



HILLINGDON
LONDON



Families, Health & Wellbeing Select Committee

Date: WEDNESDAY 5 JANUARY 2022

Time: 7.00 PM

Venue: COMMITTEE ROOM 6 - CIVIC CENTRE, HIGH STREET, UXBRIDGE

Meeting Details: Members of the Public and Media are welcome to attend. This meeting may also be broadcast live.

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Councillors on the Committee

Philip Corthorne, Chairman
Heena Makwana (Vice-Chairman)
Judith Cooper
Becky Haggar
Kerri Prince (Opposition Lead)
Paula Rodrigues
Jan Sweeting

Co-Opted Member

Tony Little, Roman Catholic Representative

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Putting our residents first

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

Terms of Reference

To undertake the overview and scrutiny role in relation to the following Cabinet Member portfolio(s) and service areas:

Cabinet Member Portfolios	<ul style="list-style-type: none">• Cabinet Member for Families, Education & Wellbeing• Cabinet Member for Health & Social Care
Relevant service areas	<ol style="list-style-type: none">1. Children's Services (including corporate parenting)2. Adult Social Work3. Safeguarding4. Provider & Commissioned Care5. SEND6. Public Health7. Health integration / Voluntary Sector8. Education9. Children and Families Development (including Early Years and Children's Centres)10. Green Spaces, Sport & Culture (only young people universal services, adult education, music hub, sport, libraries, culture and heritage)

This Committee will also act as lead select committee on the monitoring and review of the following cross-cutting topic:

- Domestic Abuse services and support

This Select Committee may establish a Panel to support strong oversight of the Council's corporate parenting responsibilities. The Committee may appoint 3 Members to this Panel based on political balance. Membership may include non-Cabinet Members not on the Committee. The Committee may also appoint relevant Council officers and other external stakeholders to the Panel and agree its chairmanship and operation. In agreeing its operation, the Committee will provide for the Panel not to be able to establish any other sub-group or body to carry out its responsibilities.

Specific portfolio responsibilities of the Cabinet Member for Families, Education, & Wellbeing – Cllr Susan O'Brien

1. To oversee and report to the Cabinet on the Council's responsibilities and initiatives in respect of:-

- School attendance,
- Grants and awards schemes,
- Home and hospital tuition,
- Transport and travel concessions for school pupils,
- School places,
- Raising standards of education.
- All other education services to children.
- Youth services and youth centres
- Early years centres and children's centres
- Wellbeing of residents and Wellbeing strategies
- Careers service,
- Adult and Community Learning and skills development (including the Hillingdon Music Service)
- Libraries
- Sports Strategy
- Leisure services
- Cultural Services & activities
- Development of the Arts
- Theatres, Museums, Heritage Education Centres
- Maintenance of Heritage Assets

Specific portfolio responsibilities of the Cabinet Member for Health & Social Care – Cllr Jane Palmer

1. To oversee and report to the Cabinet on the Council's responsibilities and initiatives in respect of:-

- Care services for children and adults
- Services for children and adult clients in need with disabilities
- Safeguarding of children and adults
- Mental health services
- Juvenile Justice
- The Council's Domestic Abuse services and support
- Services to asylum seekers
- Corporate parenting
- Public Health services
- Partnerships with the Health and Voluntary sector to deliver better social care and health outcomes for residents
- Health Control Unit, Heathrow

Useful information for petitioners attending

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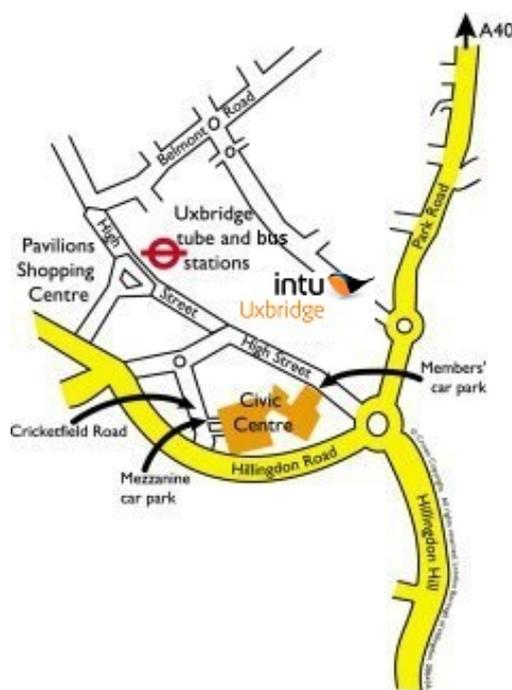
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Agenda

- 1 Apologies for Absence and to report the presence of any substitute Members
- 2 Declarations of Interest in matters coming before this meeting
- 3 To receive the minutes of the previous meeting 1 - 8
- 4 To confirm that the items of business marked as Part I will be considered in Public and that the items marked as Part II will be considered in Private
- 5 Hillingdon Adult and Community Learning (HACL) Self Assessment 9 - 22
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Minutes

Families, Health and Wellbeing Select Committee
Tuesday, 30 November 2021
Meeting held at Committee Room 6 - Civic Centre,
High Street, Uxbridge



	<p>Committee Members Present: Councillors Philip Corthorne (Chairman), Heena Makwana (Vice-Chairman), Becky Haggar, Kerri Prince (Opposition Lead), Judith Cooper and Jan Sweeting</p> <p>Co - Opted Member: Tony Little</p> <p>LBH Officers Present: Anisha Teji (Democratic Services Officer), Darren Thorpe (Head of Business Delivery & Support), Dan Kennedy (Corporate Director for Planning, Environment, Education and Community Services), Sarah Phillips (School Place Planning Project Manager) and Sharon Daye (Consultant in Public Health/Deputy Director of Public Health)</p>
<p>1.</p>	<p>APOLOGIES FOR ABSENCE AND TO REPORT THE PRESENCE OF ANY SUBSTITUTE MEMBERS</p> <p>None.</p>
<p>2.</p>	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING</p> <p>None.</p>
<p>3.</p>	<p>TO RECEIVE THE MINUTES OF THE PREVIOUS MEETING</p> <p>It was noted that the Committee's request for further information was circulated to Members on 9 November 2021</p> <p>RESOLVED: That the minutes from the meeting on 26 October 2021 be approved as an accurate record.</p>
<p>4.</p>	<p>TO CONFIRM THAT THE ITEMS OF BUSINESS MARKED AS PART I WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED AS PART II WILL BE CONSIDERED IN PRIVATE</p> <p>It was confirmed that there were no Part II items and that all business would therefore be conducted in public.</p>
<p>5.</p>	<p>PUBLIC HEALTH INTEGRATED SERVICE CONTRACTS</p> <p>The Consultant in Public Health/Deputy Director of Public Health introduced the report on the Public Health Integrated Services Contracts.</p>

An update was provided on the following commissioned Public Health contracts:

- NHS Health Checks
- Adult and Children's Weight Management Services
- Integrated Sexual and Reproductive Health Services
- Integrated Specialist Community Substance Misuse Services
- Smoking Cessation Services
- Healthy Start Scheme

The Committee was updated on the cost of the different services and how they had developed over the years. It was reported that services had been tailored to meet the needs of residents and this was continuously reviewed in light of changing circumstances. Since 2013, some services such as Integrated Sexual and Reproductive Health (ISRH) Services and Integrated Specialist Community Substance Misuse Services which each had been made up originally of a range of service providers had, following going out to tender, been transformed into a prime provider delivery model in order to provide more integrated services for residents and increased efficiency.

It was noted that services were always being developed to meet changing demands. The example of mystery shopping exercises, which were conducted periodically to identify possible gaps in provision and to provide service user feedback regarding aspects of the commissioned that could be improved. There was also an increased focus on raising the profile of the different services available to residents. This was evident in for example the Healthy Start Scheme where raising the profile and awareness of the service among care and health professionals had led to an increase in uptake of the service from residents.

In terms of baseline information about performance, the Committee noted that it would welcome pre-COVID-19 data as well as comparison of performance against our statistical neighbours in future reporting. It was felt that this would provide a clearer understanding of the performance of services.

The cost pressures around NHS Health Checks were acknowledged however the Committee raised concerns about the 13.3% of the eligible population that was not being reached. Although this figure may have improved it was difficult to compare this figure in the absence of comparative data. It was noted that although the pandemic had impacted the number of health checks undertaken, this was gradually beginning to improve.

It was noted that preventative work was being done with GPs to raise the profiles of the different services (ie. the Emerald Pathway, the Healthy Start Scheme, Smoking Cessation Services, Adult Weight Management) available to residents. The services offered residents support to avoid health issues such as heart disease and strokes.

The Committee considered that equity of provision was important and stated that it would welcome maps of areas showing deprivation in future reporting and how this is used to inform the future planning of services. It was confirmed that many of the figures in the report were obtained from The Public Health Outcomes Framework (PHOF). It was noted that the PHOF is updated every quarter, however, due to COVID-19 some of the indicators had not been updated since 2019. PHOF reported

performance against outcome indicators for benchmarking purposes using a 'traffic light' approach. An update of the PHOF is expected in March 2022. It was noted that the Joint Strategic Needs Assessment (JSNA) was used to inform service planning and identify areas for improvement.

In terms of the structure of contracts, it was reported that surveys had been used with residents in relation to the provision of Sexual and Reproductive Health services in order to obtain feedback on proposals to transform the service and adopt new ways of working. This survey identified that younger residents preferred online services, whereas other residents preferred human contact. The service was therefore transformed in a way which took these differing views and preferences into account through the provision of both an on-line and face to face service for residents.

The example of the 'Emerald Pathway' was mentioned. It was noted that this service, for those aged 60+ years, had been developed by ARCH (CNWL) - the substance misuse service provider in response to a steady flow of referrals coming through the hospital of older people who had had drink-related falls leading to fractures, or self-referrals.

Officers provided details of outcome indicators from the Public Health Outcomes Framework for commissioned public health services. Members stated that they would welcome more information on performance against these indicators in future reporting to the committee.

Members noted that take up was low in various areas and questioned how awareness could be raised. It was reported that a communication plan had been put in place and work was being developed in the new year. The Public Health team was working closely with the Council's Communications team.

Members also welcomed the identification of areas of challenge and would like to hear more about how these challenges would be managed.

With specific reference to the provision of substance misuse services, the Committee welcomed information about the provision of services for those addicted to medicated drugs in future reporting.

The Committee was pleased to see that the commissioned Substance Misuse services made reference to sex workers and recognised this cohort as a vulnerable group. It was clarified that the Rough Sleeping Drug and Alcohol Treatment Grant 2020/21 work had commenced and was doing well.

It was noted that discussions were being held with primary care networks to consider the delivery of NHS Health Checks.

The Committee thanked officers for the good and interesting report. The challenges were recognised and the impacts of the pandemic were noted. It was agreed that it would be useful to receive follow up report in the Spring 2022.

The Consultant in Public Health/Deputy Director of Public Health was thanked for their work and wished well for the future.

RESOLVED: That the Committee noted the contents of the report.

6. SCHOOL PLACE PLANNING - QUARTERLY UPDATE NOVEMBER 2021

The Corporate Director for Planning, Environment, Education and Community Services and the School Place Planning Project Manager introduced the report and provided an overview of the latest quarterly update on school places.

It was reported that since August 2021, the Council had experienced unprecedented levels of new applications for school places in all year groups. Some schools had begun consulting on reducing the Published Admissions Number (PAN) to take effect from 2023, however this was subject to parental demand. After the consultation responses had been analysed, a report would be presented to the Committee in January 2022 and then to Cabinet to decide if the proposals should go ahead.

It was noted that the results from the October consensus were still outstanding. A more detailed report would be presented in Spring 2022 as the information would all be available then. A significant change noted since the last update was the unprecedented number of late applications (at least 100) in every year group. There were several planning and feasibility projects underway and more expansion in Special Educational Needs (SEN).

In response to Member questions about new applications and how this impacted the SEN provision and children with Education Healthcare Plans, it was reported that procedures had been established. Some children started in mainstream schools and undertook assessments at a later stage, adding to the demand for SEN places. The figures on this were requested at the next meeting.

Information on primary, secondary and SEN places and safety valves was requested in future reporting. There should be at least a 5% margin in schools, and it was questioned whether this was being worked towards in secondary schools. It was confirmed that the application deadline for secondary places was on 31 October 2021 and work was being done towards national offer day. Although the projections had been made, the process involved a number of stages including sharing information with boroughs before figures and places were settled and the demand could accurately be confirmed.

In relation to the cumulative effect of PAN reductions, it was confirmed that officers were confident of the cumulative effect and the overall picture had been considered. The changes would be a more efficient way of working as overstaffing schools could increase financial deficit. Plans had been developed in partnership and close liaison with schools.

In terms of the need for a new school in the north of the Borough, it was noted that this would become clearer when the results from the October census had been obtained. A crucial factor indicating that a new secondary school may be needed was the number of primary school applications.

Questions were raised regarding Hillside Infants school proposed PAN reduction when it had just recently developed its buildings. It was explained that Hillside Infants school was located at the far north of the Borough and the increased demand for

places had been mainly from out-borough. This demand had now changed following Brexit and it was therefore sensible to review the school's operating figures. It was also emphasised that population was fluid and always changing so there was a need to be flexible to meet different demands.

The Committee commended officers for their work in this challenging area. The additional information in relation to the census results was welcomed at the next meeting to provide a fuller picture.

RESOLVED: That the Committee noted the update and actions underway to support parents and schools and questioned officers about the update.

7. MAJOR REVIEW - ASSISTED LIVING TECHNOLOGIES: UPDATES AND INFORMATION FOR THE COMMITTEE

The Head of Business Delivery & Support presented the results of the recent Assisted Living Technology (ALT) survey, provided an overview of case studies, summarised social care staff feedback and links to wider strategy development, such as Telecare and digitisation.

It was reported that the ALT survey was sent to residents, including people in receipt of the TeleCareLine service, people living within Extra Care, Supported Living, Sheltered Housing and Residential Care units, service users, parents and carers in receipt of Direct Payments. This included children, young people, adults and older people using a variety of services including supported living for people with learning disabilities, for those using mental health services and people with physical disabilities and extra care needs.

101 survey responses were received, and it was noted that a wide range of ALT was already in place. There was generally satisfaction with the equipment and reasons for not liking or using products were around not liking or using it or forgetting to wear it. 54% of survey respondents had used the equipment in an emergency and the outcomes were positive. The number of people wanting more equipment or technology to help them remain safe and independent at home was 21%. Some of the main types of equipment or technology that people wanted were Alexa or Echo device. Reasons for why people did not want more equipment were in relation to people not wanting to pay.

The Committee heard about different case studies from residents in The London Borough of Hammersmith & Fulham who had used ALT technology. Stockton on Tees council also used ALT to enable people to remain at home and live independently whilst avoiding high cost residential care home placements. Other case studies were from The London Borough of Lewisham and Cardiff Council.

Members were provided with feedback from Hillingdon staff and residents. It was reported that digitalisation was being considered as a wider project across the Council and how it affected each service area, not just within social care. A strategy was to be developed and a final strategy would be in place by 31 March 2022 covering a 3-5year period.

During Member questions, it was noted that the survey would have been helpful at

the start of the review to help inform the questions asked to witnesses. 101 responses to the surveys were generally good but there was disappointment in the number of under the age of 40 responses. It was explained that although the survey respondent may not have been under 40, the survey could have been completed by a parent or carer on their behalf. The survey was sent to a range of social care service users not just those in direct care of Telecare. Information on the timeline of the survey would be provided.

Members considered that the survey was good and insightful and noted that carer and client needs were different. The Committee was pleased to see the geographical spread. There was disappointment that Brunel University had no live research but Members thanked all those involved in the review for their work.

RESOLVED: That the Committee noted the contents of the report.

8. MAJOR REVIEW - WORKING TITLE: ASSISTED LIVING TECHNOLOGIES REVIEW

The Committee discussed the findings of the review and identified these themes:

- That the outputs of the contributions from service users, families and carers, health and voluntary sector partners, care providers, manufacturers and local authorities are reflected in the forthcoming Assistive Living Technology (ALT) Strategy as part of the wider LBH digitisation programme. The strategy would consider all the major entry points that residents have with the Council whether that be universal services or social care.
- Develop a checklist to support the social care assessment process to ensure that the potential of the current and prospective future ALT offer is fully harnessed as part of any assessed support package. This is with a view to stress that this is not necessarily to replace human contact but to augment the totality of the offer and its capacity to support independent living and help achieve improved outcomes with social care needs and or/long term health conditions. This may be similar to the Patient Activation Measure employed by Hillingdon for All.
- Explore the development of a narrative with support to tackle myths about ALT and engender confidence in its usage on the part of service users and families.
- Work to ensure that providers take a consistent approach in moving all their systems online to improve the effectiveness of service monitoring and delivery in sync' with health and social care partners. Use data elicited from the existing and developing ALT offer to improve synergies with information on for example slips and falls to inform appropriate revisions to health and social care support packages.
- Conduct a training needs analysis to support the rollout of headset training and other appropriate training interventions to gain the maximum benefit to the extension of the ALT offer.
- Continue to liaise with Brunel University and other sources of research and

	<p>development to ensure the ongoing evolution of the ALT strategy continues to be informed by emerging good practice.</p> <ul style="list-style-type: none"> • Continuously listen to service users as an informal way of consulting, not just during reviews. Ensure that lines of enquiries are conducted regularly rather than on a one off basis. • Clearly identify how barriers for take up for technology would be managed as Members had heard during the review that many people did not have access to internet. • Formulate an action plan to show targeted outcomes, timelines and what success what would look like. • Consider any fees attached to equipment as many survey users said that costs where a factor in choosing products.. <p>RESOLVED: That the Committee discussed the findings of its review of Assisted Living Technologies in Hillingdon and considered early draft recommendations in relation to the review.</p>
<p>9.</p>	<p>WORK PROGRAMME</p> <p>The Committee agreed to add a Public Health Update on Integrated Service in March/April 2022 and to the amend work programme to receive the minutes from the Corporate Parenting Panel in February 2022. The Committee requested an update on Covid and this was being managed.</p> <p>RESOLVED: That:</p> <ol style="list-style-type: none"> 1) a Public Health Update on Integrated Service be added to the work programmed in March/April 2022; 2) the Corporate Parenting Panel minutes to go to the Committee in February 2022; and 3) Democratic Services to liaise with officers to arrange a Covid update.
<p>10.</p>	<p>CABINET FORWARD PLAN</p> <p>RESOLVED: That the forward plan be noted.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Anisha Teji on Tel: 01895 277655 Email: ateji@hillington.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

The public part of this meeting was filmed live on the Council's YouTube Channel to increase transparency in decision-making, however these minutes remain the official and definitive record of proceedings.

Hillingdon Adult and Community Learning (HACL) Self Assessment

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Debbie Scarborough Adult and Community Learning
Papers with report	Hillingdon Adult and Community Learning Self-Assessment Report (HCAL), 2020-21
Ward	NA

HEADLINES

The purpose of this report is to summarise the effectiveness of the service provided to residents by Hillingdon Adult and Community Learning (HACL) during 2020-21 academic year.

RECOMMENDATIONS:

That the Committee:

- 1. reviews and notes the report; and**
- 2. provide support and challenge to the service manager as a result of that oversight.**

SUPPORTING INFORMATION

As a publicly funded provider of education for adults, Hillingdon Adult and Community Learning (HACL) is required by the Department for Education (DfE) to produce an annual report that summarises the quality of the education provided to residents as a result of that public funding.

Judgements in the report are made against the criteria in Ofsted's Education Inspection Framework, namely:

- The quality of education, including the intent of the provision, the quality of education provided and the impact of the education on learners' lives
- The behaviours and attitudes of learners'
- Learners' personal development; and
- Leadership and management of the service.

The report is then shared with the Cabinet Member for Families, Education and Wellbeing before sending it to Ofsted, where it can be accessed by the DfE and is part of the desk-based risk assessment that influences. Finally, a copy is sent to the Greater London Authority (GLA) because as a London provider HACL's funding has been delegated to the GLA.

Following the recent scrutiny of HACL by the (now retired) Residents, Education and Environmental Services Policy Overview Committee (REESPOC) over the past year, this report is now to be shared with the Families, Health and Wellbeing Select Committee for comment and oversight.

Implications on related Council policies

A role of the Select Committee 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 by the Committee and any recommendations forwarded to Cabinet.

Financial Implications

There are no financial implications from this report.

Legal Implications

There are no legal implications from this report.

BACKGROUND PAPERS

London Borough of Hillingdon Adult and Community Service Self-Assessment Report, 2020-21.



