



HILLINGDON
LONDON



Children, Families and Education Select Committee

Councillors on the Committee

Councillor Heena Makwana (Chairman)
Councillor Roy Chamdal (Vice-Chairman)
Councillor Kishan Bhatt
Councillor Tony Gill
Councillor Rita Judge
Councillor Peter Smallwood
Councillor Jan Sweeting (Opposition Lead)

Co-Opted Member

Tony Little, Roman Catholic Diocesan
Representative

Date: THURSDAY 2 FEBRUARY
2023

Time: 7.00 PM

Venue: COMMITTEE ROOM 6 -
CIVIC CENTRE, HIGH
STREET, UXBRIDGE UB8
1UW

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

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Published: Wednesday 25 January 2023

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This Agenda is available online at:

[London Borough of Hillingdon - Committee details - Children, Families and Education Select Committee](#)

~~Floyd White~~
Head of Democratic Services
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Terms of Reference

Children, Families, & Education Select Committee

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 Children, Families & Education
Relevant service areas	<ol style="list-style-type: none">1. Children's Services (including corporate parenting)2. Children's Safeguarding3. Youth Justice4. Youth Services5. SEND6. Education7. Children and Families Development8. Skills & lifelong learning

This Select Committee will 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.

Agenda

- 1 Apologies for Absence
- 2 Declarations of interest in matters coming before this meeting
- 3 Minutes of the previous meeting 1 - 6
- 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 London Borough of Hillingdon (LBH) response to National Safeguarding Review 7 - 12
- 6 Learn Hillingdon Adult Community Education Self-Assessment Report, 2021-22 13 - 24
- 7 Scoping Report For Proposed Review 'The Stronger Families Hub: Our Engagement With Key Stakeholders - Exploring Participation And Feedback To Improve Service And Satisfaction' 25 - 32
- 8 Children, Families and Education Select Committee Member visit to the Uxbridge Family Hub (Verbal Update) Verbal
- 9 Forward Plan 33 - 36
- 10 Work Programme 37 - 40

Agenda Item 3

Minutes

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

4 January 2023

Meeting held at Committee Room 6 - Civic Centre,
High Street, Uxbridge UB8 1UW



	<p>Committee Members Present: Councillors Heena Makwana (Chairman), Kishan Bhatt, Tony Gill, Peter Smallwood, Jan Sweeting (Opposition Lead), Little, Shehryar Ahmad-Wallana and Jas Dhot</p> <p>LBH Officers Present: Iain Watters (Director of Strategic & Operational Finance), Kat Wyatt (Head of Service Youth Justice, AXIS, Adolescent Development and Youth Services), Jenny Chalmers (School Placement & Admissions Manager (Temp)) and Anisha Teji (Democratic Services Officer)</p>
47.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies for absence were received from Councillor Roy Chamdal with Councillor Shehryar Ahmad-Wallana substituting.</p> <p>Apologies for absence were also received from Councillor Rita Judge with Councillor Jas Dhot substituting.</p>
48.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>Councillor Jas Dhot declared a non-pecuniary interest in agenda item 6: Youth Offer Update as he worked with young offenders. He remained for the discussion of the item.</p>
49.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes from the meeting on 6 December 2022 be agreed subject to noting the Committee's request to hear from school representatives as part of the major review.</p>
50.	<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 (<i>Agenda Item 4</i>)</p> <p>It was confirmed that agenda items 1 – 10 would be heard in Part I and agenda item 11 would be heard in Part II.</p>

51. **BUDGET PROPOSALS FOR SERVICES WITHIN THE REMIT OF THE CHILDREN, FAMILIES & EDUCATION SELECT COMMITTEE** (*Agenda Item 5*)

The Director of Strategic & Operational Finance introduced the report detailing the draft revenue budget and capital programme for the services within the remit the Committee.

Key points from the report were highlighted, including details of the financial pressures generated by the ongoing inflation, legacy Covid – 19 impacts, cost of living crisis and the additional funding received from government, together with earmarked Council reserves, in order to manage such pressures. It was reported that the balance budget was set to be achieved through a combination of efficiency savings increases in Council Tax and Fees and Charges.

Budget proposals for 2023/24 had been prepared in the context of a wider strategy addressing the five-year MTF period. The latest monitoring position for the 2022/23 financial year reported a net underspend of £61k which would leave uncommitted General Balances at £26,780k entering the 2023/24 financial year.

The Committee noted that Cabinet would consider the budget proposals on 16 February 2023 and the report would include comments from Select Committees. Members were informed that Council would meet to agree the 2023/24 budgets and Council tax levels on 23 February 2023.

Although this had been a challenging budget to set, officers were thanked for providing the detailed and interesting report. It was confirmed that the provisional financial update from Central Government was released in December 2022 and the position was broadly consistent to what had been expected. The report provided an update on the schools budget and this had taken a different route via the Schools Forum in terms of budget setting. Members requested that this document be shared with the Committee.

In response to how confident officers were about being able to make savings of over one million pounds given that there were many demand led and 'volatile' areas within the remit of the Select Committee, it was explained that there was a savings and contingency plan in place. The Council had a solid track record of delivering savings in these areas and clear measures had been put in place. There was clear accountability on how savings were delivered.

It was noted that fees and charges proposals in the budget had followed a comprehensive benchmarking exercise and the impacts of what fees and charges could have on demand had been considered. All proposals for charges had been worked with relevant teams.

It was acknowledged that this was a good news budget in incredibly tough times and circumstances.

In terms of the impact of budget reductions on central education, it was explained that the only savings coming directly out of SEND and education services was to review the higher cost of transport where children were being transported out of the Borough. There would be no impact to education standards. The factors taken into account to decide the cost savings included an understanding of the average unit costs and previous experience.

