organisations</p> <p>1500 adults accessing ESOL hub for information, advice and guidance (IAG)</p> <p><i>*combined with IAG Hub (below) as Education and Careers Hub</i></p>	<p>491 residents with ESOL needs have had their fees paid by the project, enabling them to improve their English, maths and digital skills over the course of the project, removing residents fees of £51,305</p> <p>ESOL Advice Hub has been created. 16 partner organisations meeting as the Community Partnership Board.</p> <p>455 accessed ESOL IAG. A simplified guide to the EU Settlement Status application has been created and is available online for residents to access.</p> <p>'Welcome to Hillingdon: A guide for newcomers to the borough' has been created and is available free to residents online. This provides a simplified guide to living in Hillingdon and the UK. This has had 469 views since July 2020 and the resource is still in development.</p>
Strand 2: Providing opportunities for adults with learning difficulties and disabilities (LDD) to engage with work	<p>100 enrolments on skills courses over the term of the project.</p> <p>15 supported internships per year (30 total)</p>	<p>40 enrolments in pre-employment workshops to date</p> <p>Development of supported internships still underway (delayed by lockdown)</p>
Strand 3: Developing an	600 advice appointments in year 1; 1000 in year 2.	1,939 advice appointments have been carried out. Online English

<p>information, advice and guidance hub that provides residents with support and work experience.</p>	<p>Creation of the Hub within the first year.</p> <p>30 volunteer alumni engaged and contributing per year, trained to support other learners.</p>	<p>and maths skills tests purchased. HACL created a skills test for digital skills.</p> <p>Education and Careers Hub created providing online and face to face IAG.</p> <p>87 residents attended a Careers Fayre where 10 employer/partners recorded 159 meetings with them.</p> <p>91 residents have had 1-1 appointments with National Careers Service advisors and 50 have attended their workshops in HACL centres.</p> <p>During lockdown, a free online resource bank was created, containing a wide range of information and activities designed to support residents through the lockdown, for example activities to occupy children.</p> <p>43 residents have been recruited as volunteers and trained to support others with their learning.</p> <p>18 are now Digital Champions.</p> <p>Development of an online Volunteers' Forum and volunteers attended conferences.</p>
<p>Strand 4: Enabling tutors and partner organisations to support residents with English, maths and digital skills</p>	<p>50 tutors able to meet language, maths and IT needs of learners on their course</p> <p>20 partners have training to support their development</p>	<p>Development of an online Staff Forum and Professional Development Forum providing 24/7 support and information. 93 staff engaged.</p> <p>65 enrolments on Digital skills training courses that supported staff to teach online.</p> <p>3 staff conferences held and well attended.</p> <p>Partner training is scheduled for November (delayed by lockdown)</p>
<p>Strand 5: Targeting support to remove barriers to progression for particular groups</p>	<p>100 enrolments in targeted courses</p>	<p>103 enrolments by childminders on sector-specific workshops. Online Childminders Forum created with 32 members. During</p> <p>Barriers removed: overcame access issues to courses; created</p>

		<p>Community of Practice between businesses</p> <p>Creation and delivery of 19 'Boost your English/Maths with Digital Skills' courses gaining 177 enrolments</p> <p>Barriers removed: allowed residents to consolidate skills and build confidence before moving onto next qualification.</p>
2. GLA Covid bid (£25k, 2020)		
Objectives	Targets	Progress and impact
Provide financial support for equipment to minimise impact of Covid-19 on learners	<p>Purchased dedicated server for hosted virtual learning environment</p> <p>Purchase of Zoom licences.</p> <p>Purchase of artificial flowers and storage for same</p> <p>Purchase of 25 Chromebooks</p>	<p>Completed. Capacity can now meet demand for online learning.</p> <p>Completed. Online platforms maximised for learners to access classes.</p> <p>Completed. Flower packs made up ready for tutors and learners to take home to allow classes to continue in another lockdown situation.</p> <p>Underway. Order going through the approval process. Will allow tutors and learners to access online learning</p>
GLA New resources and opportunities for London's learners (£77k)		
Objectives	Targets	Progress and impact
Provide financial support for equipment to minimise impact of Covid-19 on learners	<p>Promethean boards and visualisers in classrooms</p> <p>'Lend and Learn' laptops (and laptop management)</p> <p>H&S equipment (eg communal area screens)</p>	Awaiting the result of the bid

Appendix 4: The following provision could not continue during lockdown

Provision type	Reasons the courses did not continue through lockdown	Position in 2020-21 academic year
Provision for adults with learning difficulties and disabilities	This was curtailed and residents received refunds for the balance of their fees. This group generally does not cope well with sudden change and did not have the skills to adapt to online learning quickly. They are also likely to have underlying health issues that could make them more susceptible to Covid-19.	<p>Socially-distanced classroom space has been prioritised for this group.</p> <p>Enrolment numbers have reduced from 343 to 231. Every tutor is teaching embedding online learning in their classes in the hope that learners will be able to take part from home should they need to self-isolate or should there be another lockdown.</p>
Provision for floristry learners doing qualifications	These classes were postponed until September 2021. With no reliable access to flowers it was impossible to continue these classes.	<p>External funding was accessed which allowed officers to buy a range of artificial flowers. In the event of self-isolation and/or another lockdown, learners can take their 'bunch' of artificial flowers and learn through online classes.</p> <p>Tutors have undergone training and are embedding online teaching in their classes so that learners are able to join in remotely if necessary.</p>
Courses for personal development	This was a mixed picture. Some classes successfully adapted to online learning well and courses were completed, particularly modern foreign language courses. Other residents withdrew from their courses because they did not want to engage with online learning so a significant number of classes closed and learners received refunds for the summer term.	<p>The course offer is largely blended, with some classroom-based sessions and some online. However demand for these courses has dropped considerably since then, resulting in a significant reduction in the number of classes running.</p> <p>Officers are working on ways to encourage take up of these courses as the academic year progresses, e.g. taster courses and introducing different subjects.</p>
Provision in and for the community.	Most of these courses were delivered in the community and with venues closing it was impossible to deliver the provision during the lockdown. However some did run online, e.g. an exercise course for carers. This	<p>At the time of writing, this provision is just beginning so the impact is hard to ascertain.</p> <p>Officers have developed new approaches, such as 'How to manage online' courses with</p>