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London Borough of Hillingdon Adult and Community Learning

Self-Assessment Report 2020-21

Grade 2: Good with outstanding elements

Adult and Community Learning, Residents Services
Hillingdon Council, Brookfield, Park Road, Uxbridge, UB8 1NP
www.hillingdon.gov.uk/adult-courses

The context of the provision

Hillingdon is London's largest and most Western borough. Although Hillingdon is a highly skilled borough overall with lower than London average unemployment, the south of the borough has more unemployed/low-income families and a lower qualification base than the north. Approximately 90% of organisations are micro-businesses but there are significant large organisations in the borough, such as Heathrow Airport and Glaxo Smith Kline. Key employment sectors include wholesale and retail; administration and support services; human health and social work activities; and professional, scientific and technical activities. Addressing the significant levels of diabetes, obesity, dementia, and mental health issues which are higher than the London average, are all local priorities.

Who are our learners?

- 90% of learners at HACL live in the borough: 42% in the north and 48% in the south. 8% live in other parts of London and 2% live outside London.
- Most have low educational attainment levels and face socio-economic disadvantage.

Number of residents engaging in learning (with enrolment percentages in brackets)				
Residency	2017-18	2018-19	2019-20	2020-21
Hillingdon resident	2437 (91.2%)	2611 (92.8%)	1794 (90.9%)	1409 (90.3%)
London resident	169 (6.3%)	141 (5%)	151 (7.7%)	133 (7.5%)
Out of London resident	66 (2.4%)	62 (2.2%)	29 (1.5%)	47 (2.2%)
Total	2612	2814	1974	1589

In total, 1589 learners created 3298 enrolments in 2020-21.

Breakdown of enrolments	No of learners		No of enrolments		Retention rate	Achievement rate
Female	1346	85%	2850	84%	92.2%	86.8%
Male	245	15%	448	16%	91.7%	85.6%
North of the borough	496	31%	1020	32%	91.6%	85.2%
South of the borough	915	58%	1958	58%	92.4%	89%
Outside the borough	180	11%	320	10%	94.3%	87.7%

We target residents who face disadvantage

- Most of our enrolments are by women who live in the south of the borough.
- Learners often undertake more than one enrolment per year.
- 40% are studying at entry (beginners) level
- 46% are unemployed and looking for work
- 26% are unemployed and not looking for work (low level English, looking after young children, cultural reasons)
- Of those who are working, 51% are earning the London Living Wage or less.

Non-grant funded learners

All figures in this document relate to grant-funded enrolments. However we also recruited 152 residents who created 325 enrolments for provision that was funded outside the grant, such as qualifications for local childminders. Of these 114 were female, 38 male; 63 live in the north, 69 in the south and 20 live outside London.

Breakdown of enrolments (non-funded)	No of learners	No of enrolments	Retention rate	Achievement rate
Female	114 75%	185 57%	97.3%	93.6%
Male	38 25%	140 43%	99.3%	98.6%
North of the borough	63 41%	141 43%	100%	98.6%
South of the borough	69 46%	160 49%	91.7%	84%
Other London	17 11%	21 7%	94.1%	88.6%
Outside of London	3 2%	3 1%	100%	100%

Improvements made in 2020-21

- An innovative curriculum offer that responded to the needs of learners and allowed them to make progress despite the restrictions of the pandemic
- Over 80 staff and volunteers undertook training to gain a deeper understanding of domestic abuse and 20 staff completed a level 2 safeguarding qualification this year.
- Strong support for learners' digital skills through new courses and qualifications, the loan and learn scheme and the use of Digital Champion volunteers
- Very good information, advice and guidance for new learners at the point of enquiry and enrolment, enabled by new online enquiry processes, information sessions and weekly initial assessments throughout the year. This enabled learners to access IAG promptly to inform their learner journey from an appropriate member of staff at any point in the academic year.
- Online enrolments were introduced to provide residents with course information and easier enrolments on courses
- Development of new vocational pathways in response to learner needs, including new qualifications in community interpreting and childcare
- An ILP has been developed to roll out next a/y that captures the progress of targeted learners from course to course for their first year. This is designed to maximise the coherence of their learning and encourage progression from targeted outreach into mainstream provision
- Two new collaborative pilot projects were developed this year ready for delivery in 2021-22: the first working with the NHS to increase take up of annual health checks for adults with LDD; the second using observations of learning to capture the individual distance travelled by learners whilst undertaking their classes.
- Managers led a successful two-year externally-funded project that completed in 20-21, targeting the most disadvantaged in the borough, removing barriers to learning and providing bespoke learning opportunities for residents and 3rd sector organisations. Outcomes included:
 - Fees paid for 713 low-paid/unemployed ESOL enrolments
 - 138 enrolments by adults with LDD on pre-employment workshops and 13 internships
 - 61 volunteers engaged and trained, 35 of whom are still volunteering with the service
 - 63 tutors and 21 community-based 3rd sector partners took up training opportunities to support residents with online access to services through the pandemic

- 291 enrolments in courses targeted at specific groups of residents such as 'How to run online meetings'
- Over 3000 information, advice and guidance appointments taken up by residents during the project and the development of the Education and Careers Hub, a free online resource for residents.

Service strengths

- Very effective support for learner progression internally on accredited courses through well planned pathways and strong progression focus throughout each course. Managers know learners personally and have individual conversations with learners about their next steps.
- Strong support for staff and a culture of continuous development through training, mentoring and sharing good practice are well supported by online staff forums that encourage professional discussions.
- A flexible targeted outreach model that responds effectively to changing needs, including supporting the staff and volunteers of community organisations
- Strong focus on learner wellbeing and a model of provision that enables current and new learners to get swift and effective wellbeing support to help them stay on course and achieve.
- Learner voice influences decision making as a result of good capture of feedback and effective engagement with course representatives and the learner council
- Learners progress into volunteering, developing skills and strengthening their CVs.
- Creative solutions and clear, reinforced messages to staff and learners enabled the transformations needed to transition to online learning
- A strong, service-wide team ethos that puts the learners at the heart of everything, combined with skilled and experienced staff and volunteers, led to a safe, inclusive and welcoming environment for learners

Areas for development in 2021-22

- Improve the capture and reporting of progression data following the renewal of the MIS reporting system next academic year
- Re-engage groups of learners who did not continue their enrolments due to the pandemic, re-energising particular curriculum areas where this had the greatest impact
- Re-build relationships with local employers following the pandemic to support micro-businesses and increase placement offers to learners as they move into work
- Engagement with stakeholders to maximise future service resources in order to meet the needs of learners.

The intention of the provision

"They say that dreams have to be fulfilled because thanks to this we feel that our life is valuable and important. That is one of the things I have learned from the Brookfield Adult Learning Centre. I started out as an insecure, afraid of everything person. Gradually, thanks to a teacher, I started to believe not only that I would learn English, but also that I would find a job and start living as a full member of society. And so it happened! Today, I can say that I am an accountant with appropriate English certificates and a full list of completed English language courses, including Functional Skills level 2. Thank you very much." (DR studying English in Brookfield).

The service vision is that every learner, '...receives an outstanding learning experience that supports them towards clearly identified and ambitious goals and encourages their economic, social and emotional wellbeing.'

HACL targets residents with the lowest skills levels, those who face socio-economic and emotional disadvantage, and those who are from deprived areas. Locally, women are the most highly represented group in these categories. The service has two main centres (one each in the north and south of the borough) and two centres in libraries. Courses are also delivered at a range of community venues to meet the needs of 3rd sector partners.

There are five main provision types. The intent of each is distinct but they all build towards the service goals, which in turn reflect national and local priorities.

- **Provision for adults with learning difficulties and disabilities**, some of whom have high needs and/or profound and multiple difficulties. This provision aims to develop the skills needed for each person to live as independently as possible and for those most able to prepare to enter the workplace.
- **Community engagement: provision targeted at the most disadvantaged and deprived residents and those with mental health issues**, most of which is outreach. This is designed to engage those least likely and/or able to engage in learning, building their confidence and skills so that they can progress into further learning or engagement with work or the community.
- **English, maths, ESOL and digital skills qualifications**, 67% of whom enrol with entry level skills. These classes aim to help residents develop the basic skills needed to progress into further learning, volunteering and/or work.
- **Vocational qualifications**, including Childcare and Early Years, Health and Social Care, Floristry, Horticulture, Community Interpreting, Bookkeeping and Accountancy. Aimed at progressing learners or career changers, this provision develops and hones learners' knowledge, skills and behaviours so they can progress into or within the workplace in their chosen sector.
- **Courses for personal development**, designed to reduce social isolation amongst our older learners and provide a release from stress for those who are still working.

HACL was graded good at its last Ofsted inspection in 2019. This year, the service has self-assessed that the quality of education remains good overall, with outstanding provision in the Childcare and Early Years curriculum area.

Quality of Education

The quality of education is good overall at 86.6%, with outstanding elements (Childcare learners achieved at 93.1%). Curriculum content is well planned and sequenced and learners progress well through their courses to achieve their potential. They are encouraged and supported through a learning journey that helps them to achieve life goals, whether that is being able to speak to a teacher confidently or start a new career.

Tutors go beyond the syllabus and use their expertise and industry knowledge very well to adapt their teaching to meet the needs of individual learners and prepare them to use their skills for future learning, work and life. For example, in an ESOL Entry 2 observation, learners reported that the course helped them feel more independent and confident when speaking in everyday situations, such as to the GP or their children's teachers. They also said it was helping them

understand the emails they received from schools, and they were able to explain topics they had covered, such as the learner council elections and global diversity amongst others.

Learners can access the service easily and are offered appropriate advice and learning opportunities. Robust initial assessments throughout the year support accurate placement and regular start dates in-year enable flexible enrolment schedules that meet the needs and commitments of adult learners, leading to a 92.1% retention rate. The challenges posed by Covid-19 and the associated lockdowns led to reimagined and creative service improvements, including the development of online course information sessions. These improvements enabled managers to provide bespoke internal progression options for learners before they complete their existing course, such as stepping-stone courses for learners who needed additional time to consolidate their skills before moving into the next level of qualification.

“Thank you. You explained the learning journey well. I agree. It is a long journey and in keeping with my goals ACE would be best next step for me” (MK, learner)

Tutors use their subject knowledge well, search out innovative resources and share good practice to plan and deliver courses that meet learners needs. Good use of online Individual Learning Plans supports regular communication and feedback between learners and tutors. Most learners accessed online resources which they used well in class and independently at home. 56 borrowed Chromebooks through the new Loan and Learn scheme, helping them to adapt to the changes between classroom based and online learning in-year and leading to a 97% achievement rate for this group, significantly above the service standard.

The development in-house of a non-accredited forerunner to the new digital skills entitlement qualifications enabled the service to create referral pathways for learners who needed to improve their digital skills. Learners were further supported by ‘How to’ guides, input from volunteer Digital Champions and the creation of the Online Learning Advice Hub. Staff worked hard and were well-equipped to support learners through training and an online CPD forum which was developed early in the academic year.

“This term's course (English for work) has gone really well. All the learners have passed all the exams in the first instance. They learned how to work online really well. It took some patience at the start but they all learned how to use digital skills in their learning, from learning about Google docs and Meet to uploading pictures in their individual work documents. They were able to ensure they kept up with the sessions as I recorded each one so they could go back and watch it. They are now all ready to move on to the next level in their learning journey.” (JB, English tutor)

Learners report that the outstanding individualised support they received from support staff and trained volunteers frequently made the difference as to whether they attended or not and whether they achieved. This was particularly true of learners with disclosed mental health issues, although these learners were still less likely to achieve on course.

E’s family recently moved to the UK. With no background in English language, she has been finding life exceedingly difficult here. She joined ESOL classes with Hillingdon Adult Education and says, “I have an excellent tutor and I received phenomenal support from RW, the lady on the front desk, who speaks Hindi. I could go to her and converse in my language with any issues that I had. She gave me time, heard me patiently and extended support. She helped in booking for my daughter’s PCR test, she would help set up the computer in the centre for my online class and she would always encourage me to use English

words while conversing with her. I now have learned to read and fill my own forms. I would like to thank her for being there for me and encouraging and supporting me to learn and improve my skills in English.”

RW says, “I am so proud and happy as a Student Services Officer to be part of E’s learning journey and feel that we are here to support our students in their welfare. I am sure E will continue her studies with us and we as a Service will support her through her journey.” (EK, studying ESOL in Harlington).

Learners benefited from a flexible and supportive approach to assessment that allowed qualifications to continue and necessary assessments to take place, including transferring written portfolios to online and preparing for end of year exams. The requirements with the Extended Extraordinary Regulatory Framework issued by Ofqual and those necessary to submit calculated grades on GCSE courses were implemented well by managers and staff to enable learners to complete their qualifications. ESOL learners appreciated being able to take their speaking and listening exams online as planned, even during the lockdown period, and the timetable for other exams was adjusted to allow learners to prepare sufficiently, although some learners felt unable to attend dates for mock and final exams.

“Despite my initial aversion to working online due to my own poor digital skills, I have thoroughly enjoyed teaching, assessing and IQAing and I am grateful for the support that I have received along the way, thank you” (Childcare tutor)

Learners report that they feel safe and well supported to learn. Learners’ were supported well learn online and in classrooms through updated induction materials and guidelines, and tutors and managers emphasised online safety. A survey of 980 learners showed that:

- 97% of learners agreed that their tutor knew their subject well and presented it clearly.
- 96% of learners agreed that their tutor gave helpful feedback and told them how to improve.
- 95% of learners felt well supported to achieve their course.

Learners were prepared well for work and 172 learners undertook 178 employability qualifications this year. Tutors used the online Careers and Education Hub to enhance employability support and learners were enabled to access further support from the National Careers Service.

“The employability course improved my knowledge about looking for a job and helped me to make a decision about suitable jobs to apply for. I learned how to use accurate communication in interviews, how to build a CV, write a personal statement. And what employers look for on the day of interview. Also learned the importance of keeping positive mind set, when looking for a job and after being hired.” (JK – Childcare Level 1)

The difficulty of obtaining volunteer work placements during lockdown periods limited the ability of some learners to join or complete level 2 qualifications and progress into level 3 and work. However, this was mitigated by effective information, advice and guidance and an offer of professional development courses that learners could complete in order to strengthen their skills and CV while they looked for a placement.

Impact of the provision

“I learnt so many new things during my course, even improve my knowledge in computer skills. During employability I learnt new things which helps me make my CV. How to prepare for interview, what questions are important before going for an interview. I even had a mock online

interview which made me more confident. All this information is important and helpful and this helped me find a job.” JS (learner).

In 2020-21, as in 2019-20, significant challenges resulted from the Covid-19 pandemic and subsequent lockdowns. Learners and safety were at the heart of every decision. The strengths of the service, in particular the expertise, integrity, commitment and teamwork demonstrated by staff, motivated as many residents as possible to achieve. New online systems were developed and embedded to ensure that courses planned for centres could run online when necessary. Bespoke training was developed for staff and volunteers allowing learners to benefit from significant levels of support to enrol, to adapt to online classes during lockdowns and to guide them through at times unfamiliar exams and assessment processes so they had the best chance to achieve. The determination shown by learners as a result meant that most will be able to progress to the next level of study in 2021-22.

Service Headline Data	2017-18	2018-19	2019-20	2020-21
Enrolments	5051	5170	3925	3298
Retention	93%	92.6%	84.7%	92.1%
Pass Rate (results of those who stayed until the end of the course)	95.5%	96.6%	92.9%	94.1%
Achievement Rate (results including those who left before the end of the course)	88.9%	89.5%	78.6%	86.6%

Residency	Enrolments		Retention		Pass rate		Achievement rate	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
North	1001	1020	86.7%	91.6%	93.7%	93%	81.2%	85.2%
South	2565	1958	84.6%	92.4%	92.4%	96.3%	78.2%	89%
Outside Hillingdon	359	320	79.6%	94.3%	93.6%	93.7%	74.5%	87.7%
Total	3925	3298	84.7%	92.1%	92.9%	94.1%	78.6%	88.6%

Significant improvements can be seen this year in retention and achievement rates and a smaller improvement occurred in the pass rate. After a challenging year in 2019-20, these rates are approaching what they were in 2018-19. Learners benefited from the experience gained during the lockdown last year. Refining the processes that were introduced, capitalising on the training that we gave to staff, learners and volunteers, and taking a solution-led approach meant that we were able to target support at individual learners based on their needs during the lockdowns and make the most of the time they were able to attend centres by scheduling assessments and exam practises when it was possible to attend in person.

EM, a learner on a Childcare course, made the following comment when she got a job in an Early Year’s setting in July 21,
“Pride will kick in later, for now I am just happy with how things have worked out for me (new CV, qualification and job). Thank you for everything you have done for me in the past few months. Thank you for all your support and understanding you showed me”.

However, there was still some impact of Covid on particular courses, especially for those residents taking low level qualifications like digital skills and ESOL where the shift to online learning had a disproportionate effect on their achievement. This was exacerbated by their lack of study skills experience, their lack of IT resources at home and the transitions in and out of lockdown which

meant that courses moved between online and classroom-based delivery in-year. All of these created additional barriers to learning for some residents, especially those facing disadvantage who are the service's main target group.

Public uncertainty, social distancing requirements and lockdowns reduced the choices and accommodation available to managers, limiting both class sizes and overall capacity. This resulted in fewer enrolments this year, which had a disproportionate impact on a small number of curriculum areas. For instance, the horticulture offer was severely affected when the primary venue (a local authority run garden centre) had to remain in lockdown; older learners were reluctant to commit to courses due health anxiety; and uncertainty about learning online had a significant effect on enrolment numbers in creative and leisure courses. There was also the consequent impact of reduced levels of grant funding drawdown and fee income usually generated by these courses. Some adults with learning difficulties were reluctant to enrol due to health concerns, whilst others had their enrolment options limited due to social distancing in the classrooms.

"During the most difficult of years learners have really benefitted from continuity and having refuge in the familiar. That is not to say that new experiences are not a good thing, they most certainly are- it's how we grow" (LDD tutor).

Learners benefitted from the digital skills courses enabled by the new entitlements, which were initially provided free of charge as non-qualification courses. These courses allowed us to reach residents who faced digital poverty (111 enrolments) and help them develop the digital skills which were essential during the lockdown. However, the late release of the qualifications by awarding bodies meant that those courses could not start until Term 2. This increased the demands of the qualification on staff because they had to develop and deliver them in a shorter timeframe, which limited the capacity for learners to enrol (49 enrolments).

There are no significant achievement gaps in terms of gender, residents who reside in the north or south of the borough, or those who live outside London. However, a few groups achieved at lower levels than their peers, for instance those in the 'Any Other' ethnic group (6.7% below the service achievement rate of 86.6%) and those with disclosed mental health issues (7.9% below).

"Yes, even in bad situation you helped us to continue our learning through online and you did not let us to feel left out" (AS, learner)

Behaviour and attitudes

Behaviour and attitudes of learners reflect the standards set by staff. Learners' attendance and punctuality was high across the service (90%+), despite the interruptions and uncertainty caused by Covid. Learners are expected to treat each other with respect and are encouraged to learn independently outside class. Learners with disabilities gain from the consistent approach to these behavioural standards and social norms which are reinforced by staff across the service.

Learners receive good information, advice and guidance across the service that is relevant and targeted to their needs. Learners on vocational courses are supported by tutors to create their CVs, have mock interviews and take up voluntary work experience placements. These elements combine with their studies to help them recognise the transferable skills they have developed that would be valued by employers.

'Me and a few of the other learners in the class were not offered volunteering placements by our respective schools but the tutor and her managers made sure we were given a volunteering

placement in HACL so that we get the volunteering hours covered and also get the experience we need' (FSR – learner in STL Level 2)

The monthly Jobs Board newsletter is accessed by learners and residents. This continued through the pandemic and 10% of Childcare learners report that they have moved into employment this year; however, we are currently unable to fully track the extent to which this leads to employment. The annual Careers Fair brought over 200 residents together with 14 employers and partners this year, the first delivered online as a result of the pandemic.

'I am very grateful to our teacher for her support and advice outside the course. Once I mentioned about difficult situation at my work and asked for some help with my CV. She immediately passed my details further, so I was contacted by person from the centre and then directed to National Career Service. She also found out that in addition to bookkeeping I can attend a digital course to improve my skills. As a result, I done two digital assessments and just enrolled on Level 2 IT course! That is a great opportunity to boost my CV and my knowledge for future career change! I wouldn't be doing it without support of my teacher so I would like to thank her for advice and care she had shown for her students.' (NG, studying Bookkeeping)

Personal development

Learners enjoy taking part in a wide range of personal development opportunities from World Mental Health Day online yoga sessions to a debate in Parliament Week with a local councillor and an International Women's Day event with a female scientist from the National Space Centre.

British Values are promoted strongly across the service. Learners who are course representatives can stand for election to the Learner Council, promoting democracy and encouraging voting and both learner councillors and course reps play an active part in the service. The service acted as a Census support centre in early 2021 and learners and other residents were encouraged and enabled to take part. 86% of learners in our survey strongly agreed/agreed they had discussed and understood the meaning of British values, and in the childcare curriculum this figure rose to 98.2%.