It was noted that the budgeted subsidy for the early years centres coming from the

	<p>General Council tax would be removed and additional income would be raised through fees and charges. In setting the budget, inflation had been pitched at circa 5%.</p> <p>It was noted that the Council's capital programme would only include the schemes being implemented and the delivery of a new school in the North of the Borough would be done via the free school route.</p> <p>The Committee noted that there was lot of pressure on the demand on children's services but recognised the importance of early help and prevention as a measure to support families and young people.</p> <p>RESOLVED: That the Committee:</p> <ol style="list-style-type: none"> 1. noted the budget projections contained in the report. 2. delegate to the Democratic Services Office in conjunction with the Chairman (and in consultation with the Opposition Lead) to agree comments to be submitted to Cabinet.
52.	<p>YOUTH OFFER UPDATE (<i>Agenda Item 6</i>)</p> <p>The Head of Service Youth Justice, AXIS, Adolescent Development and Youth Services introduced the report on the Youth Offer. A detailed overview of the report was provided and key aspects of the report were highlighted. A short video was played for the Committee that captured how a responsive, modern and dynamic youth offer could engage with children within the community.</p> <p>The Committee heard about the Youth Offer Vision that encompassed services provided by the Local Authority, Universal and Targeted Services, work with uniformed, faith, sports and arts and culture groups. The Committee heard about the Summer 2022 Youth Offer and Holiday Activities Food Programme and had regard to the youth survey results from 2021. The survey was sent to all secondary schools across Hillingdon and there had been 600 responses.</p> <p>It was noted that this was the first update in relation to the Youth Offer and the Committee would have an opportunity to comment further on this area once the consultation period had ended. The offer would also be presented to Cabinet in due course and the Committee would have an opportunity for further scrutiny.</p> <p>Officers were thanked for the comprehensive report and welcomed the update and information on modernising the Youth Offer.</p> <p>During Member discussions it was noted that the vision included a directory of opportunities and it was planned for this be digitally available for children, young people and families. The digital resource/app would enable residents to insert postcodes so that a list of all the opportunities available in different localities could be clearly identified.</p> <p>It was clarified that the term youth work meant delivering programmes and supporting children and young people through volunteer and other opportunities.</p> <p>In terms of the mobile delivery service and locations, it was noted that the hotspots were in Hayes and West Drayton with six out of 28 services in the North of the Borough. It was confirmed that the mobile detachment team was a discreet service and</p>

aimed to work with those children and young people who were the hardest to reach. A comprehensive software system was used to capture crucial information such as reports of child criminal exploitation and this information was shared across police, health, education and social care agencies and enabled the Council to identify those with the greatest need. As part of the Youth Offer there was an intention to ensure that there was a strong presence across the Borough and resource was maximised in the best way. The Youth Offer would help identify groups and how these arrangements could be facilitated.

It was reported that there was a need to increase digital visibility and make greater use of social media as this was used by children and young people. It was acknowledged that the way services engaged with young residents needed improving and this was still a work in progress.

It was requested that future surveys also captured data from local sports clubs and involve children and young people from these areas. The surveys were sent to all secondary schools and the Council fully engaged with schools in terms of the available offers and targeted programmes. Although at the present time there were restrictions around staffing resources, there was an intention to build on universal offers.

It was recognised that there were diverse communities across the Borough and programmes needed to be tailored to meet individual and local community cultural needed. This would include the need to have a diverse work force, cultural awareness and different methods of engagement.

During Member discussions it was confirmed that no youth centres had been permanently closed. There were some structural concerns and challenges around staffing. Whilst the wider asset transformation programme was undertaken the decision had been made to utilise alternative venues as a temporary measure. It was noted that there was a recommendation for a second bus to be carried and used a transporter bus.

RESOLVED: That the Committee noted the update information.

53. **CONSULTATION ON CHANGES TO SCHOOL ADMISSIONS ARRANGEMENT**
(Agenda Item 7)

The School Placement & Admissions Manager (Temp) introduced the report on the proposed changes to the Admissions criteria and PAN for Community Schools. An overview of the report was provided and key aspects of the report were highlighted.

It was reported that the Local Authority was proposing to reduce the PAN for Coteford Infant School from 81 to 60 to come into effect from reception 2024. The priority distance radius would also be reduced from 1000m to 750m in line with admissions arrangements. The consultation period took place between 24 October 2022 to 19 December 2022 and two responses were received. The reason for the reduction in PAN was based on projection and demographic changes leading to depleting pupils rolls in reception. The results from the consultation would be presented to Cabinet in February 2023.

It was noted that there was another school in the same planning area that had its capacity increased by 100% and this was based on the demand for the school.

	<p>RESOLVED: That the Committee:</p> <ol style="list-style-type: none"> 1. reviewed the proposed changes to Hillingdon’s Admissions Arrangements detailed in the report. 2. reviewed the responses from the consultation on a PAN change to a community primary phase school that are provided in the report below. 3. delegated to the Democratic Services Office in conjunction with the Chairman (and in consultation with the Opposition Lead) to agree comments to be submitted to Cabinet.
54.	<p>CORPORATE PARENTING PANEL MINUTES (<i>Agenda Item 8</i>)</p> <p>It was noted that there was typo with Cllr Heena Makwana’s role as she was listed as Co Chair. Members requested that the Corporate Parenting Panel considered the provisions and support in place for young people who wished to go to university.</p> <p>RESOLVED: That the minutes from the Corporate Parenting Panel meeting be noted.</p>
55.	<p>FORWARD PLAN (<i>Agenda Item 9</i>)</p> <p>RESOLVED: That the Forward Plan be noted.</p>
56.	<p>WORK PROGRAMME (<i>Agenda Item 10</i>)</p> <p>It was noted that Witness Sessions 2 & 3 the voice of parents and young people would take place on Wednesday 18 January 2023.</p> <p>RESOLVED: That the work programme and updates be noted.</p>
57.	<p>OFSTED REPORT - PART II (<i>Agenda Item 11</i>)</p> <p><i>This item was discussed as a Part II item without the press or public present as the information under discussion contained confidential or exempt information as defined by law in the Local Government (Access to Information) Act 1985. This was because it discussed ‘information relating to any individual and information which is likely to reveal the identity of an individual’ (paragraphs 1&2 of the schedule to the Act).</i></p> <p>The Committee considered the Ofsted report – Part II. A list of questions would be sent to the report author for clarification.</p> <p>RESOLVED: That the Committee noted the update and any clarification questions would be sent to the report author.</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.13 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Anisha Teji on ateji@hillington.gov.uk or 01895 277655. 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.

London Borough of Hillingdon (LBH) response to National Safeguarding Review

Committee name	Children, Families and Education Select Committee
Officer reporting	Alex Coman – Children’s Services
Papers with report	London Borough of Hillingdon (LBH) response to National Safeguarding Review
Ward	All

HEADLINES

The report attached informs the Children, Families and Education Select Committee of the Hillingdon’s review of Children with disabilities and complex health needs who are children looked after and placed in residential special schools which are also registered as children’s homes.