	<p>was well received with feedback that it was easier to attend because it removed the need for respite care.</p>	<p>subjects like online Parents Evenings is one example. Volunteers have been trained as Digital Champions to assist residents to access online learning.</p> <p>Additional external funding has been won to purchase resources to offer a 'Loan and Learn' scheme for the most disadvantaged residents so that they can participate in online courses.</p>
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MINOR CHANGES TO THE SCHOOL ADMISSIONS CRITERIA

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Laura Palmer - School Placement and Admissions Team Manager
Papers with report	Proposed Changes to the Admissions Criteria for Community Schools - Cabinet Report
Ward	All

HEADLINES

Hillingdon Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. Over the last nine years, the Council has worked closely with schools in Hillingdon to successfully deliver an ambitious programme of school expansion to ensure every child living in Hillingdon can be offered a school place as close to home as possible.

The proposed changes to the school admissions criteria contained in the Cabinet report will ensure that we continue to provide fair placement and review the impact, so that priority is given to children to access places at schools as close to their home as possible.

RECOMMENDATIONS:

That the Committee:

- 1. Review the proposed changes to the Hillingdon's Admissions Arrangements detailed in the Cabinet report.**
- 2. Consider responses from the consultation that will be provided during the meeting.**
- 3. Provide comments to be included in the Cabinet report which will be presented in January.**

SUPPORTING INFORMATION

The supporting information is set out within the attached Cabinet report.

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

None at this stage, pending any findings approved by Cabinet.

Once proposed changes are agreed it will ensure fair placement and that priority is continued to be given to children to access places at schools as close to their home as possible.

Financial Implications

Corporate Finance has reviewed the cabinet report and confirmed that there are no direct financial implications arising from the recommendations set out.

It is important that the Committee considers cost effective proposals that benefit resident taxpayers in relation to this review, which would ultimately be determined by Cabinet as part of the Council's broader budget planning process.

Legal Implications

The proposals for changes to the Council's admissions criteria, which the Cabinet Member has been invited to consider, do not fall within any of the "exempt" criteria referred to above and therefore, it is lawful for the Council to commence a consultation exercise in relation to these proposals.

BACKGROUND PAPERS

Nil.

PROPOSED CHANGES TO THE ADMISSIONS CRITERIA FOR COMMUNITY SCHOOLS

Cabinet Member(s)	Councillor Susan O'Brien
Cabinet Portfolio(s)	Cabinet Member for Education, Children & Youth Services
Officer Contact(s)	Dan Kennedy, Residents Services
Papers with report	Appendix 1 – Existing and Proposed School Admissions Criteria for Community Schools in Hillingdon

1. HEADLINE INFORMATION

Summary	<p>Hillingdon Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. Over the last nine years the Council has worked closely with schools in Hillingdon to successfully deliver an ambitious programme of school expansion to ensure every child living in Hillingdon can be offered a school place as close to home as possible.</p> <p>A review of admissions to reception school places at Hillingdon schools over the last four years evidences that there is a residual risk that our current admissions criteria may no longer serve the purpose of reducing the risk of applicants not receiving a school placement. The proposed changes to the order of the school admissions criteria and removal of a nodal point at one school; Deanesfield Primary School contained in this report, is to ensure fair placement and review the impact to ensure priority is given to children to access places at schools as close to their home as possible.</p> <p>As an education authority the Borough must plan for a sufficiency of places and efficient use of resources. There has been a slight decline in demand across the primary sector since 2012, with some fluctuations, but it is clear that the level of primary surplus places continues to be too high, pooling in a few schools. There is the opportunity to review the number of primary places and potentially reduce Published Admission Numbers (PAN) in some schools to ensure schools and the authority best meet the needs of all pupils across the Borough, and make effective use of resources in schools and between them.</p> <p>Therefore, the Council is proposing to reduce the Published Admission Number for Ruislip Gardens Primary School from 90 to 60 from 2022. This will still ensure that local residents can access</p>
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	<p>the school. This reduction will also reduce the distance priority radius from 1000m to 750m in line with our admissions arrangements.</p> <p>Cabinet is, therefore, asked to consider the proposed changes to the existing school admissions criteria for community schools to address the findings of the review to safeguard future access for residents to their local school.</p>
<p>Putting our Residents First</p>	<p>This report supports the council objectives of: <i>Our People and Strong financial management</i>. The recommended changes to the school admissions criteria contained in this report will support the aim that all children in Hillingdon can be offered a local school place as close to home as possible and ensure effective, and best use of the investment the council has made to expand primary schools across the Borough.</p>
<p>Financial Cost</p>	<p>There are no direct financial implications from the recommendations contained in this report.</p>
<p>Relevant Policy Overview Committee</p>	<p>Residents', Education & Environmental Services Policy Overview Committee</p>
<p>Ward(s) affected</p>	<p>All</p>

2. RECOMMENDATION

That Cabinet:

1. **Notes the findings from a review by officers of the school admissions criteria for community schools in Hillingdon.**
2. **Considers the proposals for changes to be made to the school admissions criteria and authorises officers to undertake a full consultation exercise in relation to them.**
3. **Considers the proposal to reduce the Planned Admission Number for Ruislip Gardens Community School from 90 to 60 and authorises officers to undertake a full consultation exercise in relation to it.**
4. **Agrees to receive a further report at its January 2021 meeting for the purpose of considering the consultation responses and determining a set of new admissions criteria for community schools in Hillingdon, and a new Planned Admissions Number for Ruislip Gardens which all are to take effect from 1 September 2022.**

Reasons for recommendation

As part of the strategic education function of the Local Authority, Hillingdon Council has a statutory responsibility to secure sufficient early years and school places to meet the needs of children resident in the Borough. In October 2015 the School Placement and Admissions team consulted and made changes to the admissions criteria for community schools to take effect from 1 September 2017. Some of the additional criteria implemented is no longer relevant and therefore may be deemed as unclear and unreasonable.