'I would like to encourage all students at the Adult Community Learning to contribute to the service as a learner councillor so you can gain many skills. It is your opportunity to introduce the issues to staff who are really active listeners to your issues, views and opinions. Do not worry about how formal or high your level of language is!' (Anonymous, Learner Councillor).

Learners take up volunteering opportunities within the service as a stepping-stone into work or to increase their community engagement. Most of our 28 active volunteers are themselves learners who are well trained as ESOL, Digital Skills or Community (Interpreting) Champions. For example, Community Champions interpret for residents with poor English skills during initial assessments and health and social care learners support adults with learning difficulties in classes. This volunteering helps them build relevant experience for employment in their target sector and encourages them to reflect on their practical experience within their theoretical qualifications. 20 volunteers have since gained employment, 14 of them employed as sessional tutors or learning support assistants at HACL.

'My journey as a Learner and Volunteer has had such a positive and beneficial impact on my life that I successfully gained qualifications...and completed various training and wellbeing courses

as well as presently fulfilling my role as a Volunteer with full dedication and commitment.’ (PM, ESOL Champion volunteer now employed at HACL).

‘I was a bit nervous, not knowing possible challenges whilst fearing the worst. I was pleasantly surprised when I was able to answer the queries and felt pretty proud of myself when all the learners were successfully able to access the platform. Most important enjoy and realise your aspirations as HACL is a safe place to come out of your comfort zone to increase your skills and experiences.’ (LR, volunteer: Digital Champion now employed at HACL).

Learners were invited back to celebrate their success at a presentation event, they were able to share in their inspiring stories and the new pathways they were moving on to. It was encouraging that learners were recommending the service to potential applicants.

Leadership and Management

Good leadership and management ensure that staff work effectively as a team, feel valued and take pride in their work. Managers know their learners well, enabling them to put appropriate, individualised interventions in place to support them to achieve. Learners highly value the range of the outstanding support provided by staff and volunteers across the service, which in turn strengthens the feedback from learners gained through Learner Councillors, focus groups and surveys, ultimately enabling managers to introduce targeted improvements to the provision.

The curriculum is planned well to meet local needs and borough priorities and managers are flexible, adapting to changing circumstances to ensure that new courses are provided in-year as necessary. Learners appreciate the part-time offer delivered within school hours or after work and many study over several years, starting their qualifications at entry level and moving into higher level vocational qualifications, employment or volunteering. The service has a wide reach due to a strong focus on outreach in the local community, which maximises benefit to residents who can begin learning on courses that are accessible and appropriate to their needs, such as family learning and wellbeing courses. Learners are well supported once they have joined courses through effective IAG, good teaching and appropriate learning support interventions.

“I really value these Emotional Health and Wellbeing classes. It allows me to take time out of myself, to realise I can and have other interests and abilities. It gives me an opportunity to meet people and feel like an individual. I look forward to every lesson” (HM, learner on targeted outreach provision)

Progression underpins everything and, as a result, learners have a clear understanding of their next steps. However, progression into work has been limited this year due to the pandemic and whilst there is ample evidence of progression for individuals through case studies, surveys and learner feedback, the service needs to improve the way overall progression data is reported when the upgraded MIS system is in place next year.

Managers invest in the continuing professional development and wellbeing of staff, mentoring new and established members of the team and drawing on their strengths to support their peers. Staff across the service are encouraged to work together to support learners and career promotion from within the service is encouraged.

“HACL is highly organised in informing staff and volunteers of training courses, gives everyone an equal chance to be assessed for courses that are qualifications. They are supportive and

help one to enhance their personal development by encouraging, supporting and empowering.”
ZA (Childcare tutor).

Safeguarding is effective. In this year’s learner survey, 97% learners said they felt safe and respected in their classes and 96% learners said they know what safeguarding is and know what to do if they have a concern about their own and other people's safety. A rise in domestic violence safeguarding disclosures led managers to work with a local partner who provided training to staff and volunteers to ensure that they were able to respond appropriately where necessary.

HACL is governed within Local Authority structures. The service was reviewed by a committee of Elected Members of the council this year and the report with recommendations will go to Cabinet in the autumn. Initial feedback recognises the good work done by the service and its impact on residents, the lower levels of grant funding when compared with some neighbouring boroughs and the demands associated with the inclusion of more blended ways of learning. Senior officers challenge the service manager at regular meetings to ensure good service, value for money for residents and to ensure the service is adequately prepared for challenges in the future.

‘I am very happy in my college. My college is one of the best institution in our area. It enjoys good reputation. Our teacher is very good person. She's also very friendly and helpful. She teaches us with love and care. She is the best teacher I even had in my entire life.’ (LK, studying ESOL Entry Level Reading in Harlington).

D. Scarborough/Dec 2021.

PROPOSED CHANGES TO ADMISSIONS CRITERIA AND PAN FOR COMMUNITY SCHOOLS

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Sarah Phillips, Planning, Environment, Education and Community Services
Papers with report	Proposed Changes to the Admissions Criteria and Published Admissions Number (PAN) for some 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 ten 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 Hillingdon's Admissions Arrangements detailed in the Cabinet report.**
- 2. Review the responses from the consultation on PAN changes to four community primary phase schools that are provided in the report below.**
- 3. Provide comments to be included in the Cabinet report which will be presented in February.**

SUMMARY AND ANALYSIS OF THE RESPONSES TO THE CONSULTATION

There were only 5 different responses, and one of those was blank. The majority agreed with the proposals (3 of 4). This reflects that all the schools were contacted by the LA from February onwards and plans were discussed and prepared, including for headteachers to brief their governors and parents informally on the possibility of proposals to change PAN. In every case the schools are operating partly or wholly at the proposed reduced number now. The change will have no impact on current pupils, their siblings and other local parents wishing for future places at the school, though it will improve the use of resources to benefit pupils at the school. There have been similar discussions with the Foundation and Academy schools that decided to propose

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reductions, and the same points apply. All the schools will continue to be sustainable, viable and successful in their community.

One of the respondents raised concern at all the schools that choice and access would be reduced for residents. All these schools have large levels of vacancies and each has a handful of pupils travelling over five miles to them. Officers remain clear that all the proposed arrangements will still ensure that parents for whom it is their local school will all be able to secure a place and there will also be local choice. It is likely that some who live further away will also be able to secure a place, beyond the distance priority radius, which is set at 750m for a two-form entry school, and 1,000 metres for a three-form entry school. But no schools can afford to keep many empty places just in case parents from far away seek places. The School Admissions Brochure sets out in full the criteria that apply if schools that are oversubscribed.

A comment was made about Harefield village. It is uniquely isolated by miles of farmland around, and a comment was made that the reduced access to public transport impacts on residents having to travel to schools outside of the village. This is true and Harefield residents can be reassured that the aim is to always ensure sufficient primary places to meet the needs of residents living in Harefield. There are currently some parents travelling many miles into Harefield school, as it has spaces beyond meeting the local demand. There may still be some of these extra places, beyond the core role of the school to meet the needs of local residents.

All but one of the Community schools is graded 'Good' by Ofsted. Harefield Junior school is graded 'Requires Improvement' and is managed by a federated governing body and Executive headteacher together with Harefield Infants school (which is graded Good). In addition, though the proposal to reduce PAN was agreed, a concern was made about the quality of education. The LA is giving active support to this school in its improvement and Officers will consider the specific comments made.

To conclude, it is clear the consultation responses do not indicate any local residents would be unable to secure a place at their local preferred school, or than any particular group will be disproportionately affected by the proposed changes.

SUPPORTING INFORMATION

A public consultation was open between Monday 25 October 2021 and Monday 20 December, 12pm 2021. A summary of consultation responses is detailed below in Appendix 1.

Implications on related Council policies

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

How this report benefits Hillingdon residents

Over the past year officers have reviewed all schools and discussed proposals with headteachers and governors in the four community schools. Headteachers have updated parents over the summer term in newsletters that a reduction in PAN was being considered, referencing that the

schools already have many year groups operating at the proposed lower PAN and this proposal would give stability to classes and benefit pupils, and that siblings and other local parents would still be able to access the school. No parents expressed concerns. This was in advance of the formal consultation.

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

There are no direct financial implications arising from this report. However, it will help reduce the financial pressure on these individual schools and the risk of these schools running into deficit. Additionally, it will also reduce the risk of maintained schools requesting contributions from the council to meet redundancy costs in relation to staffing restructures. The spare physical space can be used in future if rolls rise in the relevant areas, and will be used by the schools meanwhile, or kept empty.

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 have been invited to consider comply with the DfE School Admissions Code 2021. Therefore, it is lawful for the Council to have commenced a consultation exercise in relation to these proposals.

APPENDIX 1:

Consultation Responses

Five responses were received in total during the consultation period, but one was a blank response. All were submitted via the online questionnaire. A summary of responses is detailed below:

1. Two respondents stated that they had children under the age of 18 living in their household. Respondents were also given the opportunity to provide information on their interest in the proposals.
 1. Parent/carer/guardian - 2
 2. An Early Years Professional - 1
 3. Other – 1
 4. Did not specify - 1
2. Respondents were invited to state which school(s) their child(ren) currently attend and the responses were as follows:
 - Harefield Junior School – 1
 - Deanesfield Primary School - 1
 - Did not specify - 3
3. Respondents were invited to state why they had chosen their child(ren)'s current school(s) and the responses were as follows (where a response was received):
 - Close to home - 1
 - Other (no further detail supplied) – 1
 - Did not specify - 3
4. Two respondents gave contact details, neither of these respondents had made comments to which required further explanation. All responses have been given due consideration and have assisted with a review of additional improvements which can be implemented.

Below are the responses to specific questions on each individual change proposed:

Do you agree with the proposed admission arrangements for Hillingdon Community Schools?

- Agree: 3
- Disagree: 1*
- Blank: 1

**The respondent who disagreed suggested that the Council review the education settings that have fewer admission numbers against the quality of teaching in these provisions.*

Proposal 1: Change to measuring point - Whitehall Infant & Nursery School.

Amendment to the point of measurement for school applications for Whitehall Infant & Nursery School.

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- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 3
 - Disagree: 0
 - Blank: 1
 - Not applicable response: 1

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 1*
 - No: 2
 - Blank: 2

**The respondent who answered 'yes' that changes would disadvantage residents stated that the change may reduce access for parental preference.*

Proposal 2: Change to measuring point Yeading Infant School

Amendment to the point of measurement for school applications for Yeading Infant School.

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 3
 - Disagree: 0
 - Blank: 1
 - Not applicable: 1

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 0
 - No: 3
 - Blank: 2

Proposal 3: Change to measuring point Yeading Junior School

Amendment to the point of measurement for school applications for Yeading Junior School.

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 3
 - Disagree: 0
 - Blank: 1
 - Not applicable: 1

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 0
 - No: 3
 - Blank: 2

Proposal 4: Published Admissions Numbers (PAN) Harefield Infant School

The Local Authority is consulting to reduce the PAN for Harefield Infant School from 90 to 60 from September 2023

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 2
 - Disagree: 2*
 - Blank: 1

**The respondents who disagreed with the changes stated:*

- 1) *that the reduction in PAN may disadvantage residents to access a preferred school.*
- 2) *that the Council review the education settings against the quality of teaching in this provision.*

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 2*
 - No: 2
 - Blank: 1

**The respondents who disagreed with the changes stated:*

- 1) *that the reduction in PAN may disadvantage residents to access a preferred school.*
- 2) *the reduced access to public transport impacts on residents having to travel to schools outside of the village.*

Proposal 5: Published Admissions Numbers (PAN) Harefield Junior School

The Local Authority is consulting to reduce the PAN for Harefield Junior School from 90 to 60 from September 2023.

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 2
 - Disagree: 2*
 - Blank: 1

**The respondents who disagreed with the changes stated:*

- 1) *that the reduction in PAN may disadvantage residents to access a preferred school.*
- 2) *that the Council review the education settings against the quality of teaching in this provision.*

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 2*
 - No: 2
 - Blank: 1

**The respondent who answered 'yes' that changes would disadvantage residents stated:*

- 1) *that the reduction in PAN may disadvantage residents to access a preferred school.*
- 2) *parents are seeking school places outside of the local area.*

Proposal 6: Published Admissions Numbers (PAN) Harlyn Primary School

The Local Authority is consulting to reduce the PAN for Harlyn Primary School from 90 to 60 from September 2023.

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 2
 - Disagree: 1*
 - Blank: 1
 - Not applicable: 1

**The respondent who disagreed with the changes stated:*

- 1) *that the reduction in PAN may disadvantage residents to access a preferred school.*

Classification: Public

Families, Health and Wellbeing Select Committee – 5 January 2022

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 1
 - No: 2
 - Blank: 2

**The respondent who answered 'yes' that changes would disadvantage residents stated:
1) that the reduction in PAN may disadvantage residents to access a preferred school.*

Proposal 7: Published Admissions Numbers (PAN) Field End Infant School

The Local Authority is consulting to reduce the PAN for Field End Infant School from 120 to 90 from September 2023.

- Do you agree with this proposed change to the above admissions criteria?
 - Agree: 2
 - Disagree: 1*
 - Blank: 1
 - Not applicable: 1

**The respondent who disagreed with the changes stated:
1) that the reduction in PAN may disadvantage residents to access a preferred school.*

- Do you think this proposed change will disadvantage any residents in Hillingdon?
 - Yes: 0
 - No: 2
 - Blank: 3*

**One of the respondents who left this question blank did go on to provide the following feedback:
1) that the reduction in PAN may disadvantage residents to access a preferred school.*

BACKGROUND PAPERS

NIL

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CONSULTATION ON CHANGES TO SCHOOL ADMISSIONS ARRANGEMENTS

Cabinet Member(s)	Councillor Susan O'Brien
Cabinet Portfolio(s)	Cabinet Member for Families, Education, and Wellbeing
Officer Contact(s)	Planning, Dan Kennedy, Environment, Education & Community Services
Papers with report	Appendix 1 - Changes to School Measuring Points Appendix 2 – Existing School Admissions Criteria for Community Schools in Hillingdon

HEADLINES

Summary	<p>Hillingdon Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. A review of admissions to reception school places at Hillingdon schools over the last four years evidence 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. As an education authority, the Council must plan for sufficient school places and efficient use of resources. Forecasting of primary school places indicates a steady fall in demand in future years.</p> <p>Following review and discussions with relevant community primary schools, the Council is therefore proposing for consultation changes to the PANs for relevant schools to address the findings of the review to provide continuing access for residents to their local school and improve stability of pupil numbers and budgets.</p>
Putting our Residents First	<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>
Financial Cost	<p>There are no direct financial implications from the recommendations contained in this report. However, schools with excess places above the local demand can experience part-empty classes which are not financially viable, stretching school budgets to cover the staffing and limiting resources available to all pupils. This can lead to an overall deficit and the school seeking a loan from the council Dedicated Schools Grant for maintained schools (community, foundation, and VA) or to their Academy Trust.</p>

Relevant Select
Committee

Families, Education and Wellbeing

Ward(s) affected

All

RECOMMENDATIONS

That Cabinet:

1. Notes the findings from a review by officers of the school admissions criteria for community schools in Hillingdon.

Schools Admissions Criteria

2. Recommends the following proposals for changes to be made to the school admissions criteria and authorises officers to undertake a full consultation exercise in relation to them:
 - a) To amend the point of measurement for school applications for Whitehall Infant & Nursery School (set out in Appendix 1).
 - b) To amend the point of measurement for school applications for Yeading Infant & Junior School (set out in Appendix 1).
3. Agrees that no further material changes are required to the admissions criteria for community schools (set out in Appendix 2).

Published Admission Number

4. Recommends the following proposals regarding the Published Admissions Number and authorises officers to undertake a full consultation exercise in relation to them:
 - a) To reduce the Published Admission Number for Harefield Infant School from 90 to 60.
 - b) To reduce the Published Admission Number for Harefield Junior School from 90 to 60.
 - c) To reduce the Published Admission Number for Harlyn Primary School from 90 to 60.
 - d) To reduce the Published Admission Number for Field End Infant School from 120 to 90.

5. **Agrees to receive a further report at its 17th February 2022 meeting for the purpose of considering the consultation responses and determining a set of new admissions arrangements for community schools in Hillingdon with new Planned Admissions Numbers for stated Community schools which all are to take effect from 1 September 2023.**
6. **Agrees that the Corporate Director, Planning, Environment, Education and Community Services, in consultation with the Cabinet Member for Families, Education and Wellbeing, submit a response from the Authority following formal consultation from non-community schools to reduce their Planned Admissions Numbers.**

Reasons for recommendations

1. 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 2020 the School Placement and Admissions team consulted and made changes to the admissions criteria for community schools to take effect from 1 September 2021.
2. Based on a refresh of the school places forecast there is a need to reduce the published admission numbers in four community primary schools, each by 30 places. This is due to demographic changes leading to declining pupil rolls and Reception intakes, and into Year 3 into the Junior school, over the past few years which is projected to continue for another few years. In each school, there would be no difference for current pupils after the proposed change takes effect from Reception 2023, and there would be sufficient places to meet future demand from their siblings and other local parents.
3. Following a review of school places, it is proposed to consult to reduce the Published Admission Numbers for:
 - Field End Infant School - from 120 to 90 from 2023. All local residents will still be able to access places there. This reduction will also reduce the distance priority radius from **1250m to 1000m** in line with our admissions arrangements.
 - Harefield Infant School - from 90 to 60 from 2023. 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.
 - Harefield Junior School - from 90 to 60 from 2023. 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.
 - Harlyn Primary School - from 90 to 60 from 2023. 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

4. 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.
5. The proposals for reductions in PAN are to improve schools' ability to efficiently plan their staffing and educational provision and not reducing could lead to schools suffering financial pressures leading to deficits, which in the community schools could then require a loan, further adding to the deficit in the Dedicated Schools Grant.

Select Committee comments

6. The Families, Education and Wellbeing Select 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 2022 for decision.

SUPPORTING INFORMATION

Summary

7. Hillingdon Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. Over the last ten 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.
8. A review of admissions to reception school places at Hillingdon schools over the last four years evidence 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. As an education authority, the Council must plan for sufficient school places and efficient use of resources. Forecasting of primary school places indicates a steady fall in demand in future years.
9. As an education authority, the Council 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 2018, with some fluctuations, but the overall level of primary surplus places continues to be too high and is pooling in a few schools. Each year the Council reviews the number of places against pupils rolls and projections and considers changing Published Admission Numbers (PAN) in some schools, where this may be needed. Across the borough, small annual changes are needed to meet parental demand, up and down. This ensures 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. The PAN is the 'operating figure', and the physical building remains the same. Academy, Foundation and VA schools make their own decisions, and they must consult the Council and others on proposed reductions, but their Governors/Trusts can agree temporary or permanent increases. The review has included all primary and secondary schools. The Cabinet is the relevant authority for the community primary schools.
10. Following review and discussions with relevant community primary schools, the Council is therefore proposing to reduce the Published Admission Number (PAN) for Field End Infants from 120 to 90, Harefield Infant School from 90 to 60, Harefield Junior School from 90 to 60, and Harlyn Primary School from 90 to 60. All PAN reductions will come into effect from 2023 and there will be sufficient places to ensure that local residents and siblings can access the school. This reduction will also reduce the distance priority radius from 1250m to 1000 for Field End Infant School and 1000m to 750m for the other three schools in line with our admissions arrangements.
11. The report details proposed changes to points of measurement for three different schools, to ensure accuracy of their school building usage for admission measurement purposes.
12. In addition, the Cabinet report details known information on four non-community schools, that are likely to consult to reduce their PAN. In each, they are already mainly operating most year groups at the proposed lower level. The LA will be formally invited to respond but if no serious issues are raised in responses to their consultations, LA officers are likely

to be in support of these reductions, and will subsequently seek Cabinet Member agreement to support these consultations, which will meet the needs of residents.

13. Cabinet is, therefore, asked to consider the proposed changes to the PANs for the relevant schools to address the findings of the review to provide continuing access for residents to their local school, and improve stability of pupil numbers and budgets.

The Statutory School Admissions Code

14. 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, such as setting a Published Admissions Number for each school. The admission arrangements to community schools are determined by the Local Authority as the 'admission authority.'
15. 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.
16. 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.
17. The review considered the following areas:
 - Accurate points of measurement for school applications using the Geographical Information System and accuracy of school building usage for measurement purposes.
 - Ensure there are sufficient school places in Hillingdon and eliminate financial constraints where evidence shows a continued and sustained reduction in admissions.