This report was considered by the Corporate Parenting Panel on 24 January 2023 but has been brought to the Select Committee to highlight the work undertaken.

RECOMMENDATIONS

That the Committee notes the content of the report and the outcome of the review.

SUPPORTING INFORMATION

In October 2022 the Child Safeguarding Practice Review Panel published phase 1 of the Child Safeguarding Practice Review Panel’s review into the safeguarding of children with disabilities and complex health needs in residential settings. The phase 1 report looks in particular at the experiences of 108 children and young adults placed from 55 local authorities at three specialist, independent, residential settings between 1 January 2018 and 21 March 2021. These settings were located, Doncaster, and run by the Hesley Group.

The investigation uncovered abuse and serious harm of some of the most vulnerable children in our society and a complex criminal investigation into what happened to these children is being progressed by South Yorkshire Police. The Panel is of the view that it should not wait for the outcomes of criminal investigations before we seek to learn what changes to safeguarding practice are needed.

In light of the seriousness of the review’s findings, the Panel asked Directors of Children’s Services (DCSs) to initiate urgent assurance action about all children placed in similar types of provision.

DCSs in every English local authority completed quality and safety reviews of every child placed

Classification: Public

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in similar types of provision for whom they are responsible.

This is intended to provide reassurance that the setting meets the child's needs. Equally the DCSs have been asked to review any Local Authority Designated Officer investigation in such settings in their area.

DCSs are asked to report the findings of their review to the Children Partnership Safeguarding board and to Corporate Parenting Panel.

The report attached provides Hillingdon's response to the points above.

PERFORMANCE DATA

None.

RESIDENT BENEFIT

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 financial implications arising from this report.

LEGAL IMPLICATIONS

There are no legal implications arising from this report.

BACKGROUND PAPERS

[Safeguarding children with disabilities in residential settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103122/Safeguarding_children_with_disabilities_in_residential_settings.pdf)

London Borough of Hillingdon (LBH) response to National Review – Children with disabilities and complex health needs who are children looked after and placed in residential special schools which are also registered as children’s homes

1. Introduction

1.1 On 23rd August 2022, the Chair of the Child Safeguarding Practice Review Panel wrote to all Directors of Children’s Services in England requesting 2 urgent actions were completed by 23rd November 2022:

1.2 Urgent Action One:

- i. Directors of Children’s Services to ensure that Quality and Safety Reviews are completed for all children with complex needs and disabilities, currently living within placements with the same registrations (i.e. residential specialist schools registered as children’s homes) to ensure they are in safe, quality placements.
- ii. This action should be led and overseen by the placing (i.e. home) local authority DCS. If a Review identifies concerns about the conduct of a member of the workforce, the placing local authority may need to share the concerns with the host Local Authority Designated Officer (LADO) if the threshold has been met.
- iii. DCSs are asked to provide an overview report on key findings and issues to both their local corporate parenting board and to local safeguarding partners, together with assurance that the Quality and Safety Reviews have been completed.
- iv. DCSs are also asked to send a copy of this overview report on the Quality and Safety Reviews to the relevant DfE regional improvement support lead (RISL).

1.3 Urgent Action Two:

In relation to this group of children (as defined above), all Directors of Children’s Services should ensure:

- i. That the host authority LADO for each individual establishment reviews all information on any LADO referrals, complaints and concerns over the last 3 years relating to the workforce in such establishments to ensure these have been appropriately actioned.
- ii. The host authority LADO should then contact any local authorities who currently have children placed in the establishments in their area if there are any outstanding enquiries being carried out regarding staff employed in the home.

1.4 DCSs are asked to confirm that urgent action two has been taken through the overview report that is provided to the DfE Regional Improvement Support Lead on Action One above.

1.5 On 16th September 2022, the Ofsted National Director of Regulation and Social Care wrote to all DCSs providing a confidential list of the schools that are jointly registered as children’s homes (shared under Schedule 13, paragraph 8 of the Education and Inspections Act 2006). This provided confirmation that there is no such school in Hillingdon.

2. Response to Urgent Action One

2.1 We currently have 3 young people placed in residential schools that are also registered as children’s homes:

ICS ID	Initials	Age	Provider	Postcode	Ofsted rating - Education	Ofsted rating - Care
XX	A	11-15	MacIntyre School-MacIntyre Care	xx	Good	Good
XX	B	11-15	Chailey Heritage Children's Home	xx	Outstanding	Good
XX	C	11-15	The Oaks- Amberleigh Care Limited	xx	Good	Requires Improvement

2.2 All of these placements have two ratings: one for care, and one for education. A's placement Requires Improvement for Care with the last monitoring visit recorded as taking place on 4 March 2021. The other placements are rated as Good for Care.

2.3 Quality visits to the Residential placements took place in the month of October subsequent to the Looked After Children reviews and visits completed separately to see and obtain the views of the children/young people.

2.4 All involved professionals and parents were asked for their views and no concerns were raised for any of the placements. A is noted as having made good progress in the time he has been at MacIntyre Care and B was observed to have formed very positive relationships with key members of staff. A is described as still settling in having moved into the placement in June 2022.

2.5 The providers were able to give clear information on how they are meeting the needs of the children and the plans in place for them. There is evidence of the providers having a good understanding of the needs of the children and in working well to the plans in place for them with evidence of good progress and outcomes.

3. Response to urgent action two

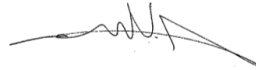
- i. The host authority LADO for each individual establishment reviews all information on any LADO referrals, complaints and concerns over the last 3 years relating to the workforce in such establishments to ensure these have been appropriately actioned.
- ii. The host authority LADO should then contact any local authorities who currently have children placed in the establishments in their area if there are any outstanding enquiries being carried out regarding staff employed in the home.

3.1 To meet the question of how LADO assesses and manages cases specifically relating to children’s special provisions we have set below standard practice as derived from “Working Together to Safeguard Children” (updated 2018).

3.2 The LADO delivers a statutory role on behalf of the Local Authority to oversee and / or investigate all cases where allegations have been made against an adult who is employed or works in a voluntary role with children. Their role includes providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies and monitoring the progress of cases to ensure that they are dealt with quickly, consistently and fairly.