Based on a review of admissions to reception school places at Hillingdon schools over the last four years, there is a residual risk that our current admissions criteria may no longer serve the purpose of reducing the risk of applicants not receiving a school placement. The proposed changes to the order of the school admissions criteria and removal of a nodal point at one school; Deanesfield Primary School contained in this report, is to ensure fair placement and review the impact to ensure priority is given to children to access places at schools as close to their home as possible.

Following a review of school places it is proposed to consult to reduce the Published Admission Number for Ruislip Gardens Primary School from 90 to 60 from 2022. All local residents will still be able to access places there. This reduction will also reduce the distance priority radius from 1000m to 750m in line with our admissions arrangements.

Alternative options considered / risk management

The proposals presented in this report are intended to be reasonable, clear, objective, procedurally fair and comply with all relevant legislation to mitigate the potential future risk that a small number of children living in Hillingdon may not be guaranteed a school place as close to home as possible. Options have been considered to address this risk, some of which are specific to a location in the Borough. Where alternative options have been considered therefore, these are set out in the body of the report.

Policy Overview Committee comments

The Residents', Education and Environmental Services Policy Overview Committee has scheduled this matter on its multi-year work programme and will consider the proposals as part of the consultation process, before a final report is brought back to Cabinet in 2021 for decision.

3. INFORMATION

Supporting Information

The Statutory School Admissions Code

1. The purpose of the statutory School Admissions Code is to ensure that all school places for maintained schools (excluding maintained special schools) and academies are allocated in an open and fair way. The Code contains mandatory requirements. The admission arrangements to community schools are determined by the Local Authority as the 'admission authority.'
2. In drawing up the admission arrangements to schools, admission authorities must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated. All schools must have admission arrangements that clearly set out how children will be admitted. The admission authority for the school must also set out in the arrangements the oversubscription criteria against which places will be allocated at the school when there are more applications than places and the order in which the criteria will be applied.
3. To ensure that the criteria applied in prioritising access to community schools which are oversubscribed remains procedurally fair, objective and clear, a review of the criteria has been undertaken using four years of Hillingdon admissions data to primary school reception places. The focus of the review sought to identify any residual risk that the Council would not fulfil its statutory duty to ensure every child is offered a school place.
4. The review considered the following areas:
 - The use of 'nodal' points to ensure that schools serve not only pupils living close to a school but other children who live further away from a school where there is little or no priority access to alternative local schools.
 - The existing medical criteria to inform the priority for offering school places.
 - Priority for children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage.
 - Ensure there are sufficient school places in Hillingdon and eliminate financial constraints where evidence shows a continued and sustained reduction in admissions.

A. Nodal Points

5. Within the current admissions criteria, a Nodal point is used as an additional measuring point to Deanesfield Primary School where the over-subscription applies. The complementary nodal point at South Ruislip Station was deployed to address any 'low spots' in the local community where there was a risk that by virtue of where some residents live, that they may not have had priority access to a place at their local school. 15 of the 90 school places are allocated to pupils who live closest to this nodal point.

6. As part of the process of reviewing the school admissions criteria, particular attention has been paid to ensure any nodal points are still reasonable, fair and based on clear evidence of need to ensure compliance with paragraph 1.8 of the Statutory School Admissions Code.

Proposal

7. From the analysis undertaken of four years of Primary allocation data since the nodal point was introduced, the evidence suggests there is now not a need for a nodal point at Deanesfield Primary School as it no longer serves pupils living a further distance from the school with little or no priority access to other schools. The analysis provided shows the outcome of the applications if the nodal point was not in the admissions arrangements.

Primary allocation 2020

- Of the 15 pupils offered a place using the nodal point priority, 5 of these pupils would have been offered a place at Deanesfield Primary School under the distance outside of the distance priority radius criteria and sibling priority.
- 7 pupils would have received an offer for a school that was closer to their address (as the 'crow flies'); 4 of those 7 pupils had the schools listed as preferences.
- The 3 pupils remaining from the 15, would have received an offer for a school that was a parental preference although the allocated school would have been further from their home address than Deanesfield Primary School.
- 4 schools within planning area 5 (including Ruislip Gardens) were undersubscribed at allocation.

Primary allocation 2019

- Of the 15 pupils offered a place using the nodal point priority, 1 of these pupils would have been offered a place at Deanesfield Primary School under the distance outside of the distance priority radius criteria.
- 10 pupils would have received an offer for a school that was closer to their address (as the 'crow flies'); 7 of those 10 pupils had the schools listed as a preference.
- The 4 pupils remaining from the 15, would have received an offer for a school, however, they would have been further from their home address than Deanesfield Primary School.
- 2 schools within planning area 5 (including Ruislip Gardens) were undersubscribed at allocation.

Primary allocation 2018

- Of the 15 pupils offered a place using the nodal point priority, 8 of these pupils would have been offered a place at Deanesfield Primary School under the distance outside of the distance priority radius criteria.
- 5 pupils would have received an offer for a school that was closer to their address (as the 'crow flies'); 1 of those 5 pupils had the school listed as a preference.
- The 2 pupils remaining from the 15, would have received an offer for a school however they would have been further from their home address than Deanesfield Primary School.
- 1 school within planning area 5 was undersubscribed at allocation.

Primary allocation 2017

- All of the 15 pupils offered a place using the nodal point priority would have been offered a place at Deanesfield Primary School under the distance outside of the distance priority radius criteria.