Reduction of Published Admissions Numbers

18. All community schools have a Published Admissions Number (PAN) in accordance with the School Admissions Code 2021. This is the number of school places that the admission authority must offer in each relevant age group (Reception, Year 3 for Junior and Year 7 for secondary) of a school for which it is the admission authority. Admission numbers are part of a school's admission 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 have been variable from year to year since 2012. Currently there are unusually high levels of movement in, out and around the borough following the Pandemic and Brexit and new arrivals into accommodation near Heathrow airport. However, it is clear that the level of overall 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, these four reductions in Community school PAN are proposed.
20. Currently there are 16% of vacant places across all primary schools. Pupil numbers will always fluctuate but the aim is to have 5-10% vacancies which will ensure there will be places to meet parental demand in each area and for those moving in mid-year, and secure stability for all schools. Having several schools with a PAN over 30 pupils above the level of their local demand means some schools attract a few pupils from further away requiring more classes to be run, but they are not economic, with a risk that if pupils join or leave, a class may need to be opened or closed. This disrupts education for all the pupils in the year group. To balance school budgets, classes need to include 25 or more pupils. Schools with declining or volatile rolls face big changes in their annual budget, and consequent cuts in staff and risk financial deficit. The aim of PAN reductions is to match the operational level of schools to local demand and improve the focus of resources in each school on their pupils and reduce the risk of deficits. Meanwhile the physical capacity will remain available if demand rises, when it is possible to increase the PAN immediately, without consultation. It is considered prudent that in future PANs should be increased temporarily a year at a time, whilst parental demand is kept under review.
21. These schools have all been concerned about changes in their local demand for the past few years and all the governing bodies support the reduction since it will enable the school to focus their budget and resources better for pupils, so supporting school improvement. All the governing bodies agree they will agree an increase should local demand for places rise. 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.

22. Separately, up to four Academy Trust and Foundation schools in different areas may also propose to consult on a reduction of 1 FE; Hillside Infant School from 90 to 60; Brookside Primary School from 90 to 60; Wood End Park Academy from 150 to 120; and Oak Wood School from 270 to 240. These have been discussed with officers and would not impact on residents' access to their local schools and proposals reflect that the schools are already operating in most year groups at 1FE under their current PAN. They would each run their consultations and then decide on proposals including consulting the authority. All the Trusts hope to be able to increase numbers in future if local demand grows.
23. Hillingdon has one of the largest pupil populations in London with growth in some areas and 51,318 pupils in the May 2021 census. Especially at secondary, a significant minority of resident parents choose schools out of the LA and other pupils come to school from other LAs, so the total number of pupils managed by admissions and other central services is higher. The past few years of roll volatility now require annual review and regular changes in PAN, up and down, to adjust the 'operating capacity' of the schools since school finances are so challenging. Most London local authorities have agreed or are planning reductions in primary capacity and increases in secondary places. 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. The demographic changes in the borough, short and long-term impacts of Brexit, Covid and employment and affordability of housing are all factors being monitored.
24. Over the past year officers have reviewed all schools and discussed proposals with headteachers and governors in the four community schools. Headteachers have updated parents over the summer term in newsletters that a reduction in PAN was being considered, referencing that the schools already have many year groups operating at the proposed lower PAN and this proposal would give stability to classes and benefit pupils, and that siblings and other local parents would still be able to access the school. No parents expressed concerns. This was in advance of the formal consultation now being proposed.

Next Steps

Proposal to change measuring points for 3 of our community schools.

25. Within the current admissions criteria, priority is awarded to pupils based on distance from home to the school where over-subscription applies. In general, the closer the distance from home to school the higher the priority. The reference point at the school for calculating the distance from home to school is known as the 'measurement point'. 'Distance is measured in a straight line from the child's home address to the school, using co-ordinates from the Geographical Information System (GIS) which is based on ordnance survey data. Over the years schools have expanded and changed the use of buildings to accommodate pupil needs. Therefore, the School Placement and Admissions fully reviewed the measuring points for all community schools against the usage of the school buildings.

26. Following this review, we propose a change to the measuring points for Whitehall Infant and Nursery School, Yeading Infant and Nursery and Yeading Junior School. This is to ensure that the measuring points set for each of these schools is calculated at an accurate point in the school building. The review identified that although the original points of measurement are within the schools' grounds it would be more appropriate to adjust them to reflect the usage of the classes and pupils associated with the buildings. These proposals have been discussed and agreed with the school's leadership teams.

Proposals to reduce Planned Admission Numbers in 4 community schools.

- a. **Harefield Infant School from 90 to 60 Primary Planning Area 1 - Harefield**
- b. **Harefield Junior School from 90 to 60 Primary Planning Area 1 - Harefield**

27. Officers are proposing to reduce the Published Admission Number for Harefield Infant and Harefield Junior Schools, both from 90 to 60 from 2023. The schools are currently operating under one Executive Headteacher and one federated governing body. 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 some year groups for several years so has a high level of vacancies, but also attracts some pupils from many miles away, for convenience but who could attend other schools more local to their homes. This has led to instability of classes and constrained school improvement and budgets.

28. The schools recently federated under one combined governing body and Executive Headteacher with a view to complete a merger in future. The governors support the changes in PAN as they will help secure the stability of the school roll and budget to underpin the ongoing good education provision for pupils.

29. This is the only primary planning area with only one primary provision in a separate Infant school and a Junior school sharing a site in the middle of the village. Harefield is relatively rural and isolated compared to the rest of the borough; the nearest primary schools are over two miles away. It is in the green belt with no new housing planned and a lower proportion of children than other areas. The local area provides up to 60 pupils a year. Having a PAN of 90 means some places are always empty, and each year some are taken by parents from far further away who travel to or through Harefield for work or other reasons and could find places closer to their home. In the past year groups have risen to over 70 but never to 90.

30. The overview of the PAN of the schools, rolls at the last census (May 2021) and offers made on National Offer Day in April for September 2021 Reception (and Year 3 in the Junior School) are shown in the table below.

PRIMARY PLANNING AREA 1		CENSUS MAY 2021 ROLLS										CONFIRMED RECEPTION/ YR 3 NUMBERS IN SEPTEMBER 2021
SCHOOL	PAN	Year R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL	IF FULL	% vacant	
Harefield Infant School	90	56	66	61					183	270	32.2%	47
Harefield Junior School	90				64	66	80	53	263	360	26.9%	59

c. Harlyn School from 90 to 60 Primary Planning Area 2 – Northwood

31. The proposal is for consultation to reduce the Published Admission Number for Harlyn Primary School from 90 to 60 from 2023. The school has been recruiting at under 60 for some years. The September 201 Reception intake is 52. This reduction will also reduce the distance priority radius from 1000m to 750m in line with our admissions arrangements. This proposal reflects the school has now been operating at under 60 in some year groups for several years, reflecting fewer families in the area, so has a high level of vacancies. It also attracts some pupils from many miles away, for convenience but who could attend other schools more local to their homes and experiences pupil mobility in and out. All this has led to some years of tension in class planning and budget problems, since it hovers around 60 places in each year group with the risk of needing to open a third class, rearrange all the pupils and employ another teacher without sufficient funding. This has led to budget constraints that have limited extra activities for pupils. The school increased from 60 to 90 nine years ago and sustained higher numbers for around five years, but only once to 90. The proposal will give stability to aid improvements for all the pupils in the school.

The most recent census and roll data for the school and its local Planning Area are set out below:

PRIMARY PLANNING AREA 2		CENSUS MAY 2021 ROLLS										CONFIRMED RECEPTION NUMBERS IN SEPTEMBER 2021
SCHOOL	PAN	Year R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL	IF FULL	% vacant	
Harlyn Primary School	90	61	56	59	59	88	85	87	495	630	21%	52
Hillside Infant School	90	63	55	60					178	270	34%	
Hillside Junior School	60				50	62	62	57	231	240	4%	
Holy Trinity CofE Primary School	30	30	29	28	28	29	29	32	205	210	2%	
Frithwood Primary School	60	54	56	59	55	56	56	57	393	420	6%	

d. Field End Infant School from 120 to 90 Primary Planning Area 5 – North Ruislip

The proposal for consultation is to reduce the Published Admission Number for Field End Infant School from 120 to 90 from 2023. The school is located close to the boundary with Harrow and there are many primary schools within one and two miles walk. Rolls have fallen over the past few years with several year groups one form entry below the existing PAN and the September Reception number is 81. It is clear the school should have a PAN of 90, until local demand rises. Field End Junior school currently has most year groups closer to 90 and converted to an academy within Vanguard Trust in September 2021, and officers will discuss with the Trust the current projections and future demand for Year 3 places.

PRIMARY PLANNING AREA 5		CENSUS MAY 2021 ROLLS										CONFIRMED RECEPTION NUMBERS IN SEPTEMBER 2021
SCHOOL	PAN	Year R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL	IF FULL	% vacant	
Field End Infant School	120	82	101	91					274	360	24%	81
Field End Junior School	120				89	101	97	103	390	480	19%	
Ruislip Gardens Primary School	90	35	44	48	45	36	54	48	310	630	51%	
Bourne Primary School	30	26	28	29	30	28	30	29	200	210	5%	
Deanesfield Primary School	90	86	90	91	91	87	85	85	615	630	2%	
Sacred Heart Catholic Primary School	90	90	87	90	89	90	90	83	619	630	2%	
St Swithun Wells Catholic School	30	27	30	30	30	30	29	25	201	210	4%	
Lady Bankes Infant School	90	75	85	90					250	270	7%	
Lady Bankes Junior School	90				81	86	81	72	320	360	11%	
Newnham Infant School	90	86	90	90					266	270	1%	
Newnham Junior School	90				89	89	89	88	355	360	1%	

Process For PAN Reduction

32. The process is statutory and must follow the Admissions Code, as amended in September 2021. The Local Authority has reviewed the demand for the schools within their local context and discussed with the schools and meetings of their Full Governing Bodies will formally resolve they support the proposals.
33. Full Cabinet has to consider the proposal to reduce PAN in community schools as it affects residents' access to local schools.
34. If Cabinet approves the consultation, this will then take place from 18th October 2021 until 13th December 2021, a total of 8 weeks. Consultees will be invited to respond via a dedicated email address. The statutory requirement for consultation in this case is a minimum of 6 weeks and must take place between 1 October 2021 and 31 January 2022 for a reduction in the PAN to be published in March 2022 for applications for pupils to start in September 2023 in Reception (or Year 3 in Junior schools and Year 7 in secondary). The outcome of the consultations will be reported to Cabinet in February 2022 to take the final decision. Separately the Council will be a formal consultee of formal consultations carried out by non-community schools.

Likely proposals from non-community schools

35. It is likely that up to four non-community schools that are admissions authorities will consult in the same timeframe on proposals to reduce PAN by 1 form entry. These have been discussed with officers and would still enable places for all local parents seeking them and reflect that they are already operating in most year groups at 1FE under their PAN, with intakes for September 2021 also 1 FE, or more, lower. The relevant Trusts and Foundation Boards would each run their consultations and then decide on proposals. They must formally consult the authority and Members would agree to support their proposal or oppose it. In all these cases, if no serious issues or objections are raised in responses to the consultations, Members are advised to agree the reductions, as they will support overall school improvement, stability and effectiveness. All the Trust have agreed to keep numbers under review and if necessary, can decide to add places on a temporary basis for a year at a time.

e. Hillside Infants School (Foundation) from 90 to 60. Planning Area 2 - Northwood

Intakes have been around 60 for some years and the linked Hillside Junior School has a PAN of 60. Both schools would increase to 90 if local demand significantly rises to fill that.

f. Brookside Primary School (Rosedale Hewens Academy Trust) from 90 to 60 Planning Area 9 - Yeading

The school has all year groups under 60 for some years, this reduction will formalise this to reflect local demand.

g. Wood End Park Primary Academy (Park Federation Academy Trust) from 150 to 120 PPA 11 - Hayes

This is the largest primary school in the borough and likely to remain so for some years; and though several year groups are now under 120 it is still larger than some of the secondary schools.

h. Oak Wood Secondary School (Foundation) from 270 to 240 – Hillingdon East

The school was rebuilt with a new PAN of 270 a few years ago and the school has grown continuously and is now amongst the largest in the LA. However, 270 is the second highest secondary PAN in the LA, and the school has not yet filled to this in any year group. It is sensible for the school to reduce operating capacity to 240, to promote stability and school improvement and avoid risk of further deficit. When it receives increased parental applications, it will then increase PAN again.

Financial Implications

36. There are no direct financial implications arising from this report. However, it will help reduce the financial pressure on these individual schools and the risk of these schools running into deficit. Additionally, it will also reduce the risk of maintained schools requesting contributions from the council to meet redundancy costs in relation to staffing restructures. The spare physical space can be used in future if rolls rise in the relevant areas, and will be used by the schools meanwhile, or kept empty.

EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

37. 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. Local families can access primary places nearby. The rising vacancies in a few schools reflect residents are currently not choosing to fill the school to the level of the current PAN, so the places are not needed. The schools now risk a few more pupils turning up, from further away, requiring an additional teacher which destabilises school budget and staffing and affects all the pupils. The proposals will enable better targeting of resources to priorities to help pupils, in line with the Council's vision to put our residents first.

Consultation Carried Out or Required

38. 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 2023, consultation must be for a minimum of 6 weeks and must take place between 1 October 2021 and 31 January 2022. 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.

39. 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:

40. 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 18 October 2021 until 13th December 2021.

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 2021 ["the Code"] comes into force from 1 September 2021, 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 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 2021 and 31 January 2022.

The Council is required, in accordance with paragraph 1.47 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.

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.

BACKGROUND PAPERS

[School Admissions Code 2021](#)

Appendix 1

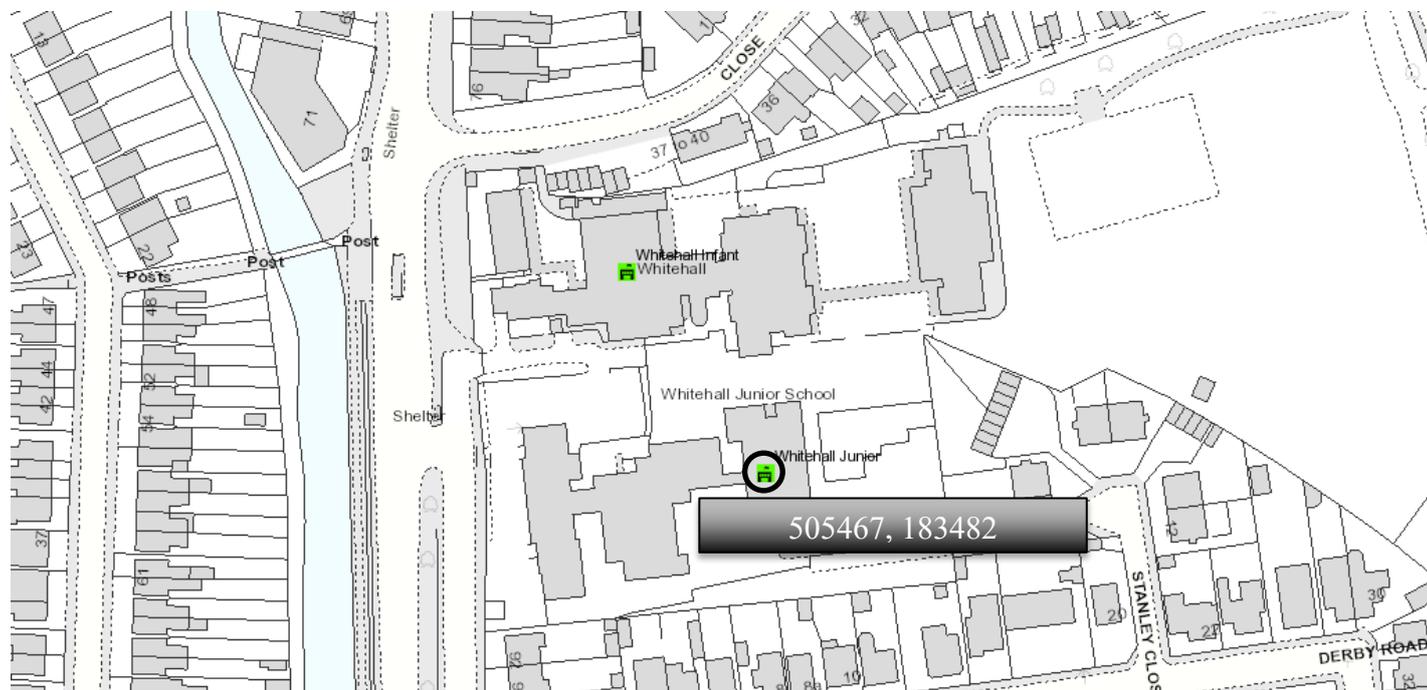
School Measuring Points

Within Hillingdon's determined admissions arrangements under the definition of the distance criterion, we publish the following, 'Distance is measured in a straight line from the child's home address to the school, using a Geographical Information System (GIS) which is based on ordnance survey data. The measurement is from the address point for the home address to the agreed address point for the school'. This only applies when using the oversubscription criteria when, there have been more applications received than places available.

The following maps are clear to view once this document is printed.

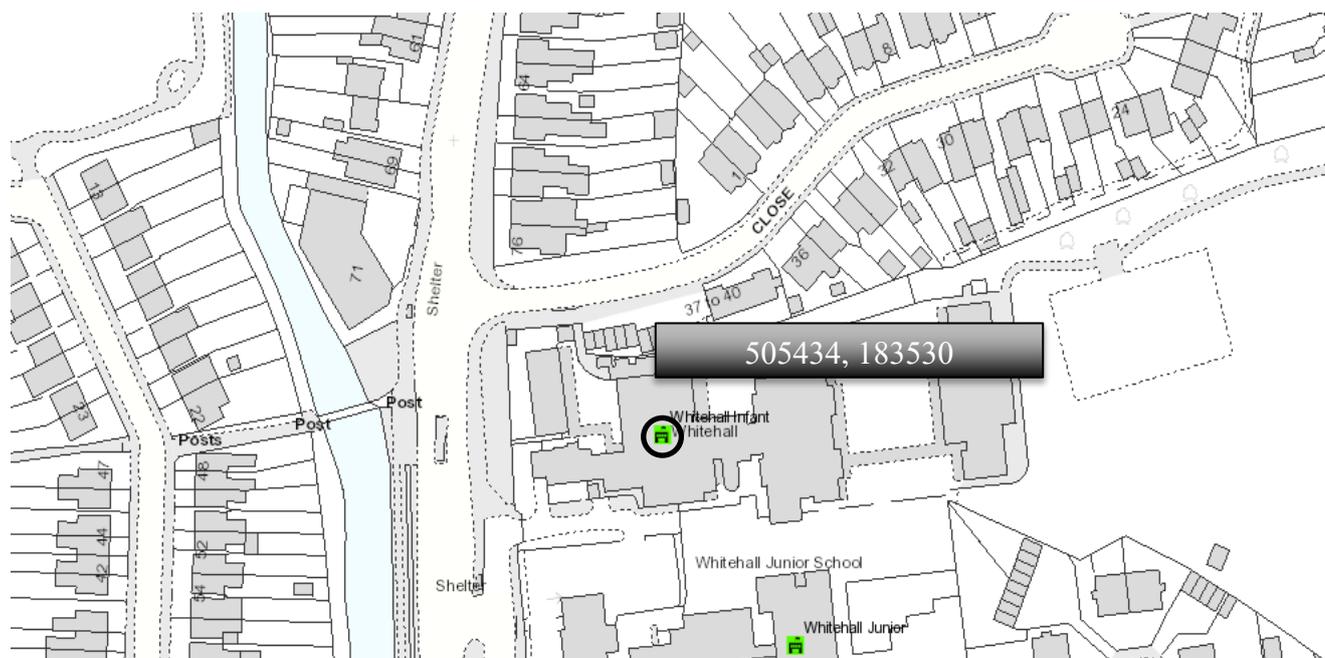
Whitehall Infant School current coordinates

The map below shows where the current coordinates for Whitehall Infant School are set (circled below). The current measuring point for this schools is calculated from Whitehall Junior School.