In response to part I of the request: There is no such agency which meets the stated criteria in LBH.

Report author: Michelle Thomas -



Report authoriser: Julie Kelly -



November 2022

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Learn Hillingdon Adult Community Education Self-Assessment Report, 2021-22

Committee name	Children, Families and Education Select Committee
Officer reporting	Debbie Scarborough, Service Manager Adult & Com Learning
Papers with report	Learn Hillingdon Self-Assessment Report 2021-22
Ward	All

HEADLINES

The Self-Assessment Report from Learn Hillingdon is produced by the service annually that evaluates the effectiveness of the education delivered to learners and its impact on them.

RECOMMENDATIONS

That the Committee notes the report and questions officers on the report.

SUPPORTING INFORMATION

This report is submitted to the Local Authority for scrutiny and to Ofsted and the GLA for their information. It is used by Ofsted to support initial decisions about inspections planned for the service and by the GLA for funding and quality purposes.

PERFORMANCE DATA

Service overall	Enrolments	Retention	Pass	Achievement
2021-22	3639	93.4%	92.5%	86.4%
2020-21	3298	92.1%	94.1%	86.6%
2019-20	3925	84.7%	92.9%	78.6%
2018-19	5170	92.6%	96.6%	89.5%

*Pass rate: results of those who stayed until the end of the course, excluding those who left.
 **Achievement rate: results for all enrolled learners, including those who left before the end of the course.

RESIDENT BENEFIT

The support and challenge provided to the Service Manager by committee members enables service developments and helps the service to improve where necessary.

FINANCIAL IMPLICATIONS

There are no direct financial implications for this matter.

LEGAL IMPLICATIONS

There are no legal implications for this matter.

BACKGROUND PAPERS

NIL.



HILLINGDON
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**Learn Hillingdon
Adult Community Education
Self-Assessment Report, 2021-22**

Grade 2: Good

Debbie Scarborough/2022.

Classification: Public
Children, Families and Education Select Committee - 2 February 2023

Context of the provision

Hillingdon is the largest and most westerly borough of London with a population of 306,000. Although there are large employers in the borough, for example Glaxo Smith Kline, approximately 90% are micro-businesses. Unemployment levels are low overall, but skills levels vary and wards in the south of the borough have lower qualification levels, greater levels of deprivation and higher claim rates of most benefits than those in the north.

Total number of grant-funded learners/enrolments	1681 learners	3639 enrolments
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Residency	2018-19	2019-20	2020-21	2021-22
Hillingdon resident	4798 92.8%	3566 90.9%	2978 90.3%	3275 90%
London resident, (outside LB Hillingdon)	256 5.0%	301 7.7%	249 7.5%	291 8%
Out of London resident	116 2.2%	58 1.5%	73 2.2%	73 2%
Total	5170	3925	3298	3639

Overall, learners are more likely to be female, of white heritage and 35-49 years of age. The Boundary Commission Review in 2022 prevents a direct comparison with ward data from previous years, but most learners (57.3%) live in LSOAs* that are ranked 2 to 5 on the IMD* scale, who in turn are most likely to study ESOL**, English and maths.

LSOA: Lower Super Output Area and MD: Index of Multiple Deprivation

ESOL: English for Speakers of Other Languages.

Breakdown of enrolments	No of learners	No of enrolments	Retention rate	Achievement rate
Female	1351 80%	2976 82%	92.4%	86.4%
Male	330 20%	662 18%	92.5%	86%
Unspecified	1	1	100%	0.0%
North of the borough	496 30%	1030 28%	94.4%	87.5
South of the borough	985 58%	2245 62%	92.6%	85.1%
Outside the borough	200 12%	364 10%	92.3%	83.2%

Hillingdon has identified health issues, such as mental health, obesity, diabetes and dementia as priorities. Wards in Hayes & Harlington have higher rates of obesity and Diabetes Type 1 in those aged over 18 and 17 respectively, whereas wards in the north have higher rates of cardiovascular disease and more care homes.

Classification: Public

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Improvements in 2021-22

The creation of service-wide progression reports. Whilst this needs further development, work this year means the underpinning information is now accessible from the management information system.

RARPA* scrutiny in-year, especially concerning evidence supporting non-accredited assessment judgements, led to a review of the quality of assessment evidence in-year across the service. This resulted in lower achievement rates for 2021-22, but the expectations and consistency of the judgements are more robust as a result and will ensure the integrity of achievement judgements moving forward.

The yearlong ILP**, which covers multiple courses, was embedded in the service this year, allowing new learners on non-qualification Emotional Health and Wellbeing courses to see how their initial courses fit together and to recognise their progress more clearly as they begin their learning journey.

The development of new curriculum programmes that further meet local need and develop staff expertise, for example newly funded SEND*** qualifications.

The web pages were revised to clarify the curriculum offer as we moved away from printed brochures, reflecting the service offer and supporting the council's sustainability strategy

**RARPA: Recognising and Recording Progression and Achievement. A process for establishing whether a learner has passed a course that does not have a qualification attached.*

***ILP: individual learning plan.*

**** SEND: Special Educational Needs and Disabilities, also seen as ALDD: adults with learning difficulties and disabilities.*

Strengths

- The information, advice and guidance offered to learners is very effective and results in realistic placements with effective support in place for learners to learn and progress
- Vocational learners are well supported to turn their vision into a clear plan of action and follow it through
- Consistent and effective quality monitoring quickly identifies learners facing challenges and enables targeted and appropriate interventions to be actioned that support learners to achieve.
- Effective partnership working leads to good provision in the community for the most disadvantaged and furthest away from learning, for instance, encouraging those with mental health issues and asylum seekers to enter learning.

Areas for Improvement

- Further improve the capture of evidence of learning in RARPA
- Build on the new progression data to inform service decisions and extend options for learners.
- Further improve enrolment numbers that have not yet recovered from the pandemic.

Classification: Public

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Quality of Education

The intention of the provision: what does Learn Hillingdon set out to achieve?

Learn Hillingdon’s mission statement is to help adults to use education to enhance their lives through learning opportunities that follow these themes:

- Economic security and prosperity
- Greater and/or sustained independence,
- Improved health and wellbeing for learners and their families,

The service’s main target groups are those facing the greatest disadvantages in life, whether through:

- low skills, low income, deprivation, poor employment prospects or expectations, e.g., those with the lowest skills levels, asylum seekers;
- those who need help to increase or maintain their independence, i.e., those with learning disabilities;
- poor mental or physical health, especially emotional health and wellbeing, obesity, dementia, diabetes, often delivered in the community.