8. The Nodal point at Deanesfield Primary School has had a detrimental impact on other community schools which were undersubscribed on National offer day.
9. As a new development of dwellings was being built on the former Arla Dairy site which was comparable in size to a development at the former Hayes Stadium, there was a residual risk that a small number of children may not be prioritised for a school place as they may not have lived within a priority radius for surrounding local schools. The nodal point was therefore introduced at Deanesfield Primary School to give these residents priority at a school. As the development of dwellings is now complete we have been able to analyse the data which evidences that there is no requirement for the nodal point.

B. Children of Staff Working at a Community School

10. Within the existing admissions criteria for Hillingdon community schools we consider priority where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. Currently this is considered as criterion 8.

Proposal

11. The Cabinet is asked to consider whether children of staff can be awarded a higher priority than pupils living nearest the school within the priority distance radius. This will further assist with the current recruitment and retention difficulty in some schools.
12. The Cabinet is asked to consider that currently this is only a small number of applicants when making their decision. In Reception 2020 allocation, 8 applications were processed under 'the children of staff' priority for Hillingdon Community Schools.
13. The analysis carried out established that in the 4 years since the implementation of 'the children of staff' priority all of the pupils considered under this criteria were offered a place or met a higher criteria and were offered. However, in 2018 a community school that had 120 places available for allocation were only able to offer places up to criterion 7 (Children living nearest the school within the defined radius), therefore any 'children of staff' applicants could not be considered for a place as it is currently a lower criterion.
14. Increasing the priority of 'children of staff' will future proof this criterion to achieve what it set out to achieve, by ensuring recruitment and retention for teachers within our schools.

C. Medical Criteria

15. The current admissions arrangements consider 'Children who suffer from a long-term medical or psychological condition, which makes it necessary for them to attend a particular school and 'Children who have a member of the immediate family who suffers from a long-term medical or psychological condition, which makes it necessary for them to attend a particular school.'

Proposal

16. To remove 'psychological' from the criterion and replace it with 'social'. This will enable us to be consistent with the statutory School Admissions Code 2014. No further changes in the priority given to medical criteria when considering an application for a place at an

oversubscribed school are proposed. Applicants applying with psychological conditions can still cite these grounds within the medical and social criterion.

D. Reduction of Published Admissions Numbers

17. All community schools have a published admissions number in accordance with the School Admissions Code 2014. This is the number of school places that the admission authority must offer in each relevant age group of a school for which it is the admission authority. Admission numbers are part of a school's admission arrangements.

Proposal

18. To reduce the Published Admission Number for Ruislip Gardens Primary School from 90 to 60 from 2022. This reduction will also reduce the distance priority radius from 1000m to 750m in line with our admissions arrangements.
19. As an education authority the Borough must plan for a sufficiency of places and efficient use of resources. The demand and capacity across the primary sector has been variable from year to year since 2012. It is now clear that the level of surplus places in the primary sector continues to be too high and is concentrated in a few schools. To ensure schools and the authority best meet the needs of all pupils across the Borough, and make effective use of resources in schools and between them, this reduction in a community school PAN is proposed. Separately, one or two Academy Trust schools in different areas may also propose to consult on a reduction, where it would not impact on residents' access to their local schools, and where they are already operating in each year group at 1FE under their PAN. They would then consult the authority and Members would agree to support their proposal or oppose it. Importantly, though the process to reduce PAN requires considerable data and consultation, it is easy to reverse, so admissions authorities can quickly respond to a rise in demand and decide to admit over PAN on a temporary or permanent basis.
20. The autumn census determines each school's budget share and also the number of classes needed to meet the legal Infant class size limit of 30 pupils per teacher. A mismatch between the total roll and the need for classes and teachers across the seven primary year groups creates financial pressures for schools. As school budgets are under pressure, schools need all the classes to include 25 or more pupils. Schools with declining or volatile rolls face big changes in their annual budget, and consequent cuts in staff or financial deficit.
21. The past few years of roll volatility requires more regular changes, especially since school finances are so challenging. Most London local authorities have agreed or are planning reductions in primary capacity. As the birth rate has slowed, reception numbers have plateaued since 2016 and new pupil roll growth will be from new housing and migration into various year groups, not just to reception. Over half of primary schools are full to capacity but the pockets of surplus places in a few schools continue to grow. Some areas of the Borough have settled families whose children have grown older. The national media has reported on the movement of young families out of London to the rest of the country. Hillingdon private sector rents have risen and there are some changes to housing tenure which have decreased the number of families - as more houses are being rented to adults only and single person households.

Next Steps

Proposals to reduce Planned Admission Numbers for Ruislip Primary School from 90 to 60.

22. Officers are proposing to reduce the Published Admission Number for Ruislip Gardens Primary School from 90 to 60 from 2022. This reduction will also reduce the distance priority radius from 1000m to 750m in line with our admissions arrangements. This decision has been taken as the school has now been operating at under 60 in every year group for several years (as low as 38 pupils in one year group) and the overall level of vacancies has grown to 49% in the January 2020 and currently offers indicate there will be 56% vacancies in reception in September 2020. It is in Primary Planning Area 5, South Ruislip which has 8 schools with Reception intakes and 3 Junior schools and 16% surplus places overall (the aim is 5%). Reception offers for the area suggest a decline in demand.
23. Ruislip Gardens will still have vacancies in all year groups at PAN 60 and local residents will also be able to access places in other local schools. The school was historically PAN 60 and increased to 90 in 2013 when there was local rising demand. In fact, it has hardly ever recruited much beyond 65, so this created problems in class organisation to keep to the infant class limit of 30. The headteacher and governors are keen to secure the stability of the school roll and budget to underpin the ongoing good education provision for pupils. Discussions will continue in September and the governors will provide formal written support for the changes.
24. The overview of the PAN of the school, its roll at the last census (January 2020) and offers made on National Offer Day in April for September 2020 Reception (and Year 3 in the Junior Schools); and those of the the other schools in Primary Planning Area 5, South Ruislip are shown in the table below.