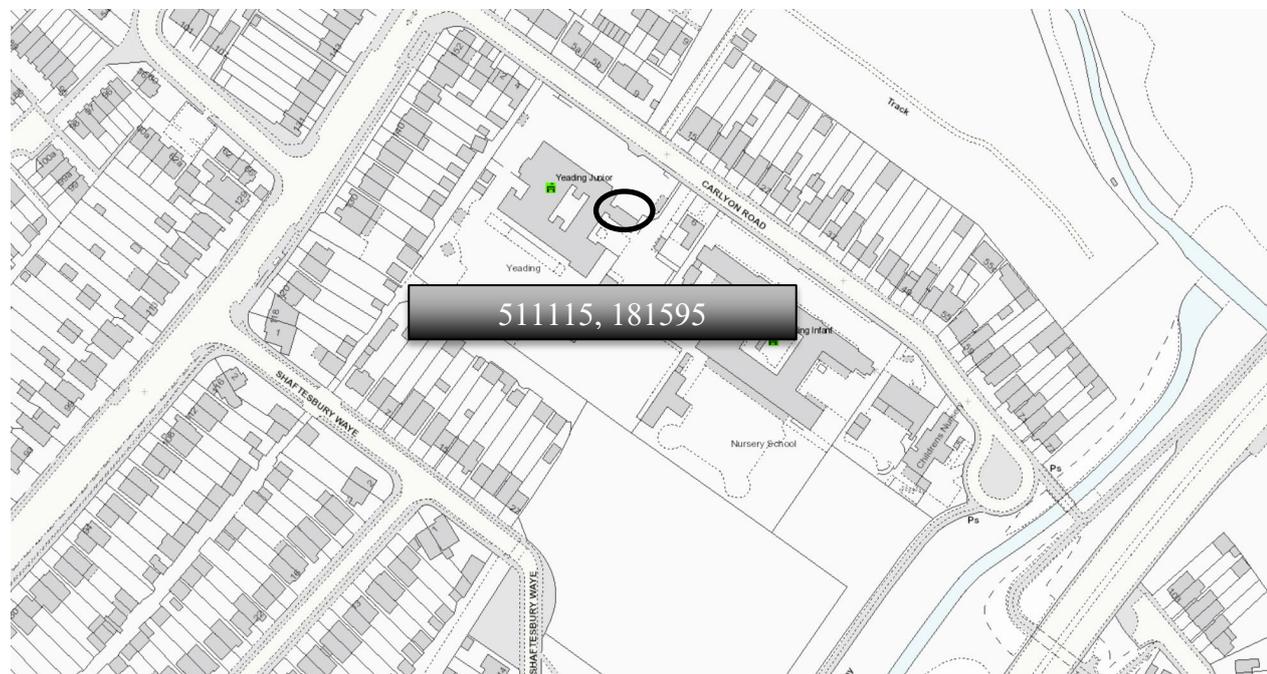
Whitehall Infant School proposed coordinates

The map below shows where the proposed measurements are to be set. The proposed measuring point provided on the map below will be calculated from a point circled at Whitehall Infant School



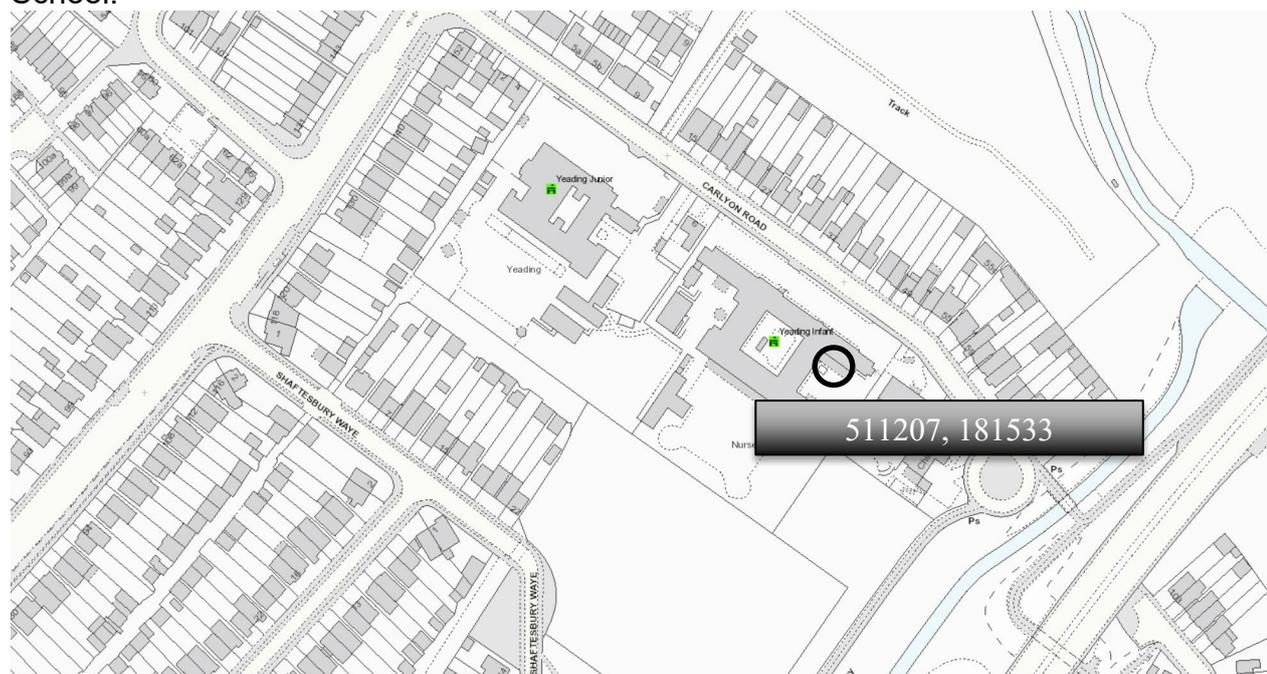
Yeading Infant & Nursery School current coordinates

The map below shows where the current coordinates for Yeading Infant & Nursery School are set (circled below). The current measuring point for this school is calculated from Yeading Junior School.



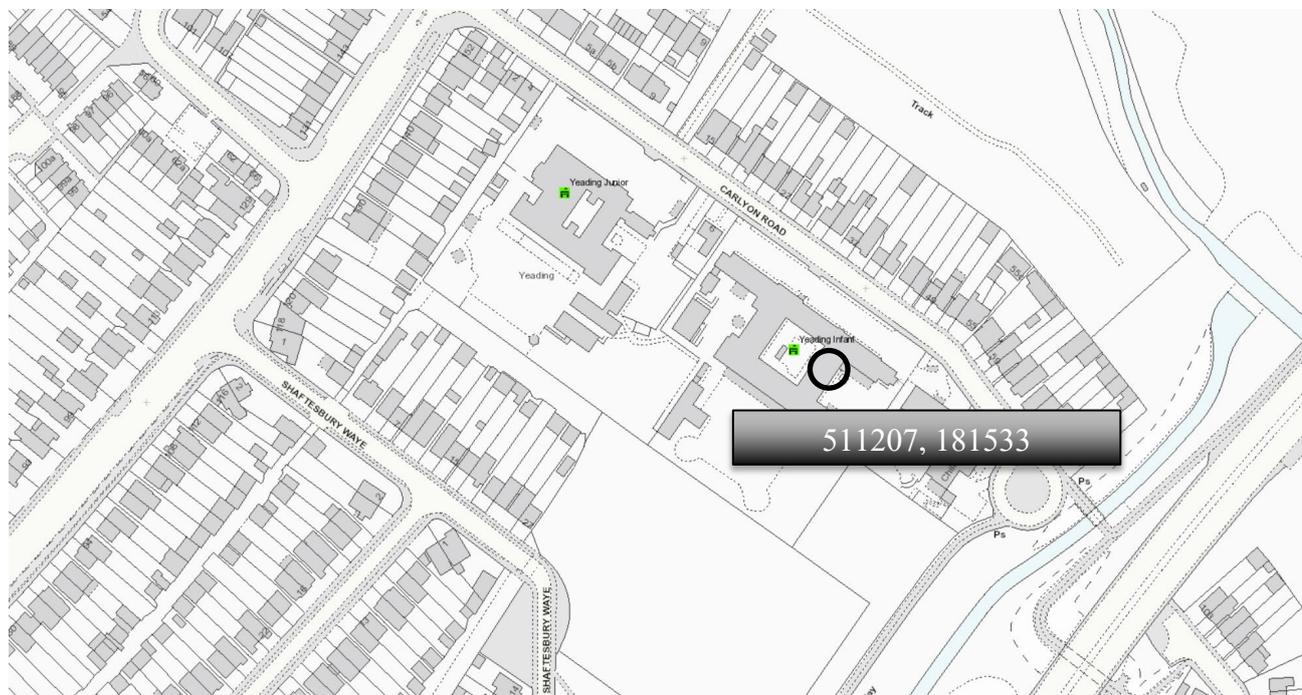
Yeading Infant & Nursery School proposed coordinates

The map below shows where the proposed measurements are to be set. The proposed measuring point provided on the map below will be calculated from a point circled at Yeading Infant & Nursery School.



Yeading Junior School current coordinates

The map below shows where the current coordinates for Yeading Junior School are set (circled below). The current measuring point for this school is calculated from Yeading Infant & Nursery School



Yeading Junior School proposed coordinates

The map below shows where the proposed measurements are to be set. The proposed measuring point provided on the map below will be calculated from a point circled at Yeading Junior School.



Appendix 2

Existing Admissions Criteria

The following applies to all community schools except for Heathrow Primary School, Harmondsworth Primary School and Frithwood Primary School which are listed below.

Existing 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 arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. (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).
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 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.
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 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 living nearest the school within 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.
Priority will be given within each criterion 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.

* 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.

The distance priority radius for each school will be set as follows.

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
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 arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. (Statutory requirement)
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.
3. Children who suffer from a long term medical or social 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 or social condition which makes it necessary for them to attend a particular school.
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.
7. Children living nearest the school within the distance priority radius.
8. Children of staff where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
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.
<p>Priority will be given within each criterion 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</p>

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.

* 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.

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.

The distance priority radius for each school will be set as follows.

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)

Harmondsworth Primary School

Existing 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 arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. (Statutory requirement)
2. Children who suffer from a long term medical or social 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 or social condition 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).
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)
7. 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 who have a sibling 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 criterion 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>

* 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.

The defined boundary area for Harmondsworth Primary School includes all residential properties satisfying the 5 conditions below:

- 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
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 arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. (Statutory requirement)
2. Children who suffer from a long term medical or social 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 or social condition 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).
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)
7. 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 who have a sibling* 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>

* 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.

The defined boundary area for Heathrow Primary School includes all residential properties located on the roads listed below

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

QUARTERLY SCHOOL PLACE PLANNING UPDATE

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Sarah Phillips, Planning, Environment, Education and Community Services
Papers with report	None
Ward	All

HEADLINES

1. The purpose of this report is to provide the Families, Health and Wellbeing Select Committee with an update on school places planning, including the latest available information on school rolls, from the October 2021 census.
2. Covid-19 has led to greater pupil movements in and out of all year groups and specific schools, adding greater uncertainty to forecasting the need for school places. The impact on individual schools varies, many have experienced very high mobility of pupils in and out during 2021, a few with a continuing, or new decline in pupils on roll. This reflects the continuing impact of the Pandemic and clearly the movement of families has not settled in Hillingdon, nor across London more widely.
3. Primary rolls overall have continued the slight decline seen each termly census since October 2019, a total 3% decline in two years. To manage this, reductions in primary PAN of 30 places (one form of entry) have been proposed in four community schools and in five foundation and academy primary schools and also in one foundation secondary school. All will continue to be larger sized schools than average, viable and be more sustainable as the reduction will enable more efficient use of resources and focus on the pupils in these schools. The reduction can be reversed if extra places are needed. Still, nearly half of all schools are full. Primary numbers may have peaked but have not steeply declined and schools are needed for residents in each area, though they may flex their size. Evidence is these shifts in demand are cyclical. Every 12 years or so areas gain more young families, especially when new housing is still being built, then households stay without children, then they move on and new families move in.
4. At secondary, the number of children on roll has increased in line with projections. Further work is underway on the future planning to meet the forecast need for additional secondary school places and to ensure there will be sufficient secondary Year 7 places for all pupils applying in 2022.

To meet the growing demand for special school places, a programme of capital works to expand and create new special schools and units in the Borough is being progressed linked to the DSG Safety Valve discussions with the DfE.

RECOMMENDATIONS

That the Committee:

1. Note the update presented in this report.
2. Question officers about the update.

SUPPORTING INFORMATION

5. The October 2021 school census has only just been completely checked (22.12.21) and is not yet fully analysed. The 2019 and 2021 projections are still being checked against the new rolls. As requested, the individual school data is appended. The table below shows the October 2021 total rolls by phase of school.

Table 1 Pupils in Hillingdon schools, October Census 2012- 2021



Note currently the 2 UTCs and 2 Studio Schools that operate at Year 10-13 are included within Secondary and Sixth Form, but it is proposed to split them in future into a new separate Planning Area, as shown on the table in the final Annex of all schools rolls at October 2021 Census.

Primary Schools - Supporting successful, sustainable and viable schools

6. The table below shows the October 2021 primary rolls by year group:

Table 2 Primary pupils in October 2021 census year by type of school and year group

Type of School	N2	N1	R	1	2	3	4	5	6	Total
Infant	731		847	829	872					3,279
Junior						864	845	893	913	3,515
Primary (I&J)*	1,782	23	2,920	3,027	2,976	2,987	2,933	3,033	3,011	22,692
All Primary phase	2,513	23	3,767	3,856	3,848	3,851	3,778	3,926	3,924	29,384

*This also includes the primary phase at Guru Nanak School.

7. In Spring, a more detailed report on proposals to support primary schools to be successful, sustainable and viable will be shared. Smaller schools including infant and junior schools are considering how to best work together to reduce running costs. The LA will support to help best serve residents and maximise the best use of the available resources. Schools with low rolls and/or declining rolls are more vulnerable to financial and staffing pressures created by fluctuating rolls and class sizes. This can impact on pupil experience and education standards. This reflects the discussions with Hillingdon schools and Trusts over the past few years and substantial London-wide discussions on activities underway in other LAs which have experienced far more decline in rolls and have more smaller schools than Hillingdon. Hillingdon has only eight one-form entry primary schools, and a similar number of infant and junior schools currently operating at around two-form entry – so each school is equivalent to one form entry.

8. Primary School Rolls – Key points and Actions

- 25 schools are 95% + full, in Reception 44% (also full in most years)
- 9 schools have a roll under 195 (including Nanaksar which is just growing rolls again as it plans to move into its new building in January 2022.)
- 9 primary PAN reductions are proposed to take effect in Reception in 2023. This will reduce the pressure on the schools with most empty spaces.
- 29 schools have 2 or more classes smaller than 25 pupils.
- A few other schools with surplus places are in contact and will be monitored for potential future action.
- Applications for Reception entry in September 2022 close in mid-January and will be analysed closely and projections will be checked against the new rolls.

Primary School Proposed PAN Reductions

9. Members have separately considered their comments to be presented to Cabinet along with the proposals to reduce the PAN of four Community schools. For completeness, the full table of current consultations – including those by Foundation schools and academies is shown below. Approval (or not) of the proposals by own admissions authorities is delegated to the Lead Member.

Table 3 All current Consultation on all changes to schools including PAN

Primary School	PPA	PAN	Type	Consultation Proposal
Harefield Infant School	1	90	Community	Reduce PAN to 60
Harefield Junior School	1	90	Community	Reduce PAN to 60
Harlyn Primary School	2	90	Community	Reduce PAN to 60
Field End Infant School	5	120	Community	Reduce PAN to 90
Field End Junior School	5	120	Academy	Reduce PAN to 90
Charville Academy	8	90	Academy	Reduce PAN to 60
Brookside Primary School	9	90	Academy	Reduce PAN to 60
Wood End Park Academy	11	150	Academy	Reduce PAN to 120
Hillside Infant School	2	90	Foundation	Reduce PAN to 60
Holy Trinity	2		VA	Temporary Closure of Nursery
Consultation on Changes to Special and Secondary Schools:				
Eden Special Academies			Academy	Propose a temporary satellite of Grangewood and Moorcroft at Pinkwell Academy 2022-24
Harlington School	S		Foundation	Proposal to open ASD Unit in new build in 2023.
Oak Wood School	S	270	Foundation	Reduce PAN to 240

Secondary School Place Planning

Secondary Rolls, Projections and Actions

10. The October 2021 census shows a rise in secondary numbers (573 more than 2019). In general rolls are rising each year and there has been significant in-year movement into secondary schools reflecting the turbulence of the pandemic, as shown in the Table below.

Table 4 October 2021 Census - Secondary Year group totals

Year Group	7	8	9	10	11	Y7-11	12	13	Total
All 18 Schools:	3,564	3,591	3,591	3,313	3,206	17,625	1,916	1,719	20,900

11. As expected, there is a high number of applications for places in 2022 Year 7. For future considerations, the secondary schools in the Borough have limited space on site to expand further and the pattern of demand is still high, though primary cohorts are slightly smaller than before. Work continues to liaise with neighbouring LAs to check if the current high level of residents seeking Year 7 places in other LAs (circa 23% of all resident applications and circa

16% of places offered) are likely to continue to be able to secure places in other LA schools.

12. In terms of the future, the rebuilding of Harlington will include an expansion of 45 places a year bringing it up to 240, an 8 form entry school. The Department for Education is progressing the appraisal of their proposed secondary free school in West Ruislip and the LA will liaise with DfE once detailed analysis of rolls and projections is completed.
13. The DfE and other boroughs agree the projections are not a simple reliable indicator on their own. There has to be a margin of 5% to cover in-year placements (circa 3.8% each year after National Offer Day), annual changes in cross-borough movements and parent popularity of schools (since the LA cannot force parents to accept places.) At this stage the applications for Year 7 indicate a large number of parents applying, and at least 15 of the 18 secondary schools will be full, with waiting lists, from National Offer Day onwards. Over a quarter of residents applied for places in schools outside the LA. This are large numbers and uncertainties to plan around. As schools, particularly faith and selective, in other LAs are also under pressure from high numbers of applications, some of those parents may create extra demand for places in the 18 schools, where they have put lower preferences. The 2022 national offer day data will help to understand where projections are most accurate. At this stage there is not a case for creating further secondary places.
14. Further discussions continue with DfE on the real capacity available for Hillingdon residents. In the furthest north, Harefield Academy is now graded 'good' by Ofsted, but has a very low roll and the demand for places there is mainly from Harefield village and not from other Hillingdon residents, mainly due to its isolated semi-rural location and limited public transport links. It has most of the surplus places available but is closer and more accessible to residents of Herefordshire and Buckinghamshire, and this is where an increase in rolls is more likely, as in the past the rolls were half Hillingdon and half other LA residents. In effect, this means around 45 places of Hillingdon empty capacity at Harefield may potentially not be filled by Hillingdon pupils. Further analysis of pupils and postcodes is planned as in practice, being unable to fill this capacity at Harefield requires an extra 1% margin of capacity to meet residents demand for school places.

Special Provision

15. The appended tables show that total rolls of the seven special schools in October 2020 was 955, a rise of 72 in a year, 8%. The summary is shown in the table below:

Table 5 October 2021 Census: Special school roll totals by year group

Year Group	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
All 7 Schools:	5	27	35	60	67	68	78	79	86	79	69	83	71	64	42	42	955

16. Every special school is full, with higher rolls, and a higher proportion of Hillingdon residents than before. Some have exceeded numbers and had slight expansions to facilities to accommodate more pupils and those with more complex needs. Hedgewood had substantial expansion over the summer holidays to add 34 new places in four new classrooms and improve facilities for therapy and personal care across the school and external areas.

17. Unfortunately, site issues have delayed the DfE in the substantial new build special free schools at Grand Union Village and Pinn River on the Grangewood site which would create 180 + 80 = 260 brand new high quality places but will also house pupils from Grangewood and the Sunshine House building; so a net 130 new places. To mitigate the delay and meet the continuing demand, a temporary unit of Moorcroft and Grangewood is proposed in the empty building at Pinkwell school and to enable intake extra intake in September 2022 to stay in the building until the new buildings are complete in 2024. This is subject to final agreement between the LA and both trusts and the DfE early in the new year.

18. The table below shows the total number of pupils in Hillingdon schools with a special need, some have EHCPs, others require less support to achieve in schools. Note that some of the pupils may not be Hillingdon residents. The January 2021 Census asks more detailed questions about SEN at pupil level and is the source of detailed data about SEN specific needs in each school, and with will be reported to the committee when available, including with other data on Hillingdon residents with SEND.

Table 6 Pupils with Special Education Needs (EHCP or not) in Hillingdon Schools October 2021

Establishment Type	No SEN %	SEN	SEN %	Total Full Time
Special School	0.0%	955	100.0%	955
Nursery School	87.3%	13	12.7%	102
Primary School	85.8%	4,075	14.2%	28,788
Pupil Referral Unit	48.4%	32	51.6%	62
Secondary School	88.7%	2,452	11.3%	21,740
	85.4%	7,517	14.6%	51,647

Notes - The total differs as it does not include part-time nursery pupils.

19. From now until 2024, DfE funded and managed Priority School Building Projects or Free Schools will update facilities in LBH special schools, and will create extra places, including one completely new extra special Free School and two schools closing and reopening as enlarged Free Schools. All these places will be commissioned for LBH residents and there will also be 36 new places in two new secondary Designated Units. This will reduce use of out of borough provision and lower placement costs, though some cross-borough movement and use of specialist provision will always be needed.