Mission Statement	Target group	Main provision
Economic security and prosperity	Low skills, low income, deprived postcode, poor employment prospects	English, maths, ESOL, digital and vocational provision, i.e. <ul style="list-style-type: none"> • English/ESOL, maths • Digital skills and IT • Childcare and Early Years • Health and Social Care • Floristry and Horticulture • Accountancy/Book-keeping • Community Interpreting
Greater and/or sustained independence	Help to increase their independence	Provision for adults with learning difficulties and disabilities (ALDD)
Improved health and wellbeing for learners and their families.	Poor mental or physical health, community-based programmes	Emotional health and wellbeing, family learning, personal development

Many of our learners lack confidence, thinking that learning is not an option for them, and they may initially engage in very short courses before progressing into qualifications. As a result, they may learn with the service over a period of years as they begin to achieve qualifications, realise their own potential and build their ambition step by step.

One such learner was JM, who won a Festival of Learning Award in June 2022. J overcame significant barriers to gain qualifications over a 5-year period with Learn Hillingdon, including poor educational experience and attainment, dyslexia, gender transition surgery and mental ill-health. As her studies and confidence developed, she began volunteering in a mental health charity where she now works part-time. She is currently studying for level 2 Health and Social Care qualifications.

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She says, 'I was nervous coming back into learning because I didn't have a very good experience at school, but my confidence has grown with all the courses I'm doing. I'm working in mental health now myself and doing courses to get me a bit higher up in my work and being who I want to be.' (Festival of Learning video, 2022).

Implementation: how well do we deliver learning?

Learners receive a good quality of education from the Service. Lessons are planned and sequenced well, enabling learners to build on their previous knowledge and link it to new information. Teachers utilise a range of engaging methods and go beyond the syllabus, using their expertise and industry knowledge well to adapt their teaching to meet the needs of individual learners and prepare them for future learning and work. Where appropriate, learners take additional English, digital and/or employability qualifications that support their vocational qualifications well and enable progression to their next step.

'I took the course to change my career and to help build my confidence, which it did'. (Learners quotes cited in Matrix report, 2022).

'Doing this course has really helped build my confidence to go on to higher qualifications'. (Learners quotes cited in Matrix report, 2022)

'We talked about how my confidence is improving, which really helps'. (Learners quotes cited in Matrix report, 2022).

Learners benefit from flexible and supportive approaches to formative assessment that scaffold their progression through their study. All learners receive regular feedback that helps them improve, and 97% of learners agreed or strongly agreed that the feedback given was helpful and told them how to improve their work (Learner Survey 21-22).

'The feedback I had from my tutor really helped my confidence.' (Learner quote cited in Matrix report, 2022).

Assessment of learning is effective and 97% of learners stated that they had felt supported to complete their course, (Learner Survey 21-22). We continued to adhere to awarding body mitigation guidance in vocational areas to ensure learners could meet the assessment requirements to pass their qualifications, but this was not always enough to allow learners to pass. For example, some schools prevented assessors entering their setting to observe learners practice due to Covid restrictions. Whilst we did all we could to mitigate these situations it did have a detrimental effect on overall achievement rates, dropping from 91.26% in 20-21 to 83.30% in 21-22 in these qualifications.

Learning support is effective in helping learners achieve. 83% of learners accessing learning support achieved. One Counselling learner reported, "My learning support assistant was very helpful on so many different levels. I feel more confident to continue my course. Very grateful to him". This learner has now enrolled onto Counselling Level 3 after passing her Level 2 exam.

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'They push you and support you at the same time.' (Learners quotes cited in Matrix report, 2022).

Learners receive very effective information, advice and guidance linked to their individual circumstances, supported by skills assessments for qualification courses. Together, this ensures learners are placed in classes appropriate to their aims and skills levels. Flexible enrolment schedules provide in-year entry points that are designed to meet the needs and commitments of adult learners. 'I was advised to do a lower-level course, which was right for me.' (Learners quotes cited in Matrix report, 2022)

In February 2022, the service underwent a full Matrix inspection designed to assess the effectiveness of the information, advice and guidance offered to learners. Learners, staff and partners were interviewed, and the quality mark was retained.

'I am clear about what qualifications I need to get the job I want.' (Learners quotes cited in Matrix report, 2022).

The impact of learning on learners

The provision has a good impact on learners and achievement rates are similar to last year.

Service overall	Enrolments	Retention	Pass	Achievement
2021-22	3639	93.4%	92.5%	86.4%
2020-21	3298	92.1%	94.1%	86.6%
2019-20	3925	84.7%	92.9%	78.6%
2018-19	5170	92.6%	96.6%	89.5%

*Pass rate: results of those who stayed until the end of the course, excluding those who left.

**Achievement rate: results for all enrolled learners, including those who left before the end of the course.

The table below shows these figures in relation to our stated intent for the provision.

Stated intent	Main provision	Enrolments	Retention	Pass	Achievement
Economic security and prosperity	English/ESOL, maths Digital and IT Childcare and Early Years Health and Social Care Floristry and Horticulture Accountancy/Bookkeeping Community Interpreting	1674	91.1%	93.1%	84.6%
Greater and/or sustained independence	ALDD	292	96.2%	96.4%	92.7%
Improved health and wellbeing for learners and their families.	Emotional health and wellbeing, family learning, targeted provision (including asylum seekers), personal development	1355	94.6%	94.8%	89.7%

Whilst retention, pass and achievement rates are all recovering to pre-pandemic levels, learner and enrolment numbers are recovering more slowly, in line with national trends. This is most apparent in personal development courses and in floristry and horticulture, all of which saw much greater demand pre-pandemic. Likewise, fewer level 3 qualifications ran due to the lack of level 2 work placements, stymieing progression for some vocational learners. However, other areas have struggled to meet demand, particularly English and ESOL.