PRIMARY PLANNING AREA 5 -South Ruislip		CENSUS JANUARY 2020 ROLLS										RECEPTION OFFERS SEPTEMBER 2020		
SCHOOL	PAN	Year R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL	IF FULL	% vacant		NOD	% vacant
Ruislip Gardens	90	43	44	46	38	55	54	58	338	660	48.79%		39	56.67%
Bourne	30	29	30	28	29	30	30	51	227	240	5.42%		26	13.33%
Deanesfield	90	91	90	93	87	92	85	87	625	630	0.79%		90	0.00%
Sacred Heart	90	88	89	87	90	90	83	86	613	630	2.70%		89	1.11%
St Swithun Wells	30	30	30	28	30	29	27	29	203	210	3.33%		30	0.00%
Field End I	120	112	105	110					327	360	9.17%		84	30.00%
Field End J	[120]				101	102	108	95	406	480	15.42%	J-Y3:	94	21.67%
Lady Bankes I	90	84	89	87					260	270	3.70%		80	11.11%
Lady Bankes J	[90]				90	85	78	79	332	360	7.78%	J-Y3:	82	8.89%
Newnham I	90	90	91	90					271	270	-0.37%		90	0.00%
Newnham J	[90]				90	90	90	87	357	360	0.83%	J-Y3:	87	3.33%
TOTAL PPA 5	R: 630	567	568	569	555	573	555	572	3959	4470	11.43%	R Only	528	16.19%

25. Consultation will then take place from 5 October 2020 until 30 November 2020, a total of 8 weeks. The statutory requirement for consultation in this case is a minimum of 6 weeks and must take place between 1 October 2020 and 31 January 2021 for a reduction in the PAN to take effect from September 2022. Historically, Ruislip Gardens school PAN was 60, until it expanded in 2013 to meet the primary 'bulge' but is now operating all year groups with under 60 on roll, therefore the proposal would formalise the actual position. Fewer young families are moving into the local area as there are fewer housing sales. There are places available in each year up to PAN 60 as well as in other local schools to enable local parents to have a choice.

Financial Implications

26. There are no direct financial implications arising from this report.

4. EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

27. The proposals set out in this report will help to mitigate the residual risk of Hillingdon children not securing access to a place at a local school close to where they live. This is in line with the Council's vision to put our residents first.

Consultation Carried Out or Required

28. The statutory School Admissions Code sets out that admission authorities must set ('determine') admission arrangements annually. Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. If no changes are made to admission arrangements, they must be consulted on at least once every 7 years. For admission arrangements for entry to school in September 2022, consultation must be for a minimum of 6 weeks and must take place between 1 October 2020 and 31 January 2021. The Code states that this consultation period will allow parents, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.

29. To ensure compliance with the Code, the Local Authority will consult with:

- a) Parents of children between the ages of two and eighteen:
- b) Other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions:
- c) All other admission authorities within the relevant area (except that primary schools need not consult secondary schools):
- d) Any adjoining neighbouring local authorities where the admission authority is the local authority:

30. Subject to agreement from the Cabinet, the proposals will be available through the Council's established communication channels for comment. It is proposed that the consultation will last from 5 October 2020 until 30 November 2020.

5. CORPORATE IMPLICATIONS

Corporate Finance

Corporate Finance has reviewed this report and confirms that there are no direct financial implications arising from the recommended amendments to the school admissions criteria. Broader financial implications associated with the Council's strategic education function are managed through the wider Medium Term Financial Forecast.

Legal

The School Admissions Code

The Schools Admissions Code ["the Code"] came into force on 19 December 2014, having been issued under Section 84 of the School Standards and Framework Act 1998. It applies to all maintained schools in England. It is the responsibility of all admission authorities to ensure that admission arrangements are fully compliant with the Code.

The purpose of the Code, which has the force of law, is to ensure that all school places are allocated and offered in an open and fair way. In drawing up their admission arrangements, admission authorities must ensure that the practices and the criteria used to decide the

allocation of school places are fair, clear and objective. The intention is that parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.

Admissions authorities must set out in their arrangements the criteria against which places will be allocated at the school where there are more applications than places and the order in which the criteria will be applied. Over subscription criteria, as it is known, must be reasonable, clear, objective, procedurally fair and comply with all relevant legislation, including human rights and equalities legislation.

Paragraph 1.9 of the Code provides that it is for admission authorities to formulate their own admission arrangements but they must not take into account the 15 criteria which are listed in this paragraph.

The proposals for changes to the Council's admissions criteria, which The Cabinet Member has been invited to consider, do not fall within any of the "exempt" criteria referred to above and therefore, it is lawful for the Council to commence a consultation exercise in relation to these proposals.

Consultation

Where changes are proposed to admission arrangements, admission authorities must first publicly consult on those arrangements. In this case, consultation must last for a minimum of 6 weeks and must take place between 1 October 2020 and 31 January 2021.

The Council is required, in accordance with paragraph 1.44 of the Code, to consult with:

1. parents of children between the ages of 2 and 18;
2. other persons in the relevant area who, in the opinion of the Council, have an interest in the proposed admissions;
3. all other admission authorities within the relevant area [except that primary schools need not consult secondary schools];
4. whichever of the governing body and the local authority who are not the admission authority;
5. any adjoining neighbouring local authorities where the admission authority is the local authority; and
6. in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

The Council will be required, for the duration of the consultation period, to publish a copy of its full proposed admission arrangements on its website together with details of the person within the Council to whom comments may be sent and the areas on which comments are not sought. The Council must also send, upon request, a copy of the proposed admission arrangements to any of the persons or bodies listed above, inviting comment.