20. It is clear that demand for places in specialist provision in the Borough is still rising from pupils who are:

- a) Newly assessed with complex needs-at age 5 and, increasingly earlier.
- b) In other schools in the borough.
- c) Newly moving into the borough.
- d) In specialist provision in the Non-Maintained and Independent schools further from their homes and at high cost.

21. The planned DfE and other expansions had been thought to be sufficient to meet need until the large rise in EHCPs in 2019-20 prompted further detailed refreshed planning. This is underway to project future needs of pupils and also consider the short-term requirements. Investigations began in 2019 with specific schools and Trusts to explore the potential for large surplus space in mainstream schools to be repurposed to meet the demand for more special needs provision. This requires building, outdoor space, access and management commitment and staffing expertise, with the option to run in partnership with special schools, or as a

satellite of an existing special school. These models are complex, being developed across London and supported in principle by the DfE, but will require approval from the relevant governors, Trusts, DfE and the LA as commissioner.

22. Therefore, the table below summarises all the recent and current projects; the most recently completed expansions, those in progress by the DfE, and proposals now being explored to fully commit all the DfE SEND Capital grant. More SEN capacity was promised in the 2021 Autumn budget and Hillingdon is making explicit a capital bid within the Safety Valve Plan.
23. The LA has to fund all the capital for new places it commissions, maximising the use of specific grants from DfE and free school bids, in order to reduce the cost of capital borrowing which falls on the General Fund. DfE currently has no new bidding round open for Free Schools. The Spending Review November 2021 implied the DfE will invite new special Free School bids in 2022.
24. Hillingdon is very short of useable space on existing school sites or of potential sites for schools. Community School projects are easier and quicker as LA owned sites can manage the works direct. However, most potential useable surplus space is not in community schools. Some of our proposed projects are complex, innovative and involve several sites and different Trusts - requiring more different consultations and DfE approvals across all the stakeholders, and cross-referenced legal agreements.
25. Each project is different due to different providers, pupil numbers and needs and site constraints, requiring different consultations and approvals such as:
 - Statutory significant variation to schools requiring DfE approvals for changing or adding site, age phase, specialist need provided for.
 - Site and building agreement and feasibility study.
 - Indicative costs and capital funding agreed.
 - Planning permission.
 - Contract to deliver works.
 - LA Commissioning numbers and top-ups with Trust and DfE.
 - Leases, MOUs contracts etc.
 - All pupils who will move site or school have to have their EHCP reviewed and their parents must agree.
 - Some interim sites are not appropriate for all pupils.

Table 7 New Special Provision Completed, Underway or in feasibility

WORKING DOCUMENT AT 22.12.22 - Subject to continuous review and revisions.

Project Name	School Name	Primary Need	Phase	EXTRA places added	Build Date	Available Date
COMPLETED 2019 - 2021 using DfE SEN Capital Grants - approval from Hillingdon members and SEN Sufficiency Board						
Extra places and upgraded facilities	Moorcroft	SLD / PMLD	Secondary	16	2019	Sep-20
Extra places and upgraded facilities	Hedgewood School	MLD/ASD	Primary	18	2019	Oct-20
Sensory Room to enable ASD students	Uxbridge College	ASD		30	2019	Sep-20
Extra places and upgraded facilities	Moorcroft	SLD / PMLD	Secondary	7	2021	Sep-21
Extra places and upgraded facilities	Hedgewood	MLD/ASD	Primary	34	2021	Sep-21
TOTAL Extra places added				105		
AGREED IN DfE PROGRAMMES but subject to potential rescheduling / final reviews. Funded within DfE Free School and PSBP programmes. Individual project costs not known, within Hillingdon 13 Schools in DfE programmes total c £220m. DfE absorb all construction cost rises.						
Upgrade facilities to Required standards	Meadow School	MLD/ASD	Secondary	0	2020-23	Sep-23
Rebuild and expand on existing site	Young People's Academy	SEMH/ASD	Secondary	52	In progress	April 2022
Secondary ASD Unit - within PSBP rebuild and expansion of large secondary school	Harlington School - ASD Unit	ASD/MDL	Secondary	15	21-24	Sep-23
Primary SLD/PMLD Free School	Grand Union Village (Primary)	SLD/PMLD/ASD	Primary SLD/PMLD Free School	80	22-23	September 2024
All-through SLD/PMLD Free School	Pinn River Free School	SLD, PMLD, MSI	all-age	50	23-24	September 2024
Secondary ASD Unit - within larger new free school project	Bishop Arden FS - ASD Unit	ASD/MLD	Secondary	21	22-24	September 2024

PROPOSALS in FEASIBILITY STAGES - Pending all necessary approvals from Members, SEN Sufficiency Board, DfE and Trust Boards - Most funding from remaining SEN Capital Grants and new SEN capital announced in November 2021.

New SLD provision on Pinkwell school site. (Elliot Foundation Trust)	Satellite of Grangewood & Moorcroft schools to take in new pupils ahead of Pinn River & GUV opening in 2024.	SLD/PML D/ASD	Primary & Secondary	40	2022-24	Sep-22
Expand / create one or more SRPs	Various schools and Trusts in discussions					Sept 23 onwards
Remove obsolete buildings with no loss of places. Expand by rebuild & use of a new second site at Harefield Academy Boarding Block.	Meadow School	MLD/ASD	Secondary (community School)	98	2022-24	2024/25
Expand SRP or create new Unit. Possibly create full new Special School - new Free School bid.	Primary Academy Trust	ASD, SLD, MLD	Primary	12 80	22-24 23-25	Sep-23 2025/26
Specialist EY Assessment Base (South)	possible adaption of existing community school	MLD / ASD	Nursery	16	2022	Sep 22
Specialist EY Assessment Base (North)	Provider and site tbc - ideally a community school	MLD / ASD	Nursery	16	22-23	Sep 23
Independent Post 19 College	Possible relocating in the borough	SLD/PML D/ASD	post-16-25	50	22	Sep 22

Potential Interim provision to meet needs from 2023. NO SITES or PROVIDERS YET so NO INDICATIVE COSTS.

Interim satellite provision 2023	Host Provider and site(s) to be identified	MLD /ASD	Primary & Secondary	30	22-23	Sep 23
Possible New provision	Host Provider and site(s) to be identified	SLD/ ASD PMLD	Secondary	80	22-25	Sep-25
Possible New provision	Host Provider and site(s) to be identified	MLD /ASD	Primary & Secondary	80	22-25	Sep 25
Total Extra places				680		

Financial Implications

26. The financial implications are being reviewed of the different options for meeting future demand for special school places, both capital and revenue, as part of the Council's budget setting process, and the DSG Safety Vale Submission to the DfE.

Background Papers

27. None.

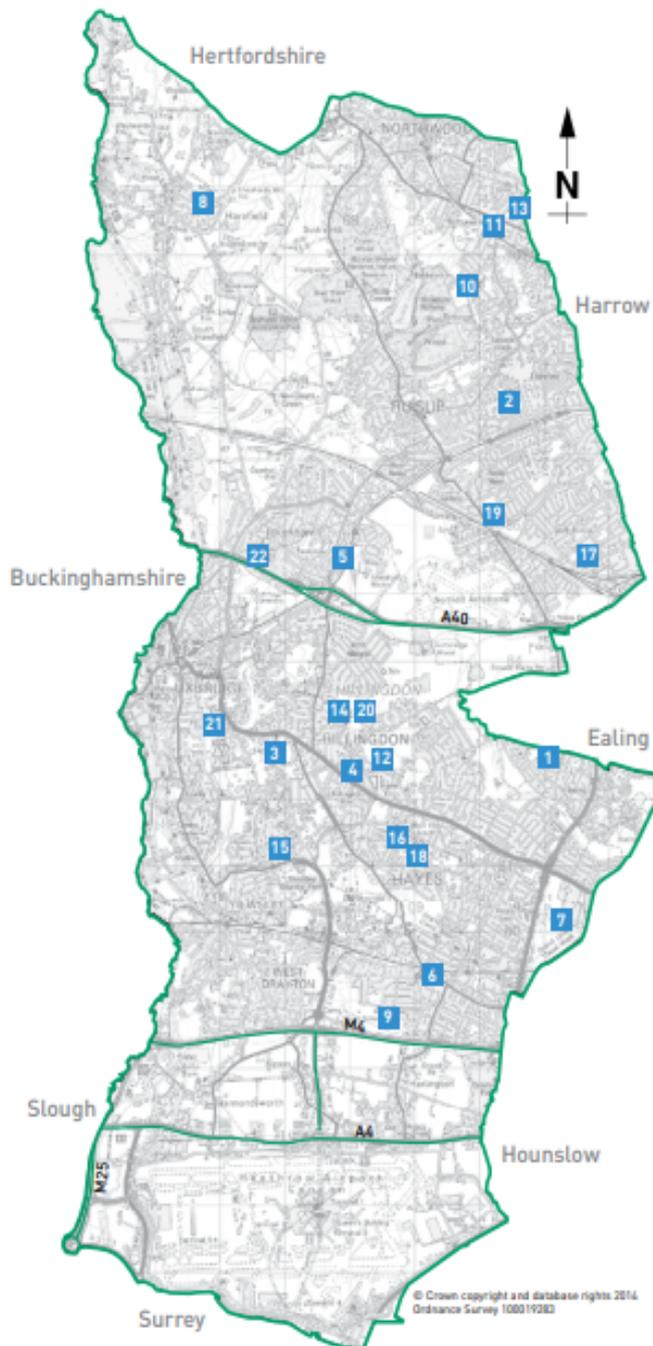
ANNEXES

Annex 1 - Primary Planning Areas (PPA 1-14)



1. Harefield
2. Frithwood, Harlyn, Hillside, Holy Trinity CofE
3. Bishop Winnington Ingram CofE, Coteford, Warrender, Whiteheath
4. Breakspear, Glebe
5. Bourne, Deanesfield, Field End, Lady Bankes, Newnham, Ruislip Gardens, Sacred Heart RC, St Swithun Wells RC
6. Cowley St Laurence, Hermitage, John Locke Academy, St Andrew's CofE, St Andrews Park CofE, St Mary's RC, Whitehall
7. Highfield County, Hillingdon, Oak Farm, Ryefield, St Bernadette's RC
8. Charville, Grange Park, Hayes Park, Hewens
9. Belmore, Brookside, Yeading
10. Colham Manor, Rabbsfarm, St Matthew's CofE
11. Botwell House RC, Dr Triplett's CofE, Guru Nanak Sikh, Lake Farm Park Academy, Minet, Nanaksar Sikh, Rosedale College, Wood End Park
12. Cranford Park, Pinkwell, William Byrd
13. Harmondsworth, Heathrow
14. Cherry Lane, Laurel Lane, St Catherine's RC, St Martin's CofE, West Drayton

Annex 2 - Map of Hillingdon Secondary Schools



Key

- A** Academy
- F** Foundation school
- S** Studio college (14 to 19 year olds only)
- U** University technical college (14 to 19 year olds only)

Please note: Each school's status is correct at the time of publication.

- 1** **A** Barnhill Community High School
Hayes (DfE 5412)
- 2** **A** Bishop Ramsey C of E School
Ruislip (DfE 4600)
- 3** **A** Bishopshalt School
Hillingdon (DfE 5400)
- 4** **S** De Salis Studio College
Hayes (DfE 4009)
- 5** **A** The Douay Martyrs School
Ickenham (DfE 5408)
- 6** **U** Global Academy
Hayes (DfE 4014)
- 7** **A** Guru Nanak Sikh Academy
Hayes (DfE 4654)
- 8** **A** The Harefield Academy
Harefield (DfE 6906)
- 9** **F** Harlington School
Hayes (DfE 5411)
- 10** **A** Haydon School
Eastcote (DfE 5401)
- 11** **U** UTC Heathrow
Northwood (DfE 4002)
- 12** **A** Hewens College
Hayes (DfE 5407)
- 13** **A** Northwood School
Northwood (DfE 5405)
- 14** **F** Oak Wood School
Hillingdon (DfE 5409)
- 15** **A** Park Academy West London
Yiewsley (DfE 4021)
- 16** **S** Parkside Studio College
Hayes (DfE 4000)
- 17** **A** Queensmead School
South Ruislip (DfE 5403)
- 18** **A** Rosedale College
Hayes (DfE 5406)
- 19** **A** Ruislip High School
Ruislip Manor (DfE 4023)
- 20** **A** Swakeleys School for Girls
Hillingdon (DfE 5410)
- 21** **A** Uxbridge High School
Uxbridge (DfE 5404)
- 22** **A** Vyners School
Ickenham (DfE 5402)

Annex 3 ALL HILLINGDON SCHOOL ROLLS – OCTOBER 2021 CENSUS

School Name	Establishment Phase	N2	N1	
McMillan	1. Nursery School	102		102
	Nursery Schools Total	102		102

School Name	Establishment Phase	N2	N1	R	1	2	
Coteford I	2. Infant School	44		56	66	63	229
Field End I	2. Infant School	80		80	81	97	338
Grange Park I	2. Infant School	68		93	87	106	354
Harefield I	2. Infant School	53		51	57	63	224
Hillside I	2. Infant School	45		62	58	53	218
Minet I	2. Infant School	78		106	113	84	381
Newnham I	2. Infant School	46		89	84	90	309
Whitehall I	2. Infant School	63		100	96	114	373
Whiteheath I	2. Infant School	51		90	81	90	312
Yeading I	2. Infant School	101		120	106	112	439
	Infant Schools Total	629	0	847	829	872	3,177

School Name	Establishment Phase	3	4	5	6	
Coteford J	3. Junior School	79	71	73	80	303
Field End J	3. Junior School	87	90	99	92	368
Grange Park J	3. Junior School	102	90	107	101	400
Harefield J	3. Junior School	59	61	66	81	267
Hillside J	3. Junior School	60	47	62	64	233
Minet J	3. Junior School	101	109	114	96	420
Newnham J	3. Junior School	89	88	90	89	356
Whitehall J	3. Junior School	86	99	87	106	378
Whiteheath J	3. Junior School	81	76	85	87	329
Yeading J	3. Junior School	120	114	110	117	461
	Junior Schools Total	864	845	893	913	3,515

School Name	Establishment Phase	N2	N1	R	1	2	3	4	5	6	
Belmore	4. Primary School	61		78	88	82	85	77	67	78	616
Botwell House	4. Primary School	78		90	90	89	86	90	90	90	703
Bourne	4. Primary School	14		24	29	29	26	29	26	29	206
Breakspear	4. Primary School	49		74	90	90	85	74	90	90	642
Brookside	4. Primary School	35	3	37	41	46	50	45	51	49	357
BWI	4. Primary School	9		21	19	28	28	34	29	35	203
Charville	4. Primary School	37		46	54	51	76	57	63	68	452
Cherry Lane	4. Primary School	46	5	90	83	85	80	89	85	86	649
Colham Manor P	4. Primary School	68		86	88	83	83	76	83	80	647
Cowley & St Laurence	4. Primary School	25		51	56	59	51	53	58	50	403
Cranford Park	4. Primary School	72		112	119	113	117	120	116	115	884
Deanesfield	4. Primary School	58		90	87	89	90	92	87	90	683
Dr Triplett's	4. Primary School	42		59	60	58	60	57	60	57	453
Frithwood	4. Primary School	28		55	56	50	60	53	56	55	413
Glebe	4. Primary School	45		88	91	85	86	86	81	84	646
Guru Nanak Academy	4. Primary School			57	57	60	60	60	90	62	446
Harlyn	4. Primary School	35		53	59	52	59	58	85	85	486

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Harmondsworth	4. Primary School	22		29	29	29	19	30	29	27	214
Hayes Park	4. Primary School	52		81	83	90	83	91	92	90	662
Heathrow	4. Primary School	30		56	55	59	50	53	59	50	412
Hermitage	4. Primary School	31		60	60	59	57	59	60	59	445
Hewens Primary	4. Primary School	27	1	54	56	46	54	52	58	58	406
Highfield	4. Primary School	20		26	52	40	21	40	57	59	315
Hillingdon	4. Primary School	61		90	91	90	92	88	90	91	693
Holy Trinity	4. Primary School	5		30	28	27	29	26	27	26	198
John Locke	4. Primary School	47		90	90	90	85	82	78	70	632
Lady Bankes P	4. Primary School	43		83	71	84	89	78	88	89	625
Lake Farm Park	4. Primary School	61		89	85	88	90	89	86	77	665
Laurel Lane	4. Primary School	34	13	39	49	43	37	33	23	49	320
Nanaksar	4. Primary School			15	40						55
Oak Farm P	4. Primary School	44		86	88	70	73	78	77	87	603
Pinkwell	4. Primary School	48		81	71	81	84	76	72	77	590
Rabbsfarm	4. Primary School	35		86	88	81	75	83	75	62	585
Rosedale Primary	4. Primary School	36		56	42	45	59	58	57	59	412
Ruislip Gardens	4. Primary School	25		36	37	47	51	45	39	57	337
Ryefield	4. Primary School	45		58	49	48	56	52	57	60	425
Sacred Heart	4. Primary School	51		90	90	87	90	88	90	90	676
St Andrew's	4. Primary School	13		24	26	30	25	24	23	25	190
St Bernadette's	4. Primary School	36		47	51	59	60	57	58	51	419
St Catherine's	4. Primary School	17		30	30	30	30	28	30	25	220
St Martins	4. Primary School	18		41	45	51	47	43	37	29	311
St Mary's	4. Primary School	28		30	31	30	31	30	30	30	240
St Matthew's	4. Primary School	35		59	60	56	55	50	58	60	433
St Swithun Wells	4. Primary School	23		30	25	30	30	30	30	29	227
Warrender	4. Primary School	31	1	56	59	59	61	29	28	30	354
West Drayton Academy	4. Primary School	51		89	90	91	90	90	87	84	672
William Byrd Academy	4. Primary School	56		82	64	74	62	79	78	79	574
Wood End Park	4. Primary School	55		86	125	113	120	122	143	129	893
	Primary Schools Total	1,782	23	2,920	3,027	2,976	2,987	2,933	3,033	3,011	22,692

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School Name	Establishment Phase	7	8	9	10	11	12	13	
Barnhill Community	5. Secondary School	239	269	238	243	235	148	147	1,519
Bishop Ramsey	5. Secondary School	185	185	218	184	185	160	146	1,263
Bishopshalt	5. Secondary School	187	187	185	185	185	192	187	1,308
Douay Martyrs	5. Secondary School	270	262	256	235	241	139	114	1,517
Guru Nanak Academy	5. Secondary School	208	179	180	179	179	95	102	1,122
Harefield Academy	5. Secondary School	36	46	61	66	66	38	15	328
Harlington	5. Secondary School	195	241	198	197	194	145	89	1,259
Haydon	5. Secondary School	288	245	291	270	267	195	194	1,750
Hewens College	5. Secondary School	83	96	107	85	68	3	8	450
Northwood	5. Secondary School	179	179	178	178	172	53	45	984
Oak Wood	5. Secondary School	175	223	230	189	173	59	28	1,077
Park Academy	5. Secondary School	178	154	160	102	117	48	37	796
Queensmead	5. Secondary School	240	240	240	240	238	127	113	1,438
Rosedale College	5. Secondary School	190	170	139	141	140	42	39	861
Ruislip Community	5. Secondary School	204	207	204	179	180	120	122	1,216
Swakeleys	5. Secondary School	240	239	238	235	179	118	121	1,370
Uxbridge High	5. Secondary School	227	228	230	224	213	120	84	1,326
Vyners	5. Secondary School	241	244	243	184	178	128	134	1,352
	Secondary Schools Total	3,565	3,594	3,596	3,316	3,210	1,930	1,725	20,936

School Name	Establishment Phase	9	10	11	12	13	14	
DeSalis Studio College	6. Secondary Studio/UTC	42	37	37	16	8		140
Parkside Studio College	6. Secondary Studio/UTC	9	19	32	2			62
The Global Academy	6. Secondary Studio/UTC		57	74	121	94	12	358
UTC Heathrow	6. Secondary Studio/UTC		44	46	93	61		244
	Studio/UTC Schools Total	51	157	189	232	163	12	804

School Name	Establishment Phase	7	8	9	10	11	
The Skills Hub	7. Pupil Referral Unit	1	6	8	13	34	62
	Pupil Referral Unit Total	1	6	8	13	34	62

School Name	Establishment Phase	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Grangewood	8. Special School	5	17	17	18	18	21	15	17									128
Hedgewood	8. Special School		10	16	31	35	34	38	27									191
Meadow	8. Special School									35	36	21	39	33	35	28	28	255
Moorcroft (Eden)	8. Special School									15	18	22	17	15	13	8	12	120
Pentland Field	8. Special School			2	4	7	6	11	13	25	14	16	16	10	16	6	2	148
The Willows	8. Special School				7	7	7	14	22									57
Young People's Academy	8. Special School									11	11	10	11	13				56
	Secondary Schools Total	5	27	35	60	67	68	78	79	86	79	69	83	71	64	42	42	955

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Overview of Corporate Parenting Responsibilities

Committee name	Family, Health and Wellbeing Select Committee
Officer reporting	Alex Coman, Social Care and Health
Papers with report	The Council's Corporate Parenting Responsibilities
Ward	All

HEADLINES

- The report provides a briefing to the Families, Health and Wellbeing Select Committee regarding the Council's Corporate Parenting responsibilities. This briefing is aimed at reiterating to the Committee the role of the whole Council in looking after and protecting children and young people when, for whatever reason, they can't safely stay at home.
- This role is one that falls on all of us, officers and elected members and it is not the sole responsibility of the lead member or director of children's services.
- Championing the needs and rights of our children across the Council and embedding the Corporate Parenting principles is key to doing the best for the children in our care.