Models of Funding	ENROLMENTS				RETENTION RATE			PASS RATE			ACHIEVEMENT RATE			
	2018-19	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Qualification	2203	1992	1623	2032	79.4	92.2	92.3	90.7	93.1	94.4	90.1	72.0	85.9	87.1
*Personal Development	1351	1012	883	660	93.0	95.6	95.6	95.9	95.5	83.3	89.9	89.2	89.9	79.6
Targeted Outreach**	1516	921	729	956	86.9	94.2	94.2	93.4	94.2	95.0	89.4	81.2	84.4	89.5
Overall Totals	5070	3925	3298	3639	84.67	92.1	93.4	92.85	94.1	92.5	89.5	78.62	86.6	86.4

* Historically known as 'leisure' courses, such as languages and creative courses to support residents to de-stress after work.

** Community outreach targeted at those furthest away from learning

There are no significant achievement gaps based on age, gender or learning difficulties, however learners who have declared a mental health issue or dyslexia, and learners on digital skills or some non-accredited courses including maths achieved below the service standard. Underlying issues have been identified as:

- Learners with a mental health issue struggled to attend and stay on course, despite support. It is difficult to quantify the impact of continued Covid restrictions on this.
- The challenges of new digital skills qualifications were underestimated, as they were across the country. Whilst learners' digital skills improved as intended, too many felt that some components of the course were not relevant to them, for instance taking the exam.
- One tutor who taught five short maths classes did not capture assessment and achievement evidence effectively, resulting in lower overall figures. This affected results in the first term, but most learners went on to pass their final exams.

Partnerships are used well to support the wider impact of learning on learners lives and progression. For instance, our attendance at a local careers' fayre led to 11 course offers, 24 adults booking pre-course skills assessments, 2 potential job applicants with us and one interview. Likewise, our own Careers Fayre in June saw 196 attendees' access 19 online workshops on 16 different topics over two dates. Delivered as a blended event, this provided learners with the flexibility of attending workshops online whilst also being able to meet face to face with 13 partner employer organisations.

Throughout the year, 75 learners attended one-to-one sessions with National Careers Service advisors, 59 of which were face to face in centres. Learners access an accessible, online jobs board updated via JCP information, which also features opportunities to progress into further study or work from other providers. 12 of our trained volunteers got into work this year. Six of these were offered jobs with us in various positions, mostly sessional tutors and learning support assistants; five of whom are currently working with us and one withdrew because she moved away.

Behaviour and attitudes

Learners are expected to treat each other with respect and are encouraged to use their skills and learn independently outside class. Learners are aware that regular attendance is important and consistently monitored (overall service attendance is 94%). Any absences are followed up in a timely manner and support is put in place where necessary to minimise interruptions to their learning. Learners with learning difficulties and disabilities gain from the consistent approach to these behavioural standards and social norms which are reinforced by staff across the service.

Learners receive timely advice and guidance 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 placements. Combined with their studies, these elements help them recognise the transferrable skills they have developed and how they might be valuable to employers.

'The staff are fantastic and really hold your hand.'

'I felt listened to.' (*Learners quotes cited in Matrix report, 2022*).

Personal development

Learners benefit from a wide range of personal development opportunities, from World Mental Health Day yoga sessions to an International Women's Day event with a female scientist speaking from the National Space Centre and the Queen's Jubilee celebration. The annual Parliament Week debate was Chaired by the Cabinet Member for Education and filmed by the Parliament events team.

British Values are promoted strongly across the service. During Parliament Week, learners stand for election by their peers to represent them on the Learner Council, promoting democracy and encouraging learners to vote. The Learner Council meets regularly with senior management and makes an active contribution to the life of the service, for instance providing mystery shopper feedback and themed focus groups with learners.

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 undergo volunteer training as ESOL, Digital Skills or Community (Interpreting) Champions, and some have progressed into employment within the service.

One tutor working with adults with LDD* commented,

"I can't tell you how much I have appreciated the reliable support of these two volunteers. It is so much more than their positive attitudes. They have always made it clear they are willing to help where needed. They have integrated themselves well with the learners, have shown so much respect to each learner and this has contributed to the relaxed and inclusive atmosphere in the classroom we all strive to achieve."

**LDD: learning difficulties and disabilities.*

Leadership and Management

Leadership and management are good. There is a strong team ethos and a commitment to the service values* which combined, define and underpin the approach to providing the best possible service for learners and the community.

Managers regularly review the programme offer in-year to best respond to local need, for example the following courses were developed this year:

- Delivery of short, non-accredited ESOL classes and workshops to 123 asylum seekers,
- 12 newly arrived Ukrainians engaged in a short ESOL course. 6 further learners whose English was at a higher level were placed in an alternative vocational course to improve their employability opportunities
- Level1-Level 3 Mental Health qualifications were introduced to qualify 20 learners to work in the mental health sector, responding to local need and upskilling our team.

Staff feel valued and that their opinions are respected. Staff development opportunities lead to improvements for learners:

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- 9 managers took part in research that reviewed whether a different approach to observation can capture the individual distance travelled by learners on non-accredited courses, impacting the way we look at progress and achievement of learners.
- Additional funding enabled 18 staff and volunteers to undertake two qualifications that increased their knowledge and understanding of learning disabilities. Managers commented on their enhanced understanding of learners with those difficulties. *"I would recommend the 'Supporting Individuals with Learning Disabilities Level 2' to any other tutor or Learning Support Assistant"* (LK - Vocational Evaluation Survey Spring 2022).

However, where there are concerns managers act decisively. When a quality improvement issue that impacted on learner achievements was identified, managers swiftly carried out a robust review of RARPA** judgements across the service to ensure standards remained high. Whilst this work led to lower achievement rates for some non-qualification courses this year, it will improve the integrity of assessment practice moving forward, ensuring better quality of education for all non-qualification learners.

Having renewed the management information system this year, the service was able to create progression reports. These reports provide a baseline against which to monitor progression levels within departments and across the service going forward, for instance 41% of last year's learners returned to their next classes in 2021-22, although they will need further development next year,

Safeguarding is effective. Disclosures are actioned swiftly and reviewed regularly by the Staying Safe Board.

Governance is good. The service was reviewed by the Policy and Overview Committee of the Local Authority during 2021, and as a result a decision was taken to change the name from 'Hillingdon Adult and Community Learning' to 'Learn Hillingdon Adult Community Education' and to move away from printed to online marketing. The Service then updated its website and reviewed its marketing strategy, all of which were launched in summer 2022.

The service also moved into a converted area of the Civic Centre this year. Managers and the wider team worked hard to move to a new building with minimal disruption to learners finishing their courses or enrolling for the new academic year.