It is important to note that consultation processes undertaken by public bodies have been subject to increasing judicial scrutiny. The case of *Moseley v London Borough of Haringey LBC* was considered by the highest Court in the land, the Supreme Court, in 2014. It was held that Haringey had conducted an unlawful consultation exercise. The Supreme Court unanimously approved the case of *R v Brent LBC ex parte Gunning* which sets out the key features of a lawful consultation process. The Gunning principles, as they are known, require that consultation should:

- a. be undertaken at a time when the relevant proposal[s] is still at a formative stage;
- b. give sufficient reasons for particular proposals to permit of intelligent consideration and an intelligent response;
- c. give consultees adequate time for consideration and response;
- d. ensure that the product of consultation must be conscientiously taken into account by the decision maker.

It is of the utmost importance that these principles are fully adhered to by the Council in relation to the consultation process which is the subject of the report.

The Human Rights Act

This Act confers a right of access to education. However, this right does not extend to securing a place at a particular school. The Council will nevertheless need to consider parents' reasons for expressing a preference for a school when it makes admission decisions although it does not follow that this will necessarily result in the allocation of a place.

The Equality Act

Paragraph 1.8 of the Code specifically provides that admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.

The Council is also subject to the Public Sector Equality Duty ["PSED"] and therefore it must have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between those with protected characteristics and those without it. The protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The PSED must be fulfilled before, and at the time of the decision. As the proposed amendments to the criteria are not material changes and have no direct relevance to equality, an Equality Impact Assessment has not been completed as part of this report.

On the basis that the PSED is a continuing duty, an Equality and Human Rights Impact Assessment will be completed if any material issues are identified as a result of the consultation.

6. BACKGROUND PAPERS

School Admissions Code 2014

Appendix 1

Existing and Proposed Admissions Criteria

The following is proposed to apply to all community schools except for Heathrow Primary School, Harmondsworth Primary School, Frithwood Primary School and Deanesfield Primary School – the proposed criteria for these schools is listed separately below. The proposed changes to the admissions criteria would mean that Deanesfield Primary School would not require a separate criteria.

Existing criteria	Proposed criteria
1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)	1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)
2. Children attending the linked infant school are given priority for admission to the junior school (this applies to junior school applications only).	2. Children attending the linked infant school are given priority for admission to the junior school (this applies to junior school applications only).
3. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school.	3. Children who suffer from a long term medical condition or have a social reason, which makes it necessary for them to attend a particular school.
4. Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school.	4. Children who have a member of the immediate family who suffer from a long term medical condition or have a social reason which makes it necessary for them to attend a particular school.
5. Children who have a sibling* living within the distance priority radius.	5. Children who have a sibling* living within the distance priority radius.
6. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017	6. Children who have a sibling* who was admitted to the full time school or linked junior school prior to 31st August 2017
7. Children living nearest the school within the distance priority radius.	7. Children of staff where the member of staff is recruited to fill a vacant post for

	which there is a demonstrable skill shortage. (Does not apply if applying for Infant School and the parent is a member of staff in the Junior School).
8. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.	8. Children living nearest the school within the distance priority radius.
9. Children who have a sibling* living outside of the distance priority radius.	9. Children who have a sibling* living outside of the distance priority radius.
10. Children living nearest the school not within the distance priority radius.	10. Children living nearest the school not within the distance priority radius.
<p>Priority will be given within each criteria for those living nearest the school according to distance which will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the school using Hillingdon Council's computerised mapping system. The supporting evidence in Criteria 3 and 4 above should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The admission authority cannot give higher priority to children under these criteria if the required documents have not been produced. Applications must be supported by medical evidence from a GP or Hospital Consultant. Full information on the medical criteria is available in the full admissions arrangements.</p> <p>* For the purposes of criteria 5, 6 and 9, a sibling is defined as a brother or sister, half brother or sister with at least one parent in common, adopted brother or sister living in the same household who currently attends the full-time school (not the nursery) and will continue to do so on the date of admission. Linked infant and junior schools are considered to be the same school for these criteria.</p> <p>The distance priority radius for each school will be set as follows.</p> <p>1 form entry school = 500 metres 2 form entry school = 750 metres 3 form entry school = 1000 metres 4 form entry school = 1250 metres 5 form entry school = 1500 metres (currently no community schools have a full intake of 5 forms of entry, but this provision is included in the arrangements to future proof against rising demand for primary school places)</p>	

Deanesfield Primary School

Existing criteria	Proposed criteria
<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>	<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>
<p>2. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school.</p>	<p>2. Children attending the linked infant school are given priority for admission to the junior school (this applies to junior school applications only).</p>
<p>3. Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school.</p>	<p>3. Children who suffer from a long term medical condition or have a social reason, which makes it necessary for them to attend a particular school.</p>
<p>4. Children who have a sibling* living within the distance priority radius.</p>	<p>4. Children who have a member of the immediate family who suffer from a long term medical condition or have a social reason which makes it necessary for them to attend a particular school.</p>
<p>5. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.</p>	<p>5. Children who have a sibling* living within the distance priority radius.</p>
<p>6. Children living nearest the school within the distance priority radius.</p>	<p>6. Children who have a sibling* who was admitted to the full time school or linked prior to 31st August 2017.</p>
<p>7. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</p>	<p>7. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. (Does not apply if applying for Infant School and parent is a member of staff in the Junior School).</p>

8. 15 places will be made available to children living nearest the nodal point using the coordinates 5111140, 1854020 (South Ruislip Underground Station).	8. Children living nearest the school within the distance priority radius.
9. Children who have a sibling* living outside of the distance priority radius.	9. Children who have a sibling* living outside of the distance priority radius.
10. Children living nearest the school not within the distance priority radius.	10. Children living nearest the school not within the distance priority radius.
<p>Priority will be given within each criteria for those living nearest the school according to distance which will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the school using Hillingdon Council's computerised mapping system.</p> <p>The supporting evidence in Criteria 3 and 4 above should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The admission authority cannot give higher priority to children under these criteria if the required documents have not been produced. Applications must be supported by medical evidence from a GP or Hospital Consultant. Full information on the medical criteria is available in the full admissions arrangements.</p> <p>* For the purposes of criteria 5, 6, and 9, a sibling is defined as a brother or sister, half brother or sister with at least one parent in common, adopted brother or sister living in the same household who currently attends the full-time school (not the nursery) and will continue to do so on the date of admission. Linked infant and junior schools are considered to be the same school for these criteria.</p> <p>The distance priority radius for each school will be set as follows.</p> <ul style="list-style-type: none"> 1 form entry school = 500 metres 2 form entry school = 750 metres 3 form entry school = 1000 metres 4 form entry school = 1250 metres 5 form entry school = 1500 metres (currently no community schools have a full intake of 5 forms of entry, but this provision is included in the arrangements to future proof against rising demand for primary school places) 	