RECOMMENDATIONS:

That the Committee:

1. **notes the content of the report.**
2. **continues to embed the corporate parenting ethos in the workings of the Committee and champion them across the Council.**

SUPPORTING INFORMATION

1. When a child or young person enters the care of the Council, the role of being a parent is shared by the local authority with the parents. This is known as Corporate Parenting.
2. At end of October 2021 Hillingdon Council was corporate parent for 393 children under the age of 18 and 508 aged 18 to 25.
3. The Children and Social Work Act 2017 defined for the first time in law the responsibility of corporate parents to ensure, as far as possible, secure, nurturing and positive experiences for looked-after children and young people, and care leavers.
4. The statutory guidance identifies a critical question that Local Authorities (officers and elected members alike) must ask themselves in adopting a corporate parenting ethos: 'would this be good enough for my child?'
5. In Hillingdon, the way in which these duties are discharged is regularly reviewed and scrutinised by the Corporate Parenting Panel which is co-chaired by an elected member and one of our children who is a member of the Children in Care Council.

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Implications on related Council policies

A role of the Select 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

When a child or young person enters the care of the Council, the role of being a parent is shared by the local authority with the child's parents. The Corporate Parenting principles and ethos support the delivery of services and support to all our children who are in the care of Hillingdon Council, regardless of where they live.

Financial Implications

There are no direct financial implications arising from this report.

Legal Implications

This report is in line with the existing legislation relating to children in care. The Borough Solicitor confirms that there are no specific legal implications arising from this report.

BACKGROUND PAPERS

Corporate parenting resource pack published by Local Government association - [Corporate parenting resource pack | Local Government Association](#)

Working together to safeguard children, Department of Education, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Children and Social Work Act 2017
<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

The Council's corporate parenting responsibilities

Summary

1. This report provides a briefing to the Families, Health and Wellbeing Select Committee regarding the Council's Corporate Parenting responsibilities. This briefing is aimed at reiterating to the Committee the role of the whole council in looking after and protecting children and young people when, for whatever reason, they can't safely stay at home.
2. This role is one that falls on all of us, officers and elected members and it is not the sole responsibility of the lead member or director of children's services.
3. Championing the needs and rights of our children across the council and embedding the Corporate Parenting principles is key to doing the best for the children in our care.

Who are Looked After Children?

1. Throughout this document we shall refer to children and young people who are looked after or leaving care as "our children and young people". This is fundamental to our vision
2. A child can become a child in care at any age and they continue to be so until their 18th birthday, or until they return home, or are adopted.
3. Our corporate parenting duties do not end when a child reaches the age of 18. They continue until the young person is 21 and until they are 25 if they agree or ask for support.
4. At end of October 2021 Hillingdon Council was corporate parent for 393 children under the age of 18 and 508 aged 18 to 25.
5. As part of Pathway Planning with our children who leave care we support their transition into adulthood, including actively supporting their mental wellbeing, education, training and employment, having high aspirations and ensuring they are provided safe and appropriate housing choices.
6. Children may enter care for all sorts of reasons. But many enter because they have been abused or neglected. In Hillingdon we have another significant cohort of children who are in our care as they are unaccompanied Asylum Seeking Children (UASC). To put this in context, in Hillingdon 27% of our children are UASC whilst last national published average was 6%
7. Of the 900 children mentioned above, 43% arrived in Hillingdon seeking asylum unaccompanied by an adult
8. Regarding the accommodation, our children are:
 - living with foster parents
 - living in a residential children's home

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- living in semi-independent residential homes
- living in residential settings like schools
- living in secure settings as a result of being remanded to custody

Corporate Parenting Role

9. When a child or young person enters the care of the Council, the role of being a parent is discharged by the local authority. This is known as Corporate Parenting. For the majority of our children, Hillingdon Council holds legal parental responsibility or shares parental responsibility with the children's parents.
10. The role of a corporate parent is undoubtedly one of the most important duties and responsibilities that Councillors, Council officers and staff have in trying to be the best "parent" possible.
11. 'Corporate Parenting' describes the collective responsibility of the Council and its partners to provide the same care and protection for our children as they would for their own children. When reviewing any service that could impact upon our children, both officers and councillors should always consider "what if this was my child? Would this be good enough?"
12. The statutory responsibilities for Councils are rooted in legislation. They are set out in the Children Act 1989, including through amendments made by the Children (Leaving Care) Act 2000, the Children and Families Act 2014 and The Children and Social Work Act 2017.

Corporate Parenting Principles

13. The Children and Social Work Act 2017 introduced seven corporate parenting principles that Councils must have regard to when looking after children in care:
 - Principle 1 - To act in the best interests, and promote the physical and mental health and well-being, of those children and young people
 - Principle 2 -To encourage those children and young people to express their views, wishes and feelings
 - Principle 3 -Take into account the views, wishes and feelings of those children and young people
 - Principle 4 -To help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners
 - Principle 5 -To promote high aspirations, and seek to secure the best outcomes, for those children and young people
 - Principle 6 -For those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
 - Principle 7 -To prepare those children and young people for adulthood and independent living.

Corporate Parenting in Hillingdon

14. In Hillingdon we are committed to our children and support them throughout their journey.

We focus on ensuring their safety and wellbeing by ensuring they have clear and co-produced plans that meet their needs, these plans are monitored and scrutinised regularly by Independent Reviewing Officers and they develop good relationships with social workers and personal advisors (Personal Advisors (PAs) are the allocated workers for our children when they leave care).

15. Their education and ambitious achievements are promoted by their carers, by their social workers and a dedicated Virtual School team.
16. The progress and achievements are regularly reviewed and scrutinised by the Corporate Parenting Panel which is co-chaired by an elected member and one of our children who is a member of the Children in Care Council.
17. The Panel meets quarterly and scrutinise the delivery of services, receive annual and thematic reports from council officers and other agencies and most important put our children in the driving seat and enable them to take part of the scrutiny process and share their lived experiences with officers and elected members.
18. In Hillingdon we have an effective Children in Care Council which ensures that children have a say in the decisions that are made about them and they are also involved in service planning and recruitment. In addition to this, unique to Hillingdon we are implementing the "Choose your own Social Worker" approach that allows our children to decide themselves which worker should be allocated to them rather than a team manager making that decision. The pilot that tested this approach showed increased engagement and better working relationship between our children and their workers.
19. The children's right to have a voice and to be heard is further supported by provision of Independent Advocacy commissioned from Coram. During the year more than 50% of our children using this service have accessed it themselves without professional support which evidences that they are informed of and know their rights.
20. For our children "permanency" is defined as being a framework of emotional, physical and legal conditions that gives a child a sense of security, continuity, commitment and identity. Children require consistency and continuity of care in order to provide them with a foundation from which their physical, emotional and developmental needs can be fully met, allowing them to reach their full potential.
21. We achieve that by well trained and supported carers for your children and provision of well-matched and suitable placements. For young children adoption is always considered when appropriate and we are working well with the Regional Adoption Agency – Ambitious for Adoption to promote both adoption and early permanency for our children.
22. In recognition of Hillingdon's commitment to Early Permanence for our children (formerly referred to as Foster to Adopt) we have achieved the Early Permanence Quality Mark from the Centre for Early Permanence.
23. This quality mark endorses that we are a local authority who ensure we achieve permanence for young children as early and as quickly as possible where the care plan is

likely to be adoption; from early identification, assessment, matching and placement.

24. Presently we are the only local authority in London to have succeeded in achieving the full quality mark.

25. In going forward, we remain committed to ensure that the principles highlighted in the legislation and our determination to put our children first are embraced by the entire local authority and our partners.

26. We strongly believe and recommend that the corporate parenting responsibilities continue to be incorporated into the activities and decisions of the Families, Health and Wellbeing Select Committees. This will strengthen further this important responsibility across the Council's functions and will further embed the 'corporate parenting ethos' across the Council, championed by our dedicated elected members.

These are a few examples of the achievements of our children supported by their corporate parents:

Child 1 - 12 years old child in care

Child 1 had not had contact with his family members since coming into care in 2016. His social worker worked hard in progressing life story work and working with his sister to enable them to have contact again. They have seen each other for the first time in 5 years and, with support, they spend half a day together doing various activities. The day went incredibly well and is the start of a long-term relationship for Child 1 and his sister.

The work evidences why it is so important that, when possible, we try and nurture repair and encourage contact (as long as it is safe to do so). It also shows what having a positive placement and the right support can help achieve! The contact support worker said:

"Child 1 states he was nervous but excited..... Child 1 got lots of hugs from his sister and had the biggest, and I mean THE biggest, smile on his face while giving her a hug and throughout the day!"

Child 2 - 16 years old child in care

We have been particularly proud of one of our young people Child 2 who was moved in Hillingdon from another borough due to significant concerns around Criminal Exploitation and gang related activities. At the time of the move he was not attending education.

A robust multi-agency plan was developed with Child 2 in Hillingdon including Social Care, Youth Justice Service, Axis Team, Police, Housing, Health and Education. The relationship built by his social worker through intensive one to one direct work sessions enabled a good understanding of Child 2's life experiences and how a cumulation of extra-familial abuse and risks impacted on his vulnerability and the relationship with his family and peers.

The stable and supportive relationship with his social worker and a strong and committed professional network around him, led to Child 2 becoming settled and secure, not involved in criminal activities and he is now attending Uxbridge College where he has been described as the best student in his course!

CL1 – 24 years old care leaver

CL1 arrived in the UK from his native country of Afghanistan in January 2010 not speaking English and dreaming to become a pilot and to follow in the footsteps of his uncle who inspired him as a child. CL1 attended secondary school when he came to the UK and progressed onto sixth form and then university where he undertook a BSc (Hons) degree course in Air Transport with Commercial Pilot Training. The course has ended now, and CL1 obtained his PPL (Private Pilot's License). Now, at the age of 24 works as a pilot for an airline company.

CL2 and CL3 – Care leavers

Two of our young people (care leavers) have been handpicked by Jamie's Farm to attend a workshop with Josh McAlister. Josh McAlister is the founder of Frontline and he has been named in January 2021 the chair of the newly announced national Independent Review of Children's Social Care in England. We are proud of the fact that the voices of our children are heard at national level and influence changes to social care system.

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2022/23 BUDGET PROPOSALS FOR SERVICES WITHIN THE REMIT OF FAMILIES, HEALTH & WELLBEING SELECT COMMITTEE

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Gemma McNamara & Graham Young, Corporate Finance
Papers with report	The Council's Budget (2022/23 – 2026/27) – Medium Term Financial Forecast (Appendix A8i)
Ward	All

HEADLINES

1. To comply with the Budget and Policy Framework procedure rules as part of the agreed consultation process for the General Fund and Housing Revenue Account budgets, alongside the Council's Capital Programme, this report sets out the draft revenue budget and Capital Programme for the services within the remit of the Families, Health & Wellbeing Select Committee. Following consideration by Cabinet on 16 December 2021, these proposals are now under consultation, and the relevant proposals being discussed at the January cycle of the Select Committees.
2. Cabinet will next consider the budget proposals on 17 February 2022, and the report will include comments received from Select Committees. At the meeting on 17 February 2022 Cabinet will make recommendations to full Council regarding the budget and Council Tax levels for 2022/23. Subsequently, Council will then meet to agree the budgets and Council Tax for 2022/23 on 24 February 2022.
3. The Committee needs to consider the budget proposals as they relate to the relevant service areas within the Families, Education & Wellbeing and Health & Social Care Cabinet Portfolios, but within the corporate context and the constraints applying as a result of the aggregate financial position of the authority.

RECOMMENDATIONS

That the Committee notes the budget projections contained in the report and comments as appropriate on the combined budget proposals affecting the relevant service areas within the Families, Education & Wellbeing and Health & Social Care Cabinet Portfolios, within the context of the corporate budgetary position.

SUPPORTING INFORMATION

General Fund Budget

Budget Strategy

- Budget proposals for 2022/23 have been prepared in the context of a wider strategy addressing the five-year MTFF period through which service expenditure is to be managed within available resources. This is to be achieved through a combination of delivering efficiency savings, manageable increases in the Council Tax, and Fees and Charges, while maintaining General Balances at 2021/22 levels.
- This budget strategy is based upon strong foundations, with the latest monitoring position for the 2021/22 financial year reporting a net underspend of £419k which will leave uncommitted General Balances at £26,520k entering the 2022/23 financial year. Of the £10,416k savings within the 2021/22 budget, 79% are either already banked or track for delivery, with 12% at an earlier stage of implementation and potential risks on 9% - relating to the Leisure Centre management fee. Further information on this position is set out in the budget monitoring report also presented to Cabinet in December 2021, but it is expected that all 2021/22 savings will ultimately be banked in full.
- Based on 1.8% per annum increases in the core Council Tax and 1% per annum increases in the Social Care Precept, funding available to support service expenditure is projected to grow by £32,034k to £270,279k between 2021/22 and 2026/27. A combination of inflation and demand-led pressures (including the on-going impacts of the COVID-19 pandemic), together with capital investment plans would require a £66,341k uplift in service expenditure. However, to date, a savings programme of £29,572k has been developed, enabling delivery of a balanced budget for 2022/23 and leaving a residual budget gap of £4,735k in later years of the MTFF period.

Table 1: Budget Strategy

	2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000	2025/26 £'000	2026/27 £'000
Total Resources	238,245	249,862	251,897	256,317	263,130	270,279
Total Service Expenditure	238,245	249,862	255,005	259,640	267,650	275,014
Budget Gap	0	0	(3,108)	(3,323)	(4,520)	(4,735)
<u>Of which, Service Expenditure in the remit of this committee:</u>						
Families, Education & Wellbeing	14,441	14,828	14,338	14,375	14,559	14,739
Health & Social Care	128,778	140,845	145,229	147,642	153,286	159,144
Total	143,219	155,673	159,567	162,017	167,845	173,883

7. A significant factor affecting the development of this budget strategy is the on-going impact of COVID-19 on Council services and finances, with pandemic related costs over and above planned service expenditure of £31,492k in 2020/21 and £18,710k in 2021/22. While these extraordinary costs have been financed from specific grants to date, it is not expected that further funding will be forthcoming and on-going structural pressures emerging from the pandemic of £7,098k are contributing towards the overall budget gap by 2026/27.
8. Notwithstanding the additional challenge presented by the pandemic, this budget strategy does not rely upon use of General Balances to support service expenditure and therefore maintains these at £26,520k over the five-year MTFF period. A review of the range of general risks affecting the Council indicates that the recommended level of uncommitted reserves should be between £15,000k and £32,000k.
9. In addition to General Balances, the Council holds Earmarked Reserves to manage specific risks, projects and cyclical expenditure commitments. At 31 March 2022, these are projected to total £30,185k, with £11,162k of this sum held to manage COVID-19 costs. This strategy limits budgeted releases from Earmarked Reserves to £10,108k, with £2,660k of previously planned releases and £7,448k COVID-19 funds being drawn down, leaving £20,077k of Earmarked Reserves on the balance sheet. Of this remaining balance, £4,164k is held to meet potential future COVID-19 costs.
10. This draft budget outlines £383,070k of proposed capital expenditure – including substantial investment in local infrastructure, a new leisure centre and delivery of significant additional SEND capacity in the borough’s schools – of which £121,746k is to be financed through borrowing.
11. Taken together with historic capital spending, this investment will result in the Capital Financing Requirement peaking at £311,768k in 2025/26 and declining thereafter. Of this peak borrowing requirement, £273,484k is expected to necessitate external borrowing, with £38,285k being financed through General Fund reserves and working capital.

Budget Proposals for the Families, Health & Wellbeing Select Committee

12. Service expenditure will grow due to inflationary pressures, demand-led growth and other corporate items including capital financing costs. The below table sets out the impact of these expenditure movements across the Cabinet Portfolios within the remit of this Select Committee for 2022/23.

Table 2: Service Expenditure Budget Proposals

	2021/22	Inflation	Demand-led Growth	Corporate Items	Savings Proposals	2022/23
	£'000	£'000	£'000	£'000	£'000	£'000
Families, Education & Wellbeing	14,441	862	0	0	(475)	14,828
Health & Social Care	128,778	4,586	10,556	0	(3,075)	140,845
Total Service Expenditure	143,219	5,448	10,556	0	(3,550)	155,673

13. Inflation: Cost pressures of £5,448k are projected against 2021/22 expenditure going into 2022/23, with material uplifts in relation to workforce budgets, care placements, contracted expenditure and energy costs. In line with wider MTFF modelling, inflation projections are predicated on CPI exceeding 4% during 2022/23 before returning to the Bank of England target rate of 2%.
14. Demand-Led Growth: items within the remit of this Select Committee account for £10,556k of the £24,932k increase across the Council, with a breakdown of these items presented below.
15. The COVID-19 pandemic has resulting in a step change in numbers of Looked after Children, which has historically seen growth of circa 4% per annum, although requires an uplift of 13% in 2022/23 to take account of significant and sustained growth from 2020/21, adding £2,794k to the Council's Service Expenditure. Over the medium-term growth rates are projected to return to circa 4% per annum and necessitate an uplift of £4,749k in budgets by 2026/27, this sum also makes provision for additional staffing support to manage increased number of clients. Numbers of Children with Disabilities are expected to grow in line with historic trends, adding a further £122k to the cost of this service in 2022/23. As a result of increasing numbers of children being supported by an Education, Health and Care Plan (EHCP), demand for SEND Transport is expected to grow by £1,276k in 2022/23 to finance transport to education settings within and outside the borough, with this service area expected to return to normal demand levels over the MTFF.
16. Underlying demand for the Adult Social Care Placements is projected to continue to grow over the MTFF period, which together with a COVID-19 driven step change being incorporated into budgets from 2022/23 onwards will necessitate £5,739k additional spending. This step change has been driven by two factors, firstly the need for social distancing has led to a lower level of outreach and reablement services, leading to an increase in demand for homecare services and secondly, the pandemic has led to an acceleration in the demand for Mental Health services, which were already facing challenges pre-pandemic. This position is expected to return to pre-pandemic increases from 2023/24 onwards, with £1,117k forecast growth for the remainder of the budget strategy.
17. While direct costs of supporting Unaccompanied Asylum-Seeking Children (UASC) are predominantly met through specific grant, an increase in demand linked to age disputed assessments and the National Transfer Scheme has necessitated additional investment in staffing and spending of independent age assessors. In the absence of further funding being made available by the Home Office, this will necessitate a £625k uplift in the locally funded spending in 2022/23, with a minor £15k additional funding being required over the following two years.

Savings Proposals

18. As mentioned above, £10,381k of savings proposals have been incorporated into the draft budget for 2022/23, with £3,550k falling within the remit of this Select Committee, with details of these items at Cabinet Portfolio level discussed below.

- i. Families, Education and Wellbeing: An in-hand review of the Libraries service is projected to deliver £250k of savings through maximising the digital offer to residents, reviewing the operating model to create bespoke services responding to the needs of the local community. In addition, a BID Review of the Early Years Operating Model is expected to secure £100k with £125k additional income linked to Fees and Charges proposals, with £34k of this coming from the Music Service and the remaining balance from inflationary uplifts, predominantly across cultural services (c£39k) and Adult Education charges (£18k).
- ii. Health and Social Care: A return to the pre-pandemic delivery model for care, with Homecare provision being supported by community and outreach services with a strong focus on reablement, is expected to deliver improved outcomes for clients while securing a saving of £1,508k. A number of measures have been developed to secure efficiencies through procurement and commissioning of support for Looked after Children, which together with identification of efficiencies within the service are expected to secure £1,229k. Delivery of additional in borough SEND school places is expected to secure £188k savings through reduced transport spend. In addition, £150k savings are expected to be delivered through the recently implemented Stronger Families Programme, where early intervention can reduce the need for care placements and secure better outcomes for clients.