Changes to the Local Authority's administration also resulted in the formation of the Education and SEND Directorate, of which the service is now a part. Monthly meetings with the Cabinet Member for Education coupled with regular scrutiny by the Executive Director have begun to create opportunities which will develop further during 2022-23.

**The team have agreed these values: ambition, commitment, integrity, passion, and pride.*

***Recognising and Recording of Progression and Achievement' for non-qualification courses*

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Scoping Report For Proposed Review ‘The Stronger Families Hub: Our Engagement With Key Stakeholders - Exploring Participation And Feedback To Improve Service And Satisfaction’

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services Officer
Papers with report	Updated Scoping Report
Ward	All

HEADLINES

At its meeting on 20 July 2022, it was proposed that the first review of the Children, Families and Education Select Committee focus on the topic of The Stronger Families Hub.

The Committee had its first witness session on 6 December 2023 with officers setting the scene on the Stronger Families Hub. A further witness session took place on 18 January 2023 where some Members met with parents and young people that had used the service. Notes from this session will be circulated to Members offline.

The scoping report has been updated to reflect the change in the witness programme.

RECOMMENDATION

That the Committee comment on and note the updated scoping report.

SUPPORTING INFORMATION

The updated scoping report for the review is attached.

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

Select Committees directly engage residents in shaping policy and recommendations from the Committees are presented to Cabinet to consider, and ultimately seek to improve the way the Council provides services to residents.

Financial Implications

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

None at this stage.

BACKGROUND PAPERS

NIL.



Children, Families and Education Select Committee Review Scoping Report - 2022/23

Draft title: The Stronger Families Hub: Our engagement with key stakeholders – exploring participation and feedback to improve service and satisfaction

1. OBJECTIVES

Aim of review

At its meeting on 20 July 2022, the Select Committee agreed as its major review to investigate how the Stronger Families Hub was functioning in practice since its creation over a year ago. This document serves as an introduction to the topic of the Stronger Families Hub and sets out in general terms the context to the Stronger Families Hub within local government, the objectives, the challenges and offers a framework for any subsequent review.

For the purposes of the review, it is significant to distinguish between the Stronger Families initiative and Stronger Families Hub. Both these areas are distinct in their roles although when developed and rolled out the Stronger Family Hubs will strengthen the early and targeted intervention available for families in the Borough. This review will specifically focus on the service in place for children and young people.

It is intended that the review will support the work of Children's Services in helping to shape its ways of working, identifying areas of weakness and how overall engagement with key stakeholders can be improved.

Terms of Reference

The following Terms of Reference are suggested for the review, subject to any changes agreed by the Committee:

1. to understand the Council's current work with the Stronger Families Hub and what it entails.
2. scrutinise a service that was launched a year ago and review its effectiveness.
3. review the Stronger Families Hub's digital process (one number, one address) and how this works in practice.
4. to understand and explore the nature of partnership working.
5. to consider the allocation of information to children and families and access to community support functions.
6. review the support in place for parents and children that were born during lockdown and the impacts of covid.
7. to acknowledge that all families come in all shapes, sizes and circumstances and how better support can be provided to parents.
8. to explore the measures in place for child protection and safeguarding.
9. subject to the committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet.

2. BACKGROUND

Stronger Families Hub Team

The Team was initially set up with two team managers, an advanced practitioner, 11 fulltime and one part time social worker (typically senior social workers) as well as 10 triage officers. In light of the increased demand since the launch, interim arrangements have been made for additional staffing subject to the findings of the project review.

Context and key information

"Our vision is to empower families to be and feel strong, safe and healthy through the provision of early and targeted support to reach their full potential.

To achieve our vision, we need to respond to need when it arises and work together to ensure we have the right person for the child and family leading the right intervention."

The Stronger Families Hub programme is a 24/7 service available to residents providing a wide range of support services. It can be described as a locality based Early Help and Prevention Service supporting children at the earliest stage by working closely with partners across Hillingdon.

The Stronger Families Hub programme went live on 3 August 2021 and provides a single point of contact for all safeguarding referrals and an online route to refer a child to social care. The areas of support include:

- Children with special educational needs or disabilities (SEND)
- Adolescent Development Services
- Portage
- Stronger Families (Locality Key working teams)
- Social Care
- Attendance issues
- Children Missing from Education

The Council's website includes further information regarding the service model which combines a social work led service, adult mental health service and the Hillingdon MASH (Multi Agency Safeguarding Hub). It enables schools, post-16 and early years providers to request support in an educational establishment for children SEND. It enables health professionals to conform with the statutory requirement of completing a SEND Early Health Notification, once they have identified a child who may have long-term SEND. The Stronger Families Hub allows better information sharing between professionals, which ensures a more co-ordinated and faster response to the needs of children and families in Hillingdon.

Relevant Legislation

- The Children Act 1989
- The Children Act 2004
- The Children and Social Work Act 2017

External issues and risks to Stronger Families Hub

Stronger Families Hub within local government is faced with a number of challenges, including:

- Increasing demand for services combined with decreasing funding/resources
- Continued effects of the Covid-19 pandemic and ongoing recovery; and
- Recent Implications from BREXIT, including scarcity of materials, manpower and expertise;

Current data, best practice and research

Further data and research will be identified as the review progresses.

Connected work

The Stronger Families Hub in Hillingdon has the potential to impact all children and social care services within the Council. Implications to this impact will be identified as the review progresses.

Executive Responsibilities

The Cabinet Member responsible is Councillor Susan O'Brien, Cabinet Member for Children, Families and Education.

3. EVIDENCE & ENQUIRY

Lines of Enquiry

Lines of enquiry can be expanded as the review progresses or included in relevant witness session reports. However, lines of enquiry may include:

- establishing the historical background of the stronger families hub to compare how well the service is being delivered now.
- real focus on the end user and how they have found the service in practice.
- exploring what support functions are in place and whether these can be improved.
- the nature of partnership working and how it is combined in practice.

Potential witnesses

Witnesses will be identified by the Committee in consultation with relevant officers.

Surveys, site-visits or other fact-finding events

Such opportunities will be identified as the review progresses. A possible survey of suppliers will be considered to provide useful feedback and evidence for the Committee.

Future information that may be required

Further information may be identified as the review progresses.