Frithwood Primary School

Existing criteria	Proposed criteria
<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>	<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>
<p>2. 5 places will be made available to children living nearest the nodal point using the coordinates 5081120, 1912400 (junction of Ducks Hill Road and Northgate) and who live within the defined boundary area shown in the map in Appendix 3. If fewer than 5 places are offered the remaining places will be offered to applicants meeting criteria 3 or below.</p>	<p>2. 5 places will be made available to children living nearest the nodal point using the coordinates 5081120, 1912400 (junction of Ducks Hill Road and Northgate) and who live within the defined boundary area shown in the map in Appendix 3. If fewer than 5 places are offered the remaining places will be offered to applicants meeting criteria 3 or below.</p>
<p>3. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school.</p>	<p>3. Children who suffer from a long term medical condition or have a social reason, which makes it necessary for them to attend a particular school.</p>
<p>4. Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school.</p>	<p>4. Children who have a member of the immediate family who suffer from a long term medical condition or have a social reason which makes it necessary for them to attend a particular school.</p>
<p>5. Children who have a sibling* living within the distance priority radius.</p>	<p>5. Children who have a sibling* living within the distance priority radius.</p>
<p>6. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.</p>	<p>6. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.</p>
<p>7. Children living nearest the school within the distance priority radius.</p>	<p>7. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</p>

8. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.	8. Children living nearest the school within the distance priority radius.
9. Children who have a sibling* living outside of the distance priority radius.	9. Children who have a sibling* living outside of the distance priority radius.
10. Children living nearest the school not within the distance priority radius.	10. Children living nearest the school not within the distance priority radius.
<p>Priority will be given within each criteria for those living nearest the school according to distance which will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the school using Hillingdon Council's computerised mapping system.</p> <p>The supporting evidence in Criteria 3 and 4 above should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The admission authority cannot give higher priority to children under these criteria if the required documents have not been produced. Applications must be supported by medical evidence from a GP or Hospital Consultant. Full information on the medical criteria is available in the full admissions arrangements.</p> <p>* For the purposes of criteria 5, 6, and 9, a sibling is defined as a brother or sister, half brother or sister with at least one parent in common, adopted brother or sister living in the same household who currently attends the full-time school (not the nursery) and will continue to do so on the date of admission.</p> <p>The nodal point used in criteria 4 will give priority to applicants living in an area where it is traditionally more difficult to secure a place at a nearby school.</p> <p>The distance priority radius for each school will be set as follows.</p> <p>1 form entry school = 500 metres 2 form entry school = 750 metres 3 form entry school = 1000 metres 4 form entry school = 1250 metres 5 form entry school = 1500 metres (currently no community schools have a full intake of 5 forms of entry, but this provision is included in the arrangements to future proof against rising demand for primary school places)</p>	

Harmondsworth Primary School

Existing criteria	Proposed criteria
1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)	1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)
2. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school.	2. Children who suffer from a long term medical condition or have a social reason, which makes it necessary for them to attend a particular school.
3. Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school.	3. Children who have a member of the immediate family who suffer from a long term medical condition or have a social reason which makes it necessary for them to attend a particular school.
4. Children who have a sibling* living within the defined boundary area (identified below).	4. Children who have a sibling* living within the defined boundary area (identified below).
5. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.	5. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.
6. Children living nearest the school within the defined boundary area (identified below)	6. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
7. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.	7. Children living nearest the school within the defined boundary area (identified below)
8. Children who have a sibling living outside of the defined boundary area (identified below)	8. Children who have a sibling living outside of the defined boundary area (identified below)

9. Children living outside of the defined boundary area (identified below)	9. Children living outside of the defined boundary area (identified below)
<p>Priority will be given within each criteria for those living nearest the school according to distance which will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the school using Hillingdon Council's computerised mapping system.</p> <p>The supporting evidence in Criteria 2 and 3 above should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The admission authority cannot give higher priority to children under these criteria if the required documents have not been produced. Applications must be supported by medical evidence from a GP or Hospital Consultant. Full information on the medical criteria is available in the full admissions arrangements.</p> <p>* For the purposes of criteria 4, 5 and 8, a sibling is defined as a brother or sister, half brother or sister with at least one parent in common, adopted brother or sister living in the same household who currently attends the full-time school or linked junior school (not the nursery) and will continue to do so on the date of admission.</p> <p>The defined boundary area for Harmondsworth Primary School includes all residential properties satisfying the 5 conditions below:</p> <ul style="list-style-type: none"> ● The M4 is to the North ● The M25 is to the West ● The M4 Spur is to the East ● The Bath Road is to the South and Northern Perimeter Road are to the South ● The property does not fall within the defined boundary area for Heathrow Primary School. 	