Capital Proposals

19. Capital investment of £383,070k over the period 2021/22 to 2026/27 has been incorporated into the wider General Fund budget strategy set out within this report, with £215,689k investment in major projects, primarily delivering new or expanded infrastructure, and £158,464k investment in recurrent programme of works, ensuring that existing infrastructure is maintained and improved. An overview of these investment plans is detailed in appendix A8 that accompanied the Consultation Budget Report presented at December Cabinet.

Table 3: General Fund Capital Programme by Cabinet Portfolio

	Major Projects £'000	Programme of Works £'000	Total £'000
Total Capital Programme	215,689	158,464	383,070
<u>Of which, Service Expenditure in the remit of this committee:</u>			
Families, Education & Wellbeing	64,620	4,683	69,303
Health & Social Care	0	14,038	14,038
Total	64,620	18,721	83,341

20. Further to the overview presented above, the below section sets out the Capital Proposals within the remit of this Select Committee.

21. Families, Education and Wellbeing: Major projects focused upon continuation of investment in school places, including £53,716k funding for delivery of SEND places, with programme of works spend supporting investment in youth provision and devolved schools capital.

22. Health and Social Care: Continuing investment in Social Care equipment for service users.

SCHOOLS BUDGET

In-Year monitoring position and background

23. At month 7, the Schools Budget is reporting an in-year deficit of £12,657k which represents a net £5,329k adverse movement from the original budgeted position. The cumulative deficit is therefore forecast to be £38,043k at 31 March 2022.

24. At the time of writing the Council is currently in discussion with the DfE on a Safety Valve Agreement with the objective of securing conditional funding that would allow the DSG deficit to be eliminated over the five-year MTF period.

25. As in previous years the draft budget for the 2022/23 financial year will propose a transfer of funds from the schools block into high needs to mitigate an element of the growing pressure. This disapplication process will form part of the ongoing safety valve discussions.

Funding Outlook

26. The core assumptions for the 2022/23 DSG budget have been informed by the funding announcements issued by Central Government in July. These indicated favourable settlements for both the Schools and High Needs Blocks in 2022/23, however, in line with the process introduced in 2020/21 funding for the Central School services will decrease by a further 20% in 2022/23. The final funding settlements for the DSG are usually published in December alongside the wider local government settlement details and the detailed impact set out in the Schools Budget report.

27. The recent Spending Review announced further COVID recovery monies that were expected to be allocated directly to schools alongside a significant uplift in SEN capital funding. This latter element will support measures included within the Council's DSG recovery plan which are incorporated into the general fund capital forecasts.

Timetable

28. The final recovery plan submission within these Safety Valve discussions is due to be submitted in December. The plan will be subject to Department for Education to review with the final decision on whether to enter into a Safety Valve Agreement being made by the Secretary of State and it is expected that a decision will be reached by February 2022. If that is the case it will be possible to reflect the terms of the agreement in the final budget reports in February 2022.

29. If the proposals are agreed to by the Secretary of State, they will be reflected in a published agreement and will form the basis of the DSG MTF going forward. The agreement will

require the authority to implement reforms to the agreed timetable, whilst maintaining an agreed savings profile within a prescribed and robust monitoring regime. It will set out additional funding which the Department will release to support the reduction of the cumulative DSG deficit aligned to the savings profile. The achievement of these milestones will be key to securing the release of further funding. The Schools Budget report will set out these proposals in detail in February.

BACKGROUND PAPERS

THE COUNCIL'S BUDGET: MEDIUM TERM FINANCIAL FOECAST 2022/23 - 2026/27,
presented to 16 December 2021 Cabinet Meeting

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Prior Year Budget	Project	2021-2027 Project Budget			Total Capital Programme		
		Live Project Budget	Grants and Contributions	Council Resources	Total Project Budget	Total Released Budget	Percentage Released Budget
£'000		£'000	£'000	£'000	£'000	£'000	%
	Major Projects						
	<u>Families, Education and Wellbeing</u>						
21,355	Secondary Schools Expansions	6,852	(797)	(6,055)	28,207	21,877	78%
0	Additional Temporary Classrooms	3,800	0	(3,800)	3,800	0	0%
803	Schools SRP	53,716	(53,716)	0	54,519	3,345	6%
16,388	New Primary Schools Expansions	12	(12)	0	16,400	16,397	100%
0	Meadow School	240	0	(240)	240	240	100%
38,546	Total Major Projects	64,620	(54,525)	(10,095)	103,166	41,859	41%
	Programme of Works						
	<u>Families, Education and Wellbeing</u>			0			
N/A	Youth Provision	2,800	0	(2,800)	2,800	259	9%
N/A	Devolved Capital to Schools	1,883	(1,883)	0	1,883	0	0%
	<u>Health and Social Care</u>			0			
N/A	Equipment Capitalisation - Social Care	14,038	(14,038)	0	14,038	0	0%
	Total Programme of Works	18,721	(15,921)	(2,800)	18,721	259	1%

Prior Year Budget £'000	Project	Project Budget						Total £'000
		2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000	2025/26 £'000	2026/27 £'000	
	Major Projects							
	<u>Families, Education and Wellbeing</u>							
21,355	Secondary Schools Expansions	6,852	0	0	0	0	0	6,852
0	Additional Temporary Classrooms	1,000	2,800	0	0	0	0	3,800
803	Schools SRP	1,365	19,578	15,000	15,000	2,773	0	53,716
16,388	New Primary Schools Expansions	12	0	0	0	0	0	12
0	Meadow School	240	0	0	0	0	0	240
38,546	Total Major Projects	9,469	22,378	15,000	15,000	2,773	0	64,620
	Programme of Works							
	<u>Families, Education and Wellbeing</u>							
N/A	Youth Provision	900	700	400	400	400	0	2,800
N/A	Devolved Capital to Schools	773	222	222	222	222	222	1,883
	<u>Health and Social Care</u>							
N/A	Equipment Capitalisation - Social Care	2,243	2,359	2,359	2,359	2,359	2,359	14,038
	Total Programme of Works	3,916	3,281	2,981	2,981	2,981	2,581	18,721

MAJOR REVIEW - WORKING TITLE: ASSISTED LIVING TECHNOLOGIES REVIEW

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Anisha Teji, Democratic Services
Papers with report	Review Scoping Report
Ward	All

HEADLINES

At its meeting on 30 November 2021, the Committee discussed themes and ideas for possible recommendations. Draft recommendations have been proposed for the Committee's consideration and agreement.

RECOMMENDATION

That the Committee agrees the recommendations and a draft report is presented at the meeting on 2 February 2022.

SUPPORTING INFORMATION

Following Committee discussions, the following recommendations have been proposed:

1. That Cabinet welcomes the findings and recommendations from their review into the Council's offer of Assisted Living Technology (ALT) to residents.
2. That Cabinet:

Tailoring to residents' changing needs

- 1) Praises the work undertaken through the Telecareline Service to support over 70s residents live more independent lives.
- 2) That, in developing and reviewing social care packages for individual residents, officers implement a checklist in 2022 that takes into account both the current ALT offer but also any future ALT technologies that may apply, so that support packages and their review evolve directly with newer or better ALT offers.
- 3) That officers develop a narrative to support communications to tackle myths about Assisted Living Technology and engender confidence in its usage on the part of service users and families; and that also identifies how barriers and costs to take up to Assisted Living Technology may be managed.
- 4) Welcomes the feedback received as part of the Committee's review from service users and agrees that the Council will continuously listen to views of service users, rather than

during periodic reviews of the service, as a way to increase confidence in residents and improve the ALT offer

- 5) That officers conduct a training needs analysis in 2022 to identify relevant staff that may need to gain a greater understanding of ALT and how it works for users, including use of the Virtual Reality headsets and other appropriate training.

Looking to the future

- 6) Reviews its approach to Assisted Living Technology alongside the wider London Borough of Hillingdon's digital strategy and digital connectivity strategy, seeking out the future benefits to service users that full fibre, the "internet of things" and digital inclusion can offer.
- 7) That officers work with providers of ALT technologies to take a consistent approach in moving systems online to improve the effectiveness of service monitoring and delivery 'in sync' with health and social care partners.
- 8) Agrees to continued liaison with Brunel University and other sources of research and development to ensure the ongoing evolution of the Assisted Living Technology strategy continues to be informed by emerging good practice.
- 9) Notes that ALT can be an important preventative tool to a wider range of vulnerable residents, not only those in older years or with dementia;
- 10) Therefore, supports the principal that an ALT offer should be a consideration at all relevant major resident contact points with the Council, including universal services (not solely social care) and asks officers to prepare an implementation plan for this during 2022, for consideration by the Cabinet Member.

Next steps

Following the Committee's consensus on any recommendations, Democratic Services will prepare a draft review report, based around these, for the Committee's consideration at its next meeting. This will ensure the Committee is on target to report to Cabinet in the early part of 2022.

Implications on related Council policies

The role of Select 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

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

See Scoping Report.

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FAMILIES, HEALTH & WELLBEING SELECT COMMITTEE - WORK PROGRAMME

Committee name	Families, Health & Wellbeing Select Committee
Officer reporting	Anisha Teji, Corporate Services and Transformation
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 Families, Health & Wellbeing Select 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:

2021/22 Municipal Year Meetings	Room
03 June 2021, 7pm	CR5
27 July 2021, 7pm	CR6
08 September 2021, 7pm	CR6
26 October 2021, 7pm	CR6
30 November 2021, 7pm	CR6
05 January 2022, 7pm	CR6
02 February 2022, 7pm	CR5
31 March 2022, 7pm	CR 5
20 April 2022, 7pm	CR 5

Implications on related Council policies

The role of the Select 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

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

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

Multi year work programme

May 2021- May 2022

2022

Families, Health & Wellbeing Select Committee

July 27

August No meeting

September 8

October 26

November 30

December No meeting

January 5

February 2

March 3

April 20

May CABINET

REVIEW : Assisted Living Technologies

Topic selection / scoping stage

Witness / evidence / consultation stage

Findings, conclusions and recommendations

Final review report agreement

Target Cabinet reporting

Witness Session 1

Witness Session 2

Witness Session 3

Findings

Recommendations

Final report

CABINET

Regular service & performance monitoring

Mid year Budget Update

Annual Complaints & service report update

Cabinet's budget proposals for next financial year

Children's Safeguarding Partnership (formerly the LSCB)

Annual SAB (Adults Safeguarding Board report)

Standards and Quality in Education in Hillingdon 20/21

Quarterly School Places Planning Update

Education Results and Standards Report (incl. School

Improvements & Outcomes of Discussions on

Performance)

Report / minutes from the Corporate Parenting Panel

Cabinet Forward Plan Monthly Monitoring

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

One-off service monitoring

Update on Telecare Line

Semi-Independent Living for Young People

Quarterly School Places Planning Update

Carers Strategy Delivery Update

Update on the new SEN Strategy, and the new Additional

Needs Strategy

Better Care Fund - Learning Disabilities/Autism

Workstream

A review of Hillingdon Adult and Community Learning

Service on behalf of the previous Residents, Education &

Environmental Services Policy Overview Committee

Promoting Healthy Lifestyles (Sport and Physical Activity)

Public Health Update on Initiatives brought in as a result of the Covid-19 pandemic

X

X

X

X

X

X

X

X

Public Health Integrated Service Contracts				X					
Overview of Corporate Parenting Responsibilities						X			
Changes to our admissions criteria						X			
Access to EHCPs for Children with SEND		X							
Elective Home Education policy - update on new policy implementation							X		
Youth Services update							X		
Adult and Community Learning Self Assessment Report, 2020-21.					X				
Early Years Provision Update							X		
Past review delivery									
Making the Council more autism-friendly (1 year on)									X
Internal use only									
Report deadline	14 Jul 21	25-Aug-21	13-Oct-21	17-Nov-21		17-Dec-21	20-Jan-22	16-Feb-22	07-Apr-22
Agenda published	19 Jul 21	31-Aug-21	18-Oct-21	22-Nov-21		23-Dec-21	25-Jan-22	23-Feb-22	12-Apr-22

CABINET FORWARD PLAN

Committee name	Families, Health and Wellbeing Select Committee
Officer reporting	Anisha Teji, Corporate Services and Transformation
Papers with report	Appendix A – Latest Forward Plan
Ward	As shown on the Forward Plan

HEADLINES

To monitor the Cabinet’s latest Forward Plan which sets out key decisions and other decisions to be taken by the Cabinet collectively and Cabinet Members individually over the coming year. The report sets out the actions available to the Committee.

RECOMMENDATION

That the Families, Health and Wellbeing Select Committee notes the Cabinet Forward Plan.

SUPPORTING INFORMATION

The Cabinet Forward Plan is published monthly, usually around the first or second week of each month. It is a rolling document giving the required public notice of future key decisions to be taken. Should a later edition of the Forward Plan be published after this agenda has been circulated, Democratic Services will update the Committee on any new items or changes at the meeting.

As part of its Terms of Reference, each Select Committee should consider the Forward Plan and, if it deems necessary, comment as appropriate to the decision-maker on the items listed which relate to services within its remit. For reference, the Forward Plan helpfully details which Select Committee’s remit covers the relevant future decision item listed.

The Select Committee’s monitoring role of the Forward Plan can be undertaken in a variety of ways, including both pre-decision and post-decision scrutiny of the items listed. The provision of advance information on future items listed (potentially also draft reports) to the Committee in advance will often depend upon a variety of factors including timing or feasibility, and ultimately any such request would rest with the relevant Cabinet Member to decide. However, the 2019 Protocol on Overview & Scrutiny and Cabinet Relations (part of the Hillingdon Constitution) does provide guidance to Cabinet Members to:

- Actively support the provision of relevant Council information and other requests from the Committee as part of their work programme;
- Where feasible, provide opportunities for committees to provide their input on forthcoming executive reports as set out in the Forward Plan to enable wider pre-decision scrutiny (in addition to those statutorily required to come before committees, *i.e. policy framework documents – see para. below*).

As mentioned above, there is both a constitutional and statutory requirement for Select Committees to provide comments on the Cabinet’s draft budget and policy framework proposals after publication. These are automatically scheduled in advance to multi-year work programmes.

Therefore, in general, the Committee may consider the following actions on specific items listed on the Forward Plan:

	Committee action	When	How
1	To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide its influence and views on a particular matter within the formal report to the Cabinet or Cabinet Member before the decision is made.</p> <p>This would usually be where the Committee has previously considered a draft report or the topic in detail, or where it considers it has sufficient information already to provide relevant comments to the decision-maker.</p>	<p>These would go within the standard section in every Cabinet or Cabinet Member report called "Select Committee comments".</p> <p>The Cabinet or Cabinet Member would then consider these as part of any decision they make.</p>
2	To request further information on future reports listed under its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to discover more about a matter within its remit that is listed on the Forward Plan.</p> <p>Whilst such advance information can be requested from officers, the Committee should note that information may or may not be available in advance due to various factors, including timescales or the status of the drafting of the report itself and the formulation of final recommendation(s). Ultimately, the provision of any information in advance would be a matter for the Cabinet Member to decide.</p>	<p>This would be considered at a subsequent Select Committee meeting. Alternatively, information could be circulated outside the meeting if reporting timescales require this.</p> <p>Upon the provision of any information, the Select Committee may then decide to provide specific comments (as per 1 above).</p>
3	To request the Cabinet Member considers providing a draft of the report, if feasible, for the Select Committee to consider prior to it being considered formally for decision.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide an early steer or help shape a future report to Cabinet, e.g., on a policy matter.</p> <p>Whilst not the default position, Select Committees do occasionally receive draft versions of Cabinet reports prior to their formal consideration. The provision of such draft reports in advance may depend upon different factors, e.g., the timings required for that decision. Ultimately any request to see a draft report early would need the approval of the relevant Cabinet Member.</p>	<p>Democratic Services would contact the relevant Cabinet Member and Officer upon any such request.</p> <p>If agreed, the draft report would be considered at a subsequent Select Committee meeting to provide views and feedback to officers before they finalise it for the Cabinet or Cabinet Member. An opportunity to provide specific comments (as per 1 above) is also possible.</p>
4	To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting	<p>As part of its post-decision scrutiny and broader reviewing role, this would be where the Select Committee may wish to monitor the implementation of a certain Cabinet or Cabinet Member decision listed/taken at a later stage, i.e., to review its effectiveness after a period of 6 months.</p> <p>The Committee should note that this is different to the use of the post-decision scrutiny 'call-in' power which seeks to ask the Cabinet or Cabinet Member to formally re-consider a decision up to 5 working days after the decision notice has been issued. This is undertaken via the new Scrutiny Call-in App members of the relevant Select Committee.</p>	<p>The Committee would add the matter to its multi-year work programme after a suitable time has elapsed upon the decision expected to be made by the Cabinet or Cabinet Member.</p> <p>Relevant service areas may be best to advise on the most appropriate time to review the matter once the decision is made.</p>

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BACKGROUND PAPERS

Classification: Public

Families, Health and Wellbeing Select Committee – 5 January 2022

- [Protocol on Overview & Scrutiny and Cabinet relations adopted by Council 12 September 2019](#)
- [Scrutiny Call-in App](#)

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Upcoming
Decisions Further details

Ward(s)

Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
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SI = Standard Item Council Departments: PE =Planning, Environment, Education & Community Services IT - Infrastructure, Transport & Building Services SH = Social Care & Health CS&T = Corporate Services & Transformation FD= Finance

Cabinet meeting - 6 January 2022 (report deadline 15 December)

107	Contract for meal vouchers under the Government support schemes	Cabinet will consider putting in place a contract which can be called on for the provision of meal vouchers for children attending Hillingdon schools who are in receipt of benefit-related free school meals and vulnerable adults, subject to the continued receipt of Government funding for this.	All		Cllr Susan O'Brien - Families, Education & Wellbeing	Families, Health & Wellbeing	CS&T / FD - Tracie Bushell / Allison Mayo		NEW ITEM	Private (3)
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Cabinet meeting - 17 February 2022 (report deadline 2 February)

040	2021/22 Better Care Fund Section 75 Agreement	A report to Cabinet regarding the agreement under section 75 of the National Health Service Act, 2006, that will give legal effect to the 2020/21 Better Care Fund plan, including financial arrangements.	All		Cllr Jane Palmer - Health & Social Care	Families, Health & Wellbeing	SH - Gary Collier			Public
073	Approval of school admissions arrangements	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, 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. Therefore, the Council is proposing to reduce the Published Admission Number for a number of Hillingdon primary schools. Cabinet will make a decision on this following consideration of the consultation responses.	Various		Cllr Susan O'Brien - Families, Education & Wellbeing	Families, Health & Wellbeing	PE - Dan Kennedy / Haley Murphy / Sarah Phillips	Public consultation and Families, Health & Wellbeing Select Committee		Public

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Cabinet meeting - Thursday 21 April 2022 (report deadline 6 April)

58	Standards and quality of education in Hillingdon during 2020/21	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Cllr Susan O'Brien - Families, Education & Wellbeing	Families, Health & Wellbeing	PE - Daniel Kennedy / Rani Dady	Select Committee		Public
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Cabinet meeting - June 2022 (date to be confirmed)

SI	Carers Strategy Update	Cabinet will receive a progress report on the Carers Strategy and Delivery Plan.	All		Cllr Jane Palmer	Families, Health & Wellbeing	SH - Kate Kelly-Talbot			Public
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Cabinet meeting - July 2022 (date to be confirmed)

Upcoming Decisions

Further details

Ref

Ward(s)

Final decision by Full Council

Cabinet Member(s) Responsible

Relevant Select Committee

Directorate / Lead Officer

Consultation related to the decision

NEW ITEM

Public or Private (with reason)

SI = Standard Item Council Departments: PE =Planning, Environment, Education & Community Services IT - Infrastructure, Transport & Building Services SH = Social Care & Health CS&T = Corporate Services & Transformation FD= Finance

88	Older People's Plan update	Cabinet will receive its yearly progress update on the Older People's Plan and the work by the Council and partners to support older residents and their quality of life.	All		Cllr Ian Edwards - Leader of the Council / Cllr Jane Palmer - Health & Social Care	Families, Health & Wellbeing	SH - Kevin Byrne	Older People, Leader's Initiative		Public
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Cabinet meeting - October 2022 (date to be confirmed)

112	The Annual Report Of Adult and Child Safeguarding Arrangements	This report provides the Cabinet with a summary of the activity undertaken by the Safeguarding Children Partnership Board and the Safeguarding Adults Board to address the identified local priorities. The Cabinet will consider this report and approve the activity and the local priorities for the two boards.	All		Cllr Jane Palmer - Health & Social Care	Families, Health & Wellbeing	SH - Alex Coman	Families, Health & Wellbeing Select Committee	NEW ITEM	Public
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The Cabinet's Forward Plan is an official document by the London Borough of Hillingdon, UK