4. REVIEW PLANNING & TIMETABLE

Proposed timeframe & milestones for the review:

Meeting Date	Action	Purpose / theme	Witnesses / officers attending
3 November 2022	Agree Scoping Report	Information and analysis	Democratic Services/Committee
6 December 2022	Witness Session 1	Setting the scene	Antony Madden, Head of First Response & Out of Hours
18 January 2023 – 10 am	Witness Session 2	The voice of parents	Meeting with parents
18 January 2023 – 5pm	Witness Session 3	The voice of young people	Meeting with young people
6 February 2023 - 1pm in CR 4	Witness Session 4	The voice of providers	Staff SFH triage officer Social worker Advanced Practitioner Team Manager
14 March 2023 –TBC	Witness Session 5	Partnership working	Siobhan Appleton – Assistant Director for Safeguarding Adults, Safeguarding Children and Children Looked After Emma Kay Named Nurse for Safeguarding Children (Hillingdon) / CNWL Interim Head of Safeguarding Children Nicole Dimond is the Lead Child Protection Advisor for Schools & Deputy LADO – TBC Liz Royle – Interim Designated Nurse – TBC
18 April 2023	Committee session	De – brief and emerging findings	To discuss key findings and identify potential recommendations

TBC	Approval of draft final report	Proposals – agree recommendations and final draft report to Cabinet	
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Resource requirements

None

Equalities impact

None.

Background Papers / further reading

[Stronger Families - Hillingdon Council](#)

[MASH - Hillingdon Safeguarding Children Partnership Arrangements \(Hillingdon LSCB\) \(hillingdonsafeguardingpartnership.org.uk\)](#)

[Early Help: Stronger Families - Hillingdon Safeguarding Children Partnership Arrangements \(Hillingdon LSCB\) \(hillingdonsafeguardingpartnership.org.uk\)](#)

Appendices

App A - Stronger-Families-Flyer

App B - Stronger-Families-Webinar-Slides

CABINET FORWARD PLAN

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
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 Children, Families and Education 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

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

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)
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SI = Standard Item each month Council Directorates: AS = Adult Services & Health P = Place CS = Central Services R = Resources CY = Children & Young People ES = Education & SEND

Cabinet meeting - Thursday 16 February 2023 (report deadline 30 January 2023)

066	Parenting Support and Development Programmes	Cabinet will consider the award of a contract for Parenting Support and Development Programmes. Such programmes offer community-based support and guidance to parents teenagers who are experiencing challenges.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY / R - Kathryn Wyatt / Sally Offin			Private (3)
59b	Approval of school admissions arrangements	Subject to Cabinet's decision in October 2022 to consult on this matter, 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 Coteford Infant School. Cabinet will make a decision on this following consideration of the consultation responses.	Eastcote / All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Tajinder Bhojani / Vikram Hansrani	Statutory consultation		Public
040b 040c 040d 040e 040f 040g 040h 040i 040j 040k 040l 040m 040n 040o 040p 040q 040r 040s 040t 040u 040v 040w 040x 040y 040z	The Council's Budget - Medium Term Financial Forecast 2023/24 - 2027/28 (BUDGET FRAMEWORK)	Following consultation, this report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2023/24 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration.	All	Proposed Full Council adoption - 23 February 2023	Cllr Ian Edwards - Leader of the Council / Cllr Martin Goddard - Finance	All	R - Andy Evans	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public

Cabinet meeting - Thursday 23 March 2023 (report deadline 6 March 2023)

065	Family Group Conference Service	Cabinet will consider the award of a contract for the Hillingdon Family Group Conference Service, which comprises independent meetings for families in need of support. They are often used when a child might be taken into care, to get family members to make a plan to allow the child to stay with them safely.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY / R - Tehseen Kauser / Sally Offin			Private (3)
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Cabinet meeting - Thursday 20 April 2023 (report deadline 3 April 2023)

046	Standards and quality of education in Hillingdon during 2021/22	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Vikram Hansrani / Rani Dady	Select Committee		Public
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Cabinet meeting - October 2023 (date TBC)

SI	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 Susan O'Brien - Children, Families & Education / Cllr Jane Palmer - Health & Social Care	Health & Social Care / Children, Families & Education	CY / AS - Alex Coman / Sandra Taylor	Select Committees		Public
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CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month

SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Vikram Hansrani			Private (1,2,3)
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The Cabinet's Forward Plan is an official document by the London Borough of Hillingdon, UK

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE - WORK PROGRAMME

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
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 Children, Families and Education Select Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

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

Meeting Date	Room
14 March 2023	CR5
18 April 2023	CR5

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 2022 - 2026

	2022/23										2023/24
Children, Families & Education Select Committee	June 28	July 20	August No meeting	September 21	November 3	December 6	January 4	February 2	March 14	April 18	May No meeting
Review A: TBC Topic selection / scoping stage Witness / evidence / consultation stage Findings, conclusions and recommendations Final review report agreement Target Cabinet reporting		Selection			Scoping Report / Witness Session			Review update / Witness Session			Findings
Regular service & performance monitoring Children's Safeguarding Partnership Annual Report Twice Yearly School Places Planning Report Quarterly Performance Monitoring (<i>pushed back from March, date TBC</i>) Annual Education Standards report (prior to Cabinet) Mid-year budget / budget planning report Reports/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
One-off information items Scrutiny Introduction (Democratic Services) Overview of Corporate Parenting Responsibilities Policy Review Discussion & Guidance Service Update on Early Years & Children's Centres TBC Council Strategy 2022-2026 consultation Youth Services Update Consultation on changes to school admissions arrangement SEND Strategy Ofsted report - PART II Learn Hillingdon Self Assessment Review 2020/21 Ukrainian Children - how funding from Central Government has been delivered to schools Corporate Parenting Panel Membership to agree + subs	X				X						
		X									
							X				
							X				
							X				
								X			
									X		
	X										
Past review delivery Adult & Community Learning Review 2021/22										X	
Internal use only Date deadline confirmed to report authors Report deadline Agenda published											
	16 Jun	8 Jul		9 Sep	24 Oct	24 Nov	20 Dec	23 Jan	2 Mar	6 Apr	
	20 Jun	12 Jul		13 Sep	26 Oct	28 Nov	22 Dec	25 Jan	6 Mar	10 Apr	

*SEND Strategy update to be added to work programme for June 2023

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