Heathrow Primary School

Existing criteria	Proposed criteria
<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>	<p>1. A looked after child (as defined in the Children Act 1989) or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement order, or a special guardianship order. (Statutory requirement)</p>
<p>2. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school.</p>	<p>2. Children who suffer from a long term medical condition or have a social reason, which makes it necessary for them to attend a particular school.</p>
<p>3. Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school.</p>	<p>3. Children who have a member of the immediate family who suffer from a long term medical condition or have a social reason which makes it necessary for them to attend a particular school.</p>
<p>4. Children who have a sibling* living within the defined boundary area (identified below).</p>	<p>4. Children who have a sibling* living within the defined boundary area (identified below).</p>
<p>5. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017</p>	<p>5. Children who have a sibling* who was admitted to the full time school prior to 31st August 2017.</p>
<p>6. Children living nearest the school within the defined boundary area (identified below)</p>	<p>6. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</p>
<p>7. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.</p>	<p>7. Children living nearest the school within the defined boundary area (identified below)</p>
<p>8. Children who have a sibling* living outside of the defined boundary area (identified below).</p>	<p>8. Children who have a sibling* living outside of the defined boundary area (identified below).</p>

9. Children living outside of the defined boundary area (identified below)	9. Children living outside of the defined boundary area (identified below)																
<p>Priority will be given within each criteria for those living nearest the school according to distance which will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the school using Hillingdon Council's computerised mapping system.</p> <p>The supporting evidence in Criteria 2 and 3 above should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The admission authority cannot give higher priority to children under these criteria if the required documents have not been produced. Applications must be supported by medical evidence from a GP or Hospital Consultant. Full information on the medical criteria is available in the full admissions arrangements.</p> <p>* For the purposes of criteria 4, 5 and 8, a sibling is defined as a brother or sister, half brother or sister with at least one parent in common, adopted brother or sister living in the same household who currently attends the full-time school or linked junior school (not the nursery) and will continue to do so on the date of admission.</p> <p>The defined boundary area for Heathrow Primary School includes all residential properties located on the roads listed below</p> <table border="0"> <tr> <td>Ashby Way</td> <td>Blunts Avenue</td> </tr> <tr> <td>Bomer Close</td> <td>Chitterfield Gate</td> </tr> <tr> <td>Harmondsworth Lane 2 to 46 and 1 to 59</td> <td>Hollycroft Close</td> </tr> <tr> <td>Kenwood Close</td> <td>Russell Gardens</td> </tr> <tr> <td>Sipson Close</td> <td>Sipson Lane(from Sipson Road to M4 Spur)</td> </tr> <tr> <td>Sipson Road 1 to 10 Copsewood Court</td> <td>Sipson Road 239 to 501 and 356 to 544</td> </tr> <tr> <td>Sipson Way</td> <td>Vincent Close</td> </tr> <tr> <td>Vineries Close</td> <td>Wykeham Close</td> </tr> </table>		Ashby Way	Blunts Avenue	Bomer Close	Chitterfield Gate	Harmondsworth Lane 2 to 46 and 1 to 59	Hollycroft Close	Kenwood Close	Russell Gardens	Sipson Close	Sipson Lane(from Sipson Road to M4 Spur)	Sipson Road 1 to 10 Copsewood Court	Sipson Road 239 to 501 and 356 to 544	Sipson Way	Vincent Close	Vineries Close	Wykeham Close
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Sipson Way	Vincent Close																
Vineries Close	Wykeham Close																

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: RS = Residents Services SC = Social Care AD = Administration FD= Finance									
Cabinet Meeting – Thursday 10 December 2020									
020a	The Council's Budget - Medium Term Financial Forecast 2021/22 - 2025/26 (BUDGET FRAMEWORK)	This report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2021/22 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration.	All	To full Council 25/2/21	Cllr Sir Ray Puddifoot MBE & Cllr Jonathan Bianco	FD - Paul Whaymand	Public consultation through the Policy Overview Committee process and statutory consultation with businesses & ratepayers	New	Public
009b	Statement of Licensing Policy for consultation -	Every 5 years the Council is required to review its licensing policy,	All	To full Council 14/01/2021	Cllr Douglas Mills	RS - Daniel Ferrer	Statutory consultation , Policy Overview Committee and	New	Public

	POLICY FRAMEWORK	which forms the basis of decisions made on licensing matters by Officers and the Licensing Sub-Committee. Following consultation, Cabinet will consider the policy for recommendation to Full Council for adoption.					Licensing Committee		
030	REFERRAL FROM COUNCIL 10 SEPTEMBER 2020: Motion on WW1 memorial and remembrance	Following the approval of the substantive motion relating to the war memorial at St Martin's Church in West Drayton and remembering those who lost their lives in the First World War, Cabinet will receive a report to enable full and accurate facts to be considered	West Drayton / All		Cllr Sir Ray Puddifoot MBE / Cllr Richard Lewis	TBC		NEW	Public

		and appropriate action taken and recommended.						
021	Financial assistance to Hillingdon's local voluntary organisations	This report to Cabinet will make recommendations on the level of financial support to voluntary organisations for the 2020/21 financial year, demonstrating continued commitment to the vital work they do for residents in Hillingdon.	All		Cllr Douglas Mills	RS - Kevin Byrne		Public

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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

- 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
3 September 2020	VIRTUAL
15 October 2020	VIRTUAL
3 November 2020	VIRTUAL
27 January 2021	TBC
23 February 2021	TBC
17 March 2021	TBC
20 April 2021	TBC

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.

May 2018 - May 2022

2021

Residents, Education & Environmental Services Policy Overview Committee	November 3	December CABINET	January 27	February 23	March 17	April 20	May CABINET
REVIEW: Topic selection / scoping stage Witness / evidence / consultation stage Findings, conclusions and recommendations Final review report agreement Target Cabinet reporting	Topic Selection		Scoping Report				
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	X		X		X	X	X
One-off service monitoring Enforcement of Parking Schemes across the Borough Strategic Plan for the Adult Learning Service New Licensing Policy School Admissions Criteria Minor Changes ASBET Fines and Prosecutions (incl. dog fouling) Early Years Provision Update Tree Planting Update Rivers and Flooding Update Planning Policies Governing Canals and Towpaths HS2 Update (tbc 2021) Update on the new SEN Strategy, and the new Additional Needs Strategy (tbc 2021) Elective Home Education policy	X X		X	X	X	X	X
Past review delivery Air Quality Action Plan Update Payment Modernisation for Key Resident Services (tbc)			X				